


Universitetspladsen

RUglobal

Information and debate from Roskilde University

Number 04 · 8. November – 29. November 2010

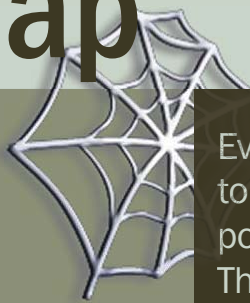
Learning by frustration



New Pro-rector:
Quality control and
quality development
must be kept separate

You only have to
spend a few mi-
nutes at RU to
hear the words
*problem oriented
project work*

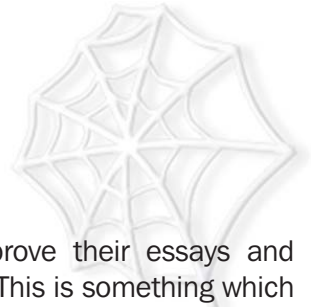
Avoid the trap



Every semester some students attempt to improve their essays and project reports through plagiarism, unfortunately. This is something which can result in the expulsion of the students in question

Bachelor degree and then what? Part 2

Avoid the trap



Every semester some students attempt to improve their essays and project reports through plagiarism, unfortunately. This is something which can result in the expulsion of the students in question

By: Niels Teglbjærg, Office of Education and Research

Dear student,

At Roskilde University we have many honest, bright and hard working students, and hopefully you are one of them.

Studying at RU implies writing a number of essays and project reports etc. As you probably know by now in academic texts it is vital to include references to other academic works within the field and sometimes even quotations. That also applies if you use your own earlier written works. I assume that you also know that a reference or a quotation must be clearly marked – and how to do it. If not, you

are always welcome to contact one of your teachers.

However, sometimes it happens that one of our students – or even a group of students – get tempted to try to “improve” an essay, a project report or other written work by adding smaller or larger pieces of text that they did not write themselves without proper quotation. Just to make it look smarter, or because they ran short of time, and the “help” was so easily found on the web, or maybe due to some other reasons.

But the reason doesn't really matter - quotations without quotation marks – and other improper techniques are violations of good academic practice, and since it is vital for a

university to ensure the confidence of the society in its exams, the university regards any such malpractice with great severity.

Unfortunately a number of students ignore this every semester - maybe without considering how easy it is for the internal or external examiners to discover the malpractice no matter whether they use web based electronically tools (as many do) or other means.

The sanctions vary depending on the case – but the most common sanctions used are that the exam is annulled and at the same time the student is expelled for 1 – 1½ year. These sanctions of course may have negative side effects such as loss of personal honour, loss of right to rent a student flat, and for some students that their residence permit may be withdrawn.

Although the university strives to handle these cases in a fair and correct manner, there are no doubts that such a case is quite burdensome for the student.

I hope that this little note will help these – after all few – of your fellow students who might be tempted to avoid plagiarism and the like. And I just thought you should know how much we care that the society can trust the value of your exams and the grade you are working for.

If you want to read a little more, you can find some examples of misconduct at: http://www.ruc.dk/ruc_en/studying/regulations/examination_fraud/


You can find a link to the rules used in these cases at: http://www.ruc.dk/ruc_en/studying/regulations/ Just look for “Regulations on disciplinary measures against students at Roskilde University”.

Best wishes,


Niels Teglbjærg
Department of Education and Research


Status for the IT systems

See a status for the IT systems here:
www.ruc.dk/en/it-status



På dansk

For students 

For employees 

Find Person

▲ ▲ ▲ Print RUC A-Z

 Search

Frontpage > About the University > Organisation > Administration > Campus-it > News

Campus-it news

RU's old homepages are working again - 13.07 2010
RU's old homepages are working again

RU's old homepages don't answer - 13.07 2010
Due to an update of a main Xen-server RU's old homepages on the Magenta system are not responding at the moment. The server is checking the file system. We expect to be up and running again within a couple of hours.

Live status

email > Slow response times

Tips and tricks from Campus-it

Table of Contents

- 35 Avoid the trap
- 33 New Pro-rector: Quality control and quality development must be kept separate
- 30 Learning by frustration
- 29 Bachelor degree and then what? Part 2

Publishing information

RUCnyt/RUGlobal is Roskilde University's official magazine for information and debate about the organization of the university. RUGlobal is open to all employees and students at Roskilde University to debate the educational and research organizations at the university, including questioning of common interest for research and education.

Editorial staff:

Hanne Preisler (Responsible)
Thomas Humle (Editor)
Anne Frida Christiansen (Editor)
Camilla Buchardt (Editor)
Jakob Bang Schmidt (Editor)
Philip Michael Shange (Editor)

Layout, print and edition:

PrinfoParitas Digital Service, 1800 copies

Paper:

Cover: 4CC 220g.
Contents: Image Business 80g.

Address: RUCnyt, Postboks 260, DK - 4000 Roskilde, Telephone 4674 2013 eller 4674 2612, e-mail: RUCnyt@ruc.dk, www.ruc.dk/ruc/RUCnyt
Notifications: rucnyt-meddelelser@ruc.dk

Opening hours: RUCnyt/RUGlobal does not have any regular office hours. To get in contact with the editorial staff please e-mail us or contact the information office, which is located in building 04.1.

Articles: need to be handed in by e-mail. Please enclose suggestions for illustrations. Discs and other material are normally not returned. The editorial staff is allowed to shorten articles and to reject articles which are not of common interest. Articles of more than 8000 characters (about 2 pages) can normally not be expected to be published un-shortened. There is no minimum length for an article to be published. Anonymous articles are not accepted.

Upcoming deadlines:

Nr.	Articles	Notices	Publication date
5	11/11	16/11	29/11
6	2/12	7/12	20/12

- at 12 noon on the assigned date

New Pro-rector: Quality control and quality development must be kept separate

Hanne Leth Andersen, RU's new Pro-rector, focused particularly on quality teaching when she held her inaugural lecture on 15 October

*By: Jakob Bang Schmidt, RUGlobal
Photo: Poul Erik Nikander Frandsen*

The first guests to arrive in the cinema lobby are Hanne Leth Andersen's family. Immediately after, Rector Ib Poulsen arrives, politely introducing himself. There is still 15 minutes to the lecture, which allows time for small talk.

- We are very pleased to have Hanne as Pro-rector, he said, smiling to the family.

After a while, new and old colleagues begin to arrive and a loud humming spreads in the lobby.

While the audience slowly find their seats in the cinema, where the lecture will take place, Hanne Leth Andersen is photographed standing next to University Director Peter Lauritzen, Chairman of the Board of Directors, Christian S. Nissen, and of course, Rector, as a memory of this ceremonious day.

The quality must be developed

After a brief introduction by Christian S. Nissen, Hanne Leth Andersen takes over.

- If you want to know whether you provide good quality, control can be a good thing. However, what I find interesting is to develop the quality, but in a society that constantly wants to check and control, control becomes the focus. Quality work has to be development work, but it often ends up being control.

- Of course it is necessary that someone can guarantee the quality to the students and society and thus ensure that we actually perform the tasks we are meant to perform. However, there is still a strong focus on control.

The audience hardly has any doubts about Hanne Leth Andersen's strong interest in university pedagogy and her clear visions for how it can become a big part of the future RU. Her energetic appearance and repeated references to research projects undertaken by her emphasises that she is a Pro-rector with a lot on her mind.

Control and development must be kept separate

- We have to keep quality development in the communicative relations between the students and their teachers free of control.

- I once thought that you could check teaching and develop its quality at the same time, but I have led a research project on evaluation methods at the Humanities at AU, the Natural Sciences at KU and the Social Sciences at CBS. What we discovered was that students felt they didn't receive feedback and that follow-up on evaluations was not carried out. It shattered my illusion that you can combine quality control and quality development. Now, I recommend that you separate it.

When you choose to perform checks, Hanne Leth Andersen believes that you have to make it clear, what you want to achieve.

- Do we measure whether students receive better grades or whether they are happy? And does students have to be happy before things are going well?

Yes, they do, but not because the teacher is entertaining; we actually would like to provoke students when we teach, because there is no point in just agreeing all the time.

Teaching in English means loss of nuances

- What consequences does it have when we teach in a foreign language? How much do we



According to RU's new Pro-rector, Hanne Leth Andersen, it is not possible to combine quality control and quality development.

really miss when someone talks in a language other than our mother tongue and when we participate in teaching conducted in a foreign language?

- If you ask students, they say they understand English well enough to attend classes without any loss of contents. However, there is already a loss in communication simply because of the lack of nuances, and then there is a loss of interaction. It's difficult to ask questions at lectures in Danish, but even more difficult in English, and there will be more repetitions.

English words are now used in Danish

The form is affected by internationalisation, but the content also sometimes changes, said Hanne Leth Andersen.

- When we have international teachers and foreign students, something happens to the educational programmes.

- A perfect example is from the Faculty of Science at KU, where all the master's programmes are taught in English. Besides using English words in Danish, it has been decided that saying 'focus on run-off of nitrogen' is too narrow and local; instead, 'soil erosion'

has become the used term. It is not just the learning methods that change, the content also changes.

- It doesn't mean that we shouldn't teach in English, but the educational programmes need to be designed to match their purpose.

Centre for university pedagogy

Hanne Leth Andersen believes that there is a need for aggregating the university pedagogical competencies, making them available to more people.

- We need to ensure that it's not just the enthusiasts in the field who use university pedagogy, we have to make it more general.

- We need a centre for university pedagogy where you can find information about university pedagogy. For example, if you want to use portfolio assignments as the form of examination, you can get information about this at such a centre. It can be a place where experts in the field can be of assistance. However, the ownership of each idea still needs to be the individual departments', and there is no shortage of knowledge, Hanne Leth Andersen points out.

- There are both theoretical and empirical surveys to be found.

The course is set

After 35 intensive minutes, Hanne Leth Andersen stops, and Ib Poulsen takes the floor.

- Thank you very much for both inspiring and stimulating remarks, comments and analyses. We look forward to continuing later.

The audience leaves the cinema and goes to the served table with canapés on cocktail sticks and petit fours. Ib Poulsen makes a brief speech. The audience listens attentively and stops eating.

- I really look forward to the coming collaboration with you even though I have found out that I need to rise early to keep up with you.

Although most members of the audience who have come to welcome Hanne Leth Andersen are employees, a handful of students have found their way to the lecture and the following reception.

Continued on next page

Continued from last page

Toke Høiland-Jørgensen, chairman of the Student Council, is very pleased with the new Pro-rector's statements.

- The control mentality can be very bureaucratic and many resources are spent on it, but I also believe checks provide an opportunity for students to say when something isn't good enough. However, you still shouldn't have checks just for the sake of checks.

RU needs to be able to keep up

Toke Høiland-Jørgensen believes Hanne Leth Andersen will face challenges.

- I think it's really good that she has strong opinions about what needs to happen with

the university pedagogy at RU, but I think it will be a challenge to sell the idea to RU. Our former Rector, Poul Holm, presented some strong ideas about what we could do better and then it was just a matter of getting a move on. RU was forced to keep up and that didn't go that well. Not that I think she will be the new Poul Holm who just powers through, but I think it will be a challenge for her to get RU where she wants it.

However, Christian S. Nissen believes that the educational reform has already drawn up the battlelines that Hanne Leth Andersen walks on.

- There is no doubt that in relation to the points Hanne mentions, RU has been ahead for years. What is now the endeavour, also in the

educational reform, is that the lead we have had for 30 years, which has become smaller and smaller because RU's developments have influenced the rest of the universities, needs to be re-established. We need to advance our goal and requirement for quality.

About Hanne Leth Andersen's clear visions, Peter Lauritzen stated with a smile:

- I guess we just need to run even faster.

Fresh eyes

Among the audience, there are several known faces from RU. For example, Hanne Leth Andersen's predecessor, former Pro-rector Henning Salling Olesen. He also believes that RU has gained good input by hiring Hanne Leth Andersen and points out their differences.

- She differs from me simply because of the fact that I have always been at RU; I know RU inside out, for better or for worse. She comes from the outside and can cast fresh eyes on RU's status today.

See the whole lecture in playback at <http://bit.ly/9dmgD4>



Hanne Leth Andersen has many visions for the RU of the future.

Learning by frustration

By: *Sandra Viby Langtofte, Student Associate, International Office*

You only have to spend a few minutes at RU to hear the words *problem oriented project work*. And I assure you – It will be repeated numerous times, in every course, by every teacher and in every other suitable context, because the problem oriented project work is the basis of all learning at RU and it is a cornerstone in RUs self-understanding.

But even though it will be repeated several times, it can still be the cause of confusion and frustration for students, international or not. So, why is it that RU insists on pushing the students to the limit using a “sink or swim” method like the problem oriented project work? And how can you as an international student use this experience later in your career?

Maybe you are used to a lot of rules, very specific assignments and a pre-determined set of courses. At RU you have to find the boundaries by a kind of “trial and error” approach, you have to formulate your own assignments by using a framework based on interest and relevant theory, and you have to choose your own courses – all in the effort to make a combination which enables you to dive in to a specific area of interest in the semester-project. A task which at first can seem overwhelming for even the most organized and confident student.

Luckily there is a reason why you have to figure it out for yourself: You are not only becoming a professional within your field, you are also becoming a trained project manager with expertise in solving complex problems, even with only limited knowledge of the task ahead of you. Because at RU learning is not only about finding the best solution, it is also about managing the process of finding the

answer to the problem. And when you learn how to manage the process you can apply the knowledge to other projects you will face later in your career, even if the problem is quite different.

The absolute strength in working with problems in projects in your studies is that it presents a unique opportunity to learn how to manage projects. A knowledge and skill you usually get by taking a course or education in project management – at RU you get it for free and it is even specified to working with problems and projects within your specific field.

This is also why a part of your grade is depending on your ability to show your project advisor that you have not only found a plausible result, but also, that you have found the result in a plausible way. To show your skills of processing knowledge, you have to reflect on your assignment and how you made it. The learning is as much in the process as in the end result.

Prorektor at RU, Hanne Leth Andersen, gives both Danish and international students following cue points on how to approach the problem oriented project work:

- “Do not hesitate to use your network of fellow students to find out where they think the biggest challenges are, in your specific area.”
- “Try to get a chance to read and discuss other students’ project reports, both ongoing work or projects that have been handed in, discussed and graded. This will help you understand the project genre.”
- “Always feel free to ask questions, to express your doubts and discuss your reactions to the study culture, to the process of project work and the problem based approach to knowledge creation and understanding. It is part of the spirit that different approaches and constructive dialogue can indeed enrich learning.”

It is inevitable that you will be frustrated, and being able to keep the end result in mind through the process can be difficult, when you are confronted with conflicting theories and perspectives all the time. But - the way you learn is through the confusion and the process it is to find a plausible and theory-based answer, even though it can be far from obvious. The best advice is to try to embrace the frustrations and the intellectual challenges they bring. Because it is exactly in these frustrating times you discover the missing piece of the puzzle and come up with new solutions to old problems. And I promise you – that’s a satisfying feeling.

So at RU it is not only about finding the right answers, it is also about finding the answers right.

E-mail: smvm@ruc.dk

Bachelor degree

Part 2

Suddenly, the three years have passed since you started, and now you have a bachelor certificate in your hand – and then what?



Maya Ryevad Lauritsen is working in a maternity leave vacancy at the management association of the Social and Healthcare School (SOSU) where previously she has been working as a student. Today, she holds a lot more responsibility and writes responses to consultation, among other things.



Jonathan Reghev is in a work placement as a traffic planner; a shared arrangement between Movia and COWI. At RU, Jonathan studied Technological and Socio-Economic Planning (TEK-SAM) and Plan, City and Process.



Hormoz Pakara is currently studying at a university in London.



Lise Andersen is in a work placement in London at Minority Rights Group International (MRG), which is working to enhance and secure the rights of minorities and indigenous peoples primarily in Eastern Europe and the developing countries.

By: Anne Frida Christiansen, RUglobal
Photo: Private

Three years ago, a group of SAM-BAS students began their studies at house 20.2. Back then, they did not have the slightest idea of what epistemology and ontology are. At that time, hugging rounds, PRR (the Planning, Space and Resources course) and governmentality were empty words with no meaning to them. Now, three years later, many of them hold a bachelor certificate from RU in their hands – and then what? In their bachelor certificate, which is sent to them, Rector Ib Poulsen has written that the certificate provides many possibilities and lists the following:

- Continue studying at RU by taking a master's degree
- Try out the labour market
- Continue your studies at another university
- Take a break before continuing your studies

and then what?

Naturally, many continue their studies at RU, but others take on the invitation to take a 'break' and learn more about the world and themselves and their wishes for the future, or try out the labour market. By using Facebook, RUGlobal has been around the world to follow some of the students who left RU for a while. Here are their different stories from the big world.

Lise Andersen, London

In which courses do you hold a bachelor degree?

I am a single-subject bachelor in Public Administration (graduated in June 2010).

What do you do now?

I work as a trainee at the Minority Rights Group International (MRG) in London, an NGO working to enhance and secure the rights of minorities and indigenous peoples primarily in Eastern Europe and the developing countries. Minorities can be, for example, Roma people in Eastern Europe, tribe people in Africa or Christians in Iraq. The London office has 30 employees, and we also have offices in Budapest and Uganda. MRG works through projects with partner organisations in the respective countries that we have projects in. Most of the projects aim to inform the minorities about their rights and about how to fight for their rights, for example politically or through the legal system. In some instances, our legal department helps minorities or indigenous peoples conduct their cases in national or international courts; for instance we helped the Endorois people in Kenya win a case against the Kenyan state so that they can now regain their original land and, consequently, their lifestyle. We also have projects specifically dealing with women's rights and about how the media refer to the UN development targets, for example.

How did you get the idea and how did you get the job? Why did you want to go?

I wanted to go because I needed a break from my studies in order to decide what I wanted to do with my education. During the last year of my bachelor programme, I applied for a lot of student jobs with no success and therefore also considered traineeships a possibility of gaining work experience. For personal reasons, I wanted to go to London because my boyfriend is a student here, and I therefore started looking for work placements in London. There are lots of people applying for jobs at well-known workplaces such as Amnesty International and the Danish Embassy, and for that reason I decided to apply a broader approach and contact NGOs in London. Through my previous involvement in association activities, I knew the anti-racist network UNITED with its more than 500 membership organisations around Europe, and thus found a string of NGOs in London. MRG was looking for a work experience trainee for its fund raising department; when I got the job and told them that I were to work 32 hours per week to obtain credit transfer from RU, they offered me to work two days a week doing fund raising and two days a week dealing with Africa projects.

What type of assignments do you do?

Initially, I primarily dealt with administrative tasks such as filing, sending letters, doing evaluations in Excel, booking hotels and flights for my colleagues, etc., but as they realised that I am skilled and want to do more than that, they gave me more assignments. Working in two different departments is a bit confusing, but it also gives me an opportunity to gain an insight into the organisation and to try my strength on various tasks. In terms of fundraising, I have this week written my first fund application all from scratch. It has, however, been thoroughly proofread, and tomorrow I will attend a course in how to write a good application. I consider myself very lucky in that I am allowed to represent MRG at a conference in Moscow in November.

As far as I know, it is rare that trainees are given permission to travel; right now there are quite a few practical problems to solve, but I am looking very much forward to it and see it as an expression of their satisfaction with my work.

On the Africa projects, I handle, among other things, narrative and financial reporting, which means that I inform donors about the status of the projects in terms of contents and economy. Furthermore, I am in the process of preparing questionnaires to be used for evaluation of our workshops in the programme countries, and it is also my job to collect information about our cooperative partners for our new database.

What is your working day like?

Office hours are from 10:00 a.m. to 6:00 p.m. To start with, my working days in front of the computer seemed very long, but since my days now offer more interesting assignments, time seems to go fast. I work Mondays through Thursdays and am often tired when I get home, but then it is nice to be able to look forward to spending a long weekend enjoying the city.

How do you make use of your RU bachelor degree?

In my job, I do not really draw on my knowledge from my bachelor degree, but rather on my working methods. Since my assignments are not particularly knowledge-intensive, I try to collect as much information as possible about my colleagues' assignments and how the organisation works. Attending different meetings and seeing how my colleagues apply their strong educational backgrounds and experiences, I find very interesting.

How does your stay relate to your programme?

Continued on next page



Continued from last page

In this work placement, I can transfer credits for my first Master's module on the Global Studies programme, and it yields 20 ECTS. Since I have a bachelor degree in a different subject, I have no specific experience of the actual contents of the Global Studies programme, but despite of that I do find that my time as a trainee has given me an idea of how to apply my education in practice and has allowed me to try what it is like working for an NGO. When we get to February, I think I will be looking forward to studying again.

How do you expect to use your stay in relation to your career dreams?

I hope to acquire some valuable experience and to be able to make some decisions with respect to which way to go. Also, I hope that gaining practical experience makes it easier to get an educational student job when I get back, which could pave the way for an interesting job at a later stage. There is no doubt that this job also provides me with some personal and professional contacts which might help me identify what I want to do and how to get there.

Hormoz Pakari, London

In which courses do you hold a bachelor degree?

I have a bachelor degree in Global Studies and International Development Studies.

What do you do now?

Currently, I am doing the single-subject Global Studies programme and am using the opportunity to apply 50% of my education abroad. I am taking an MA in International Relations at the University of Westminster in London, which means that I spend two semesters in

London, for which credit will be transferred to Roskilde University.

How did you get the idea and how did you get the job?

I have always wanted to study abroad, and, besides, gaining international experience before joining the labour market I think is important, at least when you are dealing with international politics.

I wasn't completely happy with the work placements abroad offered by RU, and for that reason I decided to apply for admission at universities without the involvement of Roskilde University. I spent the whole of my third year at RU preparing for my stay abroad, which was not entirely easy, but of course it paid off in the end.

What is your working day like?

My academic everyday life in London consists of lectures followed by follow-up seminars to the lectures and hours doing reading at different libraries. The academic culture in London forms a sharp contrast to that of Denmark since already after two weeks I have been to a pub with my professors drinking beer and socialising. That would never have happened in Denmark, at least not in my case.

Apart from that, I spend my time in London doing sightseeing together with co-students from other parts of the world.

How do you expect to use your stay in relation to your career dreams?

Since I am a Global Studies programme student at RU where the title of my programme stresses the importance of gaining insight in and experience from countries outside Denmark, I consider it completely natural to stay in a foreign country. Careerwise, my stay abroad is a great advantage as in international politics you are in a much better position if you have acquired knowledge and experience from different countries.

Jonathan Reghev, Copenhagen

In which courses do you hold a bachelor degree?

I have done the advanced-level studies of the Technological and Socio-Economic Planning (TEK-SAM) programme and the Plan, City and Process course. I have taken my bachelor degree in Plan, City and Process (PPB).

What do you do now?

I am in a work placement as a traffic planner; it is a shared arrangement between Movia and COWI. Movia is a local authority traffic company in charge of bus services. From the outset I should make it clear that they DO NOT run the busses, but are in charge of the planning of bus services based on the municipalities' requirements and resource planning, and then they invite private players to submit tenders for the relevant service. For example, Arriva is such a private player.

COWI is a major Danish consulting group that either provides counselling or acts as consultants in respect of many different general public service assignments. They are not only skilled counsellors on highways, bridges and railways (traditional fields for consulting engineering companies), but also on public health and, well, public transport.

It works like this: Movia is given a major assignment from a municipality. They then buy counselling services since they do not have the resources themselves, and they often use COWI as counsellor in this context. Movia and COWI have a long-standing partnership collaboration, and for this reason they have, unconventionally, chosen to set up a joint work placement as traffic planner. It is a little complicated to explain what a traffic planner does, but I can start by establishing that they/we do not prepare the bus schedules – that is somebody else's job. What they do is to generally determine where the buses should run, which buses to use and with what frequency. It all needs coordinating according to existing requirements and the individual municipality's budget, and thus it is the traffic planner's job to make the entire bus services form a synthesis. It means working in a field of tension between the municipalities, the bus companies, the other forms of public transport, other forms of transport in general and factors of a more technical nature concerning buses and physical designs such as roads and bus stops/stations.

How did you get the idea and how did you get the job? Why did you want to go?

Movia and COWI advertised this work placement because they are in need of traffic planners, and I found some of their folders at TEK-SAM. It is not a job that you can train specifically for, and for this reason they recruit

staff from among many different professions. However, it must be said that the job has a STRONG engineering side to it; and I am far from an engineer. Luckily, they do not take a hardcore stance in this context, and if people, like me, have just a slight understanding of technical terms and maybe a bit of knowledge of what a bus looks like underneath the yellow plates, then it is not a problem. In return, I may offer some skills that they need such as my ability to put everything into a major perspective and to not only think in very specific bus terms.

I wanted the work placement because for some years now, I have taken an interest in, among other things, infrastructure, environment, mobility, city planning, public transport and other things of this sort. At RU, I have written various projects about these subjects, but often at an overall, general and more strategic level. At the moment, I don't think I am to be a bus traffic planner, but through this work placement I get a huge insight into how things actually work in the real world and why public transport and planning can be such a difficult and complicated task. Sitting in your isolated university world doing analyses about how the entire public transport system in Copenhagen ought to work is easy enough; however, reality is different. Consequently, through this work placement I should be able to understand everything a bit better and identify what problems are actually inherent in planning, which will hopefully enable me to clarify where my interests lie and help me in my further education.

What type of tasks do you do?

I have quite a few small-scale jobs such as making bus route calculations, entering them on a map and suggesting new routes, preparing different types of notes or just attending meetings for the purpose of gaining insight. I also went to Roskilde on a day-trip to go on a city bus to be able to make analyses about them. I am invited to meetings with the municipalities, or go visit the operators to talk to them. My tasks are very varied, and the aim is for me to try as many things as possible.

What is your working day like?

I have a 37-hour per week job, in other words a full-time job. My time is divided between Movia in Valby and COWI in Lyngby so that I spend two weeks in each place. If, however, I

have things to do at the other place, then that is what I do. This also applies if I have things I need to do in relation to my study – they are very flexible. I am also the first one signing up for this arrangement so nothing is based on “tradition”, and they are very much aware of this being a work placement and not a job, which means I have some other rights and liberties to dispose of my time.

How do you make use of your RU bachelor degree?

Well.... that is a good question. I can utilise part of the specific knowledge I have acquired, but not terribly much because the projects I have written are a long way off what I deal with now. However, I find that I can definitely use the general skills from my bachelor degree as I am not afraid of new assignments and I take an action-oriented approach in solving them. Problem identification and solving the problem is part of our learning process and that is, to a large extent, also what we do here.

How do you expect to use your stay in relation to your career dreams?

I think I already answered that question, but to follow up, this practical planning experience is good for me and will definitely give me a head start when in the future I will be looking for a job. It is good for my CV, it is surely a boost in relation to networks in the industry and it puts me in contact with people employed in the different municipalities.

Maya Ryevad Lauritsen, Copenhagen

In which courses do you hold a bachelor degree?

I am a single-subject bachelor in Social Science.

What do you do now?

How did you get the idea and how did you get the job?

In connection with my student job, I was offered a five-month maternity leave vacancy. Therefore, I am now working full time at the management association of the Social and Healthcare School (SOSU), which is a non-governmental organisation for managers, i.e. executives and middle-managers, at social and healthcare schools in Denmark. The association's work focuses mainly on the educational policy field, but also on labour market policy, and the conducted social policy affects the organisation of the study programmes and the operation of the schools. I primarily deal

with the financial and administrative aspects of the programmes and the operation of the institutions, and I try to keep updated on political developments so that I can provide such information to our members.

I did a lot of thinking before I accepted the job. The field I am responsible for I find very interesting, and it is a good supplement to my social science bachelor programme when I am to study Public Administration in the next semester. It also provides me with a good possibility of gaining an insight into “adult working life” and to test whether this is the type of job I want when I graduate in a couple of years. In addition, it fits very well into my schedule to have a break after my bachelor degree – an opportunity I hope the current government does not want to put an end to.

What is your working day like?

My work is very flexible, and I have many different tasks. Often, I spend my day serving our members, for example by communicating educational policy proposals to them or planning various members' meetings and seminars. The association has consultation status and thus is a member of various committees and planning groups within the field of the Danish Ministry of Education. Therefore, I spend time writing responses to consultation and participating in a lot of different meetings.

How do you make use of your RU bachelor degree?

I can use my RU-background when deciding how to approach a certain task. This applies both to a written assignment or when forming an overview of a specific issue where I do not necessarily know the entire history. Previously, on my projects at RU I dealt with business training, an experience I have been able to draw on. And in general, we have focused on societal issues and politics at the Social Science programme, knowledge I make use of every day.

How do you expect to use your stay in relation to your career dreams?

Considering the massive focus on work experience, I am sure this can only advance my future job opportunities.