

Programevaluering av masterprogrammet

Global Development Theory and Practice (GLODE)

HEMIL, UiB

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Introduksjon

Denne programevalueringen ble bestilt av Det psykologiske fakultet, UiB, den 26. mars 2021, med frist innen utgangen av 2021. Sammen med bestillingen fulgte en mal og rettleiding som har blitt brukt i arbeidet med rapporten.

Alle studieprogram skal evalueres hvert 5. år. Masterprogrammet Global Development Theory and Practice (GLODE) hadde sitt første kull med studenter høsten 2016. Denne rapporten er derfor den første egevalueringen som er gjort av programmet og dekker perioden 2016 – 2021.

GLODE er et engelskspråklig masterprogram som i stor grad bygger videre på to tidligere engelskspråklige masterprogram ved HEMIL: Gender and Development (GAD) og Health Promotion (HEPRO). Masterstudentene velger å spesialisere seg innen et av disse to feltene.

Programmet er interdisiplinært og de fem fast ansatte har utdanningsbakgrunn i folkehelse, helsefremmende arbeid, geografi, psykologi, sosialantropologi og utviklingsstudier.

Rapporten er utarbeidet av Marguerite Daniel, Haldis Haukanes, Siri Lange og Helga Bjørnøy Urke. Programlederen (Siri Lange) har hatt det koordinerende og overordnende ansvaret.

Etter avtale med fakultetsadministrasjonen er det brukt både norsk og engelsk i rapporten.

Krav til studietilbudet i UiBs system for kvalitetssikring av utdanningene

Opptakskrav og opptakstall

Opptakskrav til studiet er en bachelorgrad i samfunnsfag, psykologi, helsefag eller pedagogikk med et karaktersnitt på C eller bedre (se vedlegg for en liste over 14 bachelorprogram ved UiB og åtte eksterne bachelorprogram som kvalifiserer). Søkere som ikke har engelsk som morsmål må dokumentere engelskkunnskapene sine i tråd med UiB sitt reglement.

Programmet har 20 studieplasser. 10 av plassene er øremerket internasjonale studenter, og frem til 2020 var mange av disse fra det globale sør. Ettersom kvaliteten på universitetsutdanning og karaktersystemet varierer mellom ulike land, har det vært stort spenn i det akademiske nivået innen det enkelte kull.

I de fem årene programmet har eksistert har det vært mange søkere til studiet, og med unntak av ett enkelt år (2018) har studieprogrammet fylt studieplassene (se figur fra Tableau under). I enkelte år (blant annet 2018), har utfordringen vært at en del internasjonale studenter takker ja til plassen men ikke møter opp, som følge av at de ikke klarer å oppfylle kravet om å fremvise garanti for livsopphold (bankutskrift med ca NOK 130,000).

Høsten 2020 hadde vi som følge av over-booking 31 studenter. Dette var 55% flere enn programmet er dimensjonert for. For å unngå en ny situasjon med over-booking ble det gitt tilbud til færre studenter i 2021, og vi startet vi derfor med 19 studenter. Som følge av reiserestriksjoner og knyttet til covid-19 var kun én av disse fra det globale sør.

For å spre informasjon om studiet har vi laget en brosjyre (se appendiks) som er spredt gjennom våre nettverk og vi har gitt informasjon til avisen Bistandsaktuelt som hvert år publiserer lister over utviklingsstudier. Studentrepresentanter har dessuten bidratt med å spre informasjon, og vi ser også mange tilfeller der søkere har blitt anbefalt studiet av våre nåværende og tidligere studenter.

Søker- og studenttall

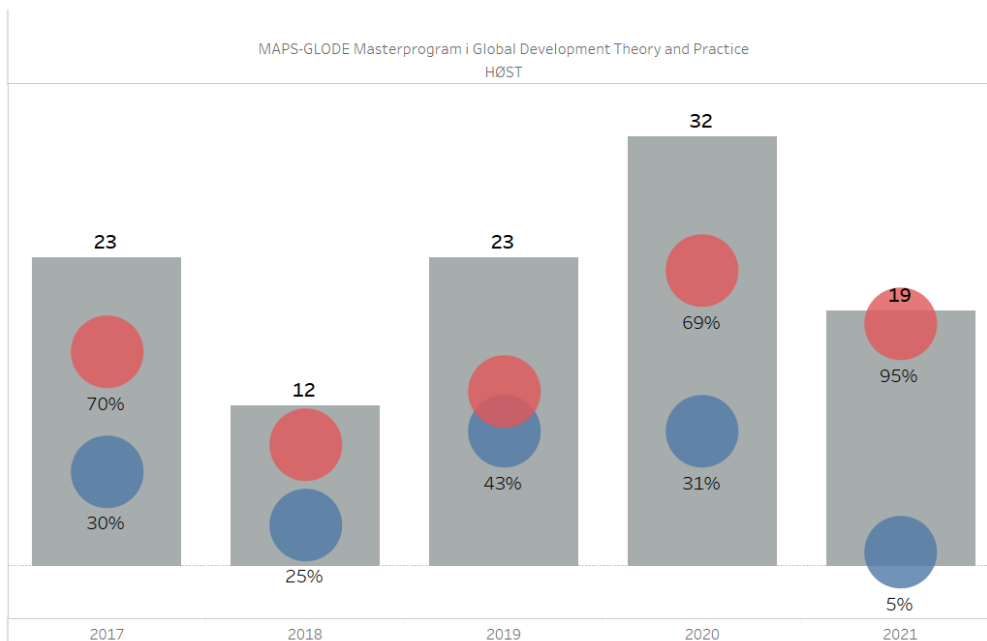
Søking og opptak

Studieprogram	Årstall	Termin	Studieplasser	1.prioritet	1. pri søker per studieplass	Fått tilbud	Svart ja	Registrert	Andel registrert av tilbud	Årstall Multiple values	Termin HØST	STUDIERETNINGNAVN_B.. All	Kjønn All
MAPS-GLODE	2017	HØST	20	301	15.1	61	31	23	57.5%				
Masterprogram	2018	HØST	20	339	17.0	50	24	12	29.3%				
i Global	2019	HØST	20	266	13.3	74	32	23	39.7%				
Development	2020	HØST	20	290	14.5	92	47	32	65.3%				
Theory and Pra..	2021	HØST	20	408	20.4	53	27	19	48.7%				

Poenggrense

Studieprogram	Årstall	Termin	Registrert			Min. Poenggrense			OPPTAKSTYPEKODE All	CAMPUSKODE All	MOTTSTATUS All
			Ordkvote	RPSB	Ukjent	Ordkvote	RPSB	Ukjent			
MAPS-GLODE	2017	HØST		12	11						
Masterprogram	2018	HØST		5	7						
i Global	2019	HØST	10		13						
Development	2020	HØST	31		1						
Theory and Pra..	2021	HØST	13		6						

Antall startende



Kilde: Tableau (rødt viser andel kvinner, blått viser andel menn)

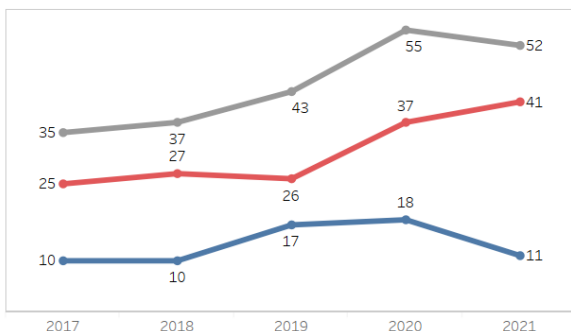
Gjennomføring, frafall og kandidatproduksjon

For rapporteringsperioden som helhet er det nærmere 60% som gjennomfører masterprogrammet på normert tid (57.9%). Etter ett ekstra semester har 73.7% fullført, og etter to ekstra semestre 78.9%. Etter tre ekstra semestre eller mer har hele 90% fullført (89.5%). Ut fra dette kan vi konkludere at vi har svært gode resultater når det gjelder fullføring.

Rundt fire av ti blir forsinket i studieløpet. Sykdom og/eller graviditet er en vanlig årsak til forsinkelse, og vi har inntrykk av at forsinkelser knyttet til psykisk sykdom har økt noe i perioden med covid-19. Vi ser også at en del av studentene våre jobber så mye ved siden av studiet at dette går utover fremdriften.

Antall studenter - fullføring og frafall

Antall studenter



Kvalifikasjoner og utveksling

	Antall kvalifikasjoner	Antall kvalifikasjoner med utveksling	Andel kvalifikasjoner med utveksling
2018	14	7	50.0%
2019	19	1	5.3%

Årstall
All

Termin
HØST

STUDIERETNINGNAVN_B..

All

Kjønn

K

M

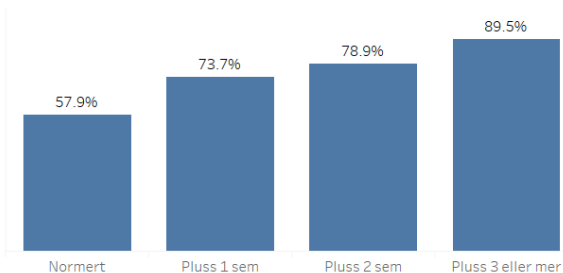
Årstall

Multiple values

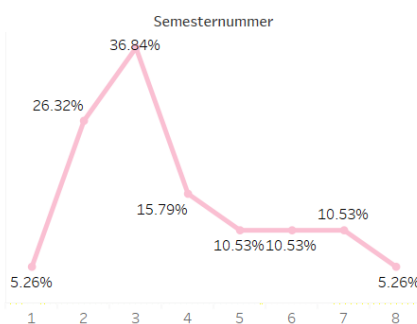
Kjønn

All

Andel studenter som fullfører en grad



Andel frafall



CAMPUSKODE

All

Startår

Multiple values

Semesternummer

Multiple values

Startår

2016 HØST

Utreisende utvekslingsstudenter med avtale

Studieprogram	Årstall		Land	Utreisende utvekslingsstudenter med avtale	Utreisende utvekslingsstudenter med avtale
	Årstall fra	Årstall til			
MAPS-GLODE Masterprogram i Global Development Theory and Practice	2017	2017	GT Guatemala	1	
			NO Norge	4	
			KE Kenya	2	
			US USA	1	
	2018	2018	ZA Sør-Afrika		1
			NO Norge		2
			ID Indonesia		1
			BE Belgia	1	
			AT Østerrike		1
			US USA		1

Årstall fra
Multiple values

Årstall til
Multiple values

Kjønn

All

Beståtte studiepoeng

Årstall	Termin / Studieprogram					
	VÅR			HØST		
	MAPS-GLODE Masterprogram i Global Development Theory and Practice			MAPS-GLODE Masterprogram i Global Development Theory and Practice		
	Studiepoeng	Aktive	Beståtte studiepoeng per stu..	Studiepoeng	Aktive	Beståtte studiepoeng per stu..
2016				540	18	30.00
2017	390	14	27.86	813	35	23.23
2018	930	30	31.00	920	37	24.86
2019	930	37	25.14	850	43	19.77
2020	1,280	39	32.82	1,240	55	22.55
2021	1,380	52	26.54	550	52	10.58

Kilde: Tableau

Tiltak for å fremme trivsel og hindre frafall

Ved studiestart gjennomføres en såkalt introduksjonsuke på tre dager der vi tilrettelegger for at studentene blir godt kjent med hverandre. De deles inn i «buddy groups» som skal gjøre en hyggelig aktivitet sammen, og de presenterer hverandre for klassen. Gruppene settes sammen på tvers av nasjonalitet. Under presentasjonene er de fleste ansatte på programmet til stede, slik at vi blir kjent med de nye studentene på et tidlig stadium. Vi opplever at de har lav terskel for å kontakte oss. Tidlig første semester løser studentene en oppgave ved hjelp av problembasert læring, og gjennom hele det første året er det utstrakt bruk av gruppearbeid. Dette bidrar også til at de blir godt kjent.

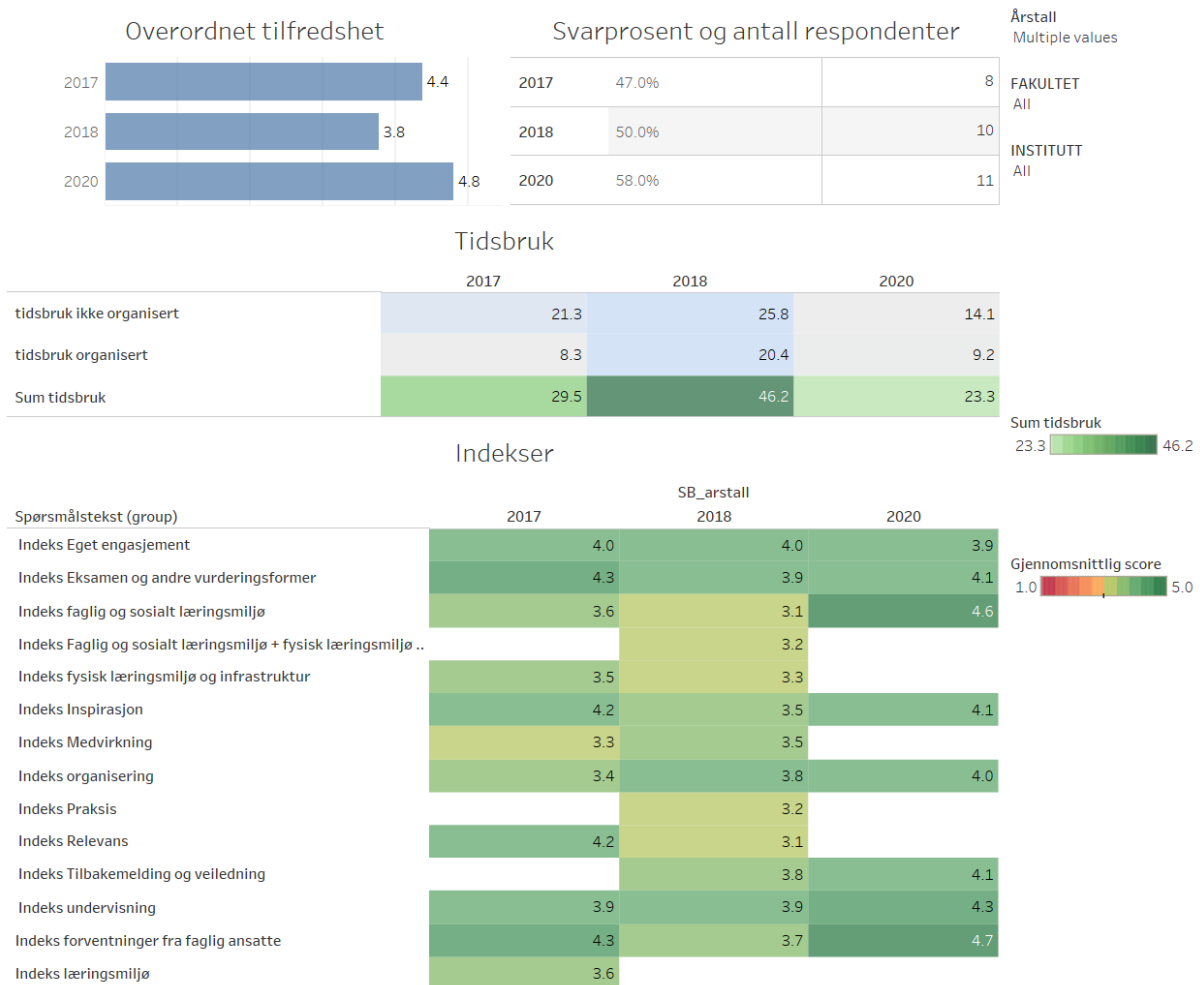
Vurdering av læringsmiljø

Det faglige og sosiale læringsmiljøet på programmet er svært godt. Dette kommer blant annet frem i studiebarometer for ulike år. I 2019 og 2020 kom GLODE ut bedre enn snittet for psykologiske fag for kategoriene undervisning, tilbakemeldinger, forventninger og organisering (se figur under og appendiks).

Vi opplever at studentene selv er svært flinke til å skape et godt miljø. For eksempel tok andreårsstudentene initiativ til å organisere en pizzakveld for det nye kullet høsten 2021. En til to ganger i året organiserer HEMIL en felles frokost for studentrepresentantene fra de tre studieprogrammene der både administrativt og vitenskapelige ansatte er til stede.

Av andre tiltak for å fremme et godt og inkluderende læringsmiljø kan vi nevne at vi har brukt programmets midler til å kjøpe inn pensumbøker som studentene kan låne på omgang (dette gjelder pensumbøker der prisen er 400 kroner eller over). Studentene har siden programmets oppstart etterspurt egne lesesalsplasser. Fakultetet har ikke kunnet tilby dette, men våren 2021 klarte noen av studentene som da var i skrivefasen å finne ledige plasser der de etablerte et miljø. I perioder med digital undervisning har noen av studentene samlet seg i små kohorter som har fulgt digital undervisning sammen. Dette vitner om godt samhold.

Multiple values



Kilde: Studiebarometeret

Krav til studietilbudet i Studietilsynsforskriften

System for kvalitetssikring

Som det kommer frem av studiebarometeret (se over) er studentene svært godt tilfredse med programmet. Det er imidlertid en utfordring at vi har brukt mer ressurser (timer i undervisningsregnskapet) enn det er grunnlag for med fem stillinger. Vi er derfor i en prosess der vi nedskalerer tilstedeværelse på blant annet seminarer og PBL. Sentralt i dette nedskaleringarbeidet er målet om å opprettholde kvaliteten på studieprogrammet i så stor grad som mulig.

Egenvurderinger, evalueringer og programevalueringer blir diskutert fortløpende. I det følgende vil vi gi et eksempel på hvordan vi har iverksatt tiltak som respons på innspill fra programsensor (se appendiks for eksempler på tilbakemeldinger til programsensor).

Kvantitativ metode (GLODE304)

GLODE304 blei evaluert av programsensor vår 2020 (sjå vedlegg), og rapporten konkluderte generelt positivt med tanke på omfang, innhold og struktur. Punkt som blei trekt fram med

utbetningspotensiale omhandla 1) omfanget og noko av innhaldet i lista over tilråda litteratur, 2) samanheng mellom læringsutbyttebeskrivingar, undervisningsaktivitetar/ pensum og vurderingsform. Vi deler oppfatninga til programsensor på desse punkta og har sidan jobba med å utbetre desse. Når det gjeld punkt 1 så har litteraturlista blitt gjennomgått to gongar sidan og blitt både redusert og oppdatert med litteratur som er relevant for det som blir undervist. Punkt 2 er noko vi også ei tid har vore opptekne av å adressere. Sjølv om programsensor meiner det trass alt er god samanheng i emnet mellom desse elementa, så har vi ei tid sett at det er god samanheng mellom læringsutbyttebeskrivingane og undervisningsaktivitetane, men at vurderingsforma – prosjektplan – ikkje står godt i forhold til det som hovudsakleg er vektlagt i læringsutbyttebeskrivingar og undervisningsaktivitetar (hovudsakleg fokusert på statistiske analysar). I det førre semesteret gjorde vi grep som knytte obligatoriske aktivitetar med prosjektplan tettare til undervisningsaktivitetane slik at vurderingsforma også følgde meir logisk. Dette er imidlertid etter vårt syn ikkje nok, og vi har no endra vurderingsform i emnet for vår 2022 til heimeeksamen der studentane gjer oppgåver som omhandlar val og gjennomføring av statistiske analysar, og tolking av påfølgjande resultat. Prosjektplan blir obligatorisk arbeidskrav, og vi beheld dei same aktivitetane og rettleiinga som før på denne. Med denne endringa blir det ein tydelegare samanheng mellom læringsutbytte, undervisningsaktivitetar, og vurderingsform, i tråd med Biggs' (1996)¹ tilrådingar om *constructive alignment* i emner. Vi ser fram til å prøve dette våren 2022 og å gjennomføre eigen- og studentevalueringar etter dei nye endringane.

Studentinvolvering

Siden programmet ble startet i 2016 har studentene vært tett involvert i utviklingen av programmet. Blant annet har studentene vært invitert til å møte programsensor de gangene disse har vært på besøk.

Med noen få unntak, har GLODE gjennomført studentevaluering av hvert kurs hvert semester. Dette har vært organisert enten som en digital survey, eller som en fokusgruppe som er ledet av enten faglærer, studentrepresentanter eller læringsassistenter (eller en kombinasjon av disse). Det har så blitt laget en rapport fra evalueringen, som deles med alle de ansatte på programmet og diskuteres på program møte (se vedlegg for eksempler). Svært ofte har det også blitt skrevet en tilbakemelding til studentene om hvordan vi vil adressere det som har kommet frem i framtidige versjoner av kursene.

Flere av disse evalueringene har ført til at det har blitt gjort endringer i det faglige innholdet på kursene og/eller vurderingsform. Under følger et eksempel på hvordan vi har iverksatt tiltak som respons på en studentevaluering.

¹ Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher Education*, 32(3), 347–364. <https://doi.org/10.1007/BF00138871>

Praksiskurset (GLODE307)

I praksiskurset GLODE307 arbeider studentene med en institusjon eller organisasjon og løser en oppgave for dem. Eksamensformen er en rapport. I årene 2017-2020 ble rapportene vurdert som bestått/ikke-bestått. Evalueringen i 2020 viste imidlertid at noen studenter ønsket karakter, ettersom bestått i enkelte land teller som en C. For 2021 ble vurdering derfor endret til karakter. Evalueringen for det året viste stor misnøye med at det var karakter på en gruppeeksamen og for 2022 har vi endret tilbake til bestått/ikke bestått. Eksemplet viser at det kan være utfordrende å tilpasse kursene til ulike studenters tilbakemelding, men i det store og hele har vi gode erfaringer med å endre det faglige innholdet på kurs etter innspill fra studentevalueringene.

Studieplan

Studieplanen for høst 2021 er lagt ved i appendiks. For oppdatert versjon, se:

<https://www.uib.no/studier/MAPS-GLODE/plan>

Informasjonen om studietilbudet er etter vårt syn korrekt og viser klart og tydelig studiets innhold, oppbygging og progresjon. Det går klart frem at studiet er bygget opp på en slik måte at det ikke er muligheter for studentutveksling, men at studentene kan velge tre måneders praksis (i inn- eller utland). Vi må imidlertid ta bort setningen som sier at alle studenter er medlem av en av instituttets forskningsgrupper ettersom dette ikke lenger gjelder.

Når det gjelder nivå på læringsutbyttet, så er det både på programnivå og kursnivå formulert i henhold til Nasjonalt kvalifikasjonsrammeverks retningslinjer for masterstudier og samsvarer med disse.

Læringsutbytte og infrastruktur

Studietilbudets innhold, oppbygging og infrastruktur er nøye tilpasset læringsutbyttet for studiet. Som det går frem av tabellen under, starter masterstudiet med et innføringskurs; Critical Approaches to Global Development (GLODE301, 20 ECT). Dette er fordi en del av studentene ikke har noen bakgrunn i utviklingsstudier. Dette har blitt etterfulgt av et innføringskurs i metode. I andre semester har studentene valgmuligheter. De velger enten kvalitativ eller kvantitativ metode, og spesialiseringskurs i enten Foundations of Health Promotion eller Gender and Development. I tredje semester velger studentene enten praksisopphold (internship) eller å arbeide med en 60 studiepoengs masteroppgave. I fjerde semester arbeider alle med masteroppgaven.

Semester 1	Critical Approaches to Global Development (20 ECTs)		Introduction to Methodology (10 ECTs)
Semester 2	Qualitative Methods & Research Planning (10 ECTs) --or-- Statistical Analysis & Research Planning (10 ECTs)	Core Issues in Gender and Development (10 ECTs) --or-- Foundations of Health Promotion (10 ECTs)	Development Practice (10 ECTs)
Semester 3	Internship (30 ECTs)	--or--	Master's Thesis (60 ECTs)
Semester 4	Master's Thesis (30 ECTs)		

Tilbakemeldinger fra studentene har vist at de opplever at det er noe overlapping mellom introduksjonskurset i metode (GLODE302) og kursene i kvalitativ (GLODE303) og kvantitativ metode (GLODE304). Samtidig har evalueringene vist at studentene ønsker mer tid til spesialiseringskursene. Metodekursene har de siste to årene vært felles for alle masterprogrammene på HEMIL. På instituttets undervisningsdag i 2021 ble det besluttet å omorganisere metodekursene fra og med høsten 2022. Innføringskurset (302) legges ned, mens den delen av introduksjonskurset som omhandlet epistemologi vil inkorporeres i GLODE303 og GLODE304. Disse kursene vil utvides fra 10 til 15 studiepoeng. Det vil mest sannsynlig opprettes et eget emne på 5 studiepoeng for prosjektbeskrivelsen fra våren 2023.

Infrastruktur

Infrastrukturen for de ansatte og studentene er tilfredsstillende. Universitetsbiblioteket tilbyr kurs i litteratursøk for studentene i løpet av introduksjonskurset, og dette ligger i timeplanen (GLODE301). Gjennom UiB har studentene tilgang til viktig software kostnadsfritt (endnote, Nvivo mfl). Gjennom mitt UiB har studenter og ansatte oversikt over timeplaner, rom, obligatoriske aktiviteter samt eksamensdatoer.

Undervisnings- og vurderingsformer

Programmet har siden starten i 2016 brukt varierte undervisnings- og læringsformer. Vi har en del tradisjonelle forelesninger, men legger også stor vekt på studentaktive læringsformer som Problem Based Learning (PBL). PBL bidrar til læringsutbyttet ved at studentene lærer å tenke selvstendig og kritisk. PBL er dessverre resurskrevende i og med at læringsformen opprinnelig innebærer at en ansatt skal være til stede ved hvert gruppearbeid. Fra og med 2021 har vi sett oss nødt til å modifisere PBL og ikke ha ansatt til stede i alle grupper.

Muntlige presentasjoner på seminar bidrar til at studentene får mye erfaring med å presentere faglige synspunkt foran en forsamling. Vi har frem til nå vært to eller flere ansatte til stede på slike seminar for at studenten skal få mest mulig dyptpløyende og varierte tilbakemeldinger. Som følge av redusert ressursbruk vil vi fra 2022 kun ha én ansatt til stede ved muntlige presentasjoner. Høsten 2020 innførte vi Student Led Lectures i kurset (SSL) som vi ser at studentene lærer svært mye av.

Vurderingsformene varierer fra kurs til kurs. I introduksjonskurset bruker vi mappe med skriftlige arbeid der studenten får tilbakemelding på utkast, i spesialiseringskursene bruker vi hjemmeeksamen, og i praksiskurset vurderes en rapport og en muntlig gruppepresentasjon.

Under følger et detaljert eksempel på hvilke undervisnings- og vurderingsformer vi benytter i innføringskurset vårt på 20 studiepoeng.

Undervisnings- og vurderingsformer i GLODE301

The learning outcomes we aim to achieve in this module include *knowledge outcomes* such as “advanced comprehension of multi-level and complex processes of development and the role of institutional actors in these processes” (GLODE, 2021); an understanding of contemporary theories in their historical context to encourage critical reflection, ethical framing, governance issues, and implications for rights and social justice.² *Skills outcomes* include the ability to critically analyse different sources of information (from peer-reviewed articles to organisation reports and websites, and media podcasts and videos); to use various perspectives in such analysis (e.g. health promotion or gender); and to understand the implications of the analysis for inequalities and injustice. *General competence outcomes* comprise the ability to communicate coherently, both in writing and verbally; as well as the ability to critically assess, select and apply relevant theories in specific contexts.

We employ a wide range of teaching and learning activities. We start off right away during the introduction/orientation week before the theory module begins. On day two, we give a short lecture about the procedures and beneficial outcomes of problem-based learning (PBL), why we use it and how it works; we get the students to put PBL into practice, working in groups to solve a problem about self-directed learning. The groups present their solutions on day three. This activity has a double outcome, as in the process of learning the PBL procedure, the students also discuss self-directed learning with each other – far more effective than a lecture on self-directed learning! Shortly after the start of the theory module, we publish the module’s PBL vignettes. We write new vignettes each year that represent development issues or themes within the content of the module (typically climate change, migration/refugees, and education) and at the same time there is a common theme between the groups (in 2020 it was Covid-19; in 2019 it was ‘food’). We set up the groups to contain maximum diversity in gender, nationality and previous education. Unlike the trial

² The text in this section comes from a book chapter to be published in 2022:

Daniel, M. & Urke, H.B. (2022) Extending student-active learning into effective practice in global development-related health promotion. In Akerman, M & Germani, A.C. (eds), *International Handbook of Teaching and Learning Health Promotion – Practices and reflections from around the world*. Section 2: Making it relevant to practice. SPRINGER Nature

PBL, the module PBL stretches over three or four weeks comprising six tutored two-hour meetings (with additional student-organised meetings and work activities in between) and culminating in a 30-minute presentation in which each group member must participate. During the three weeks used to 'solve' the problem, each group member takes a turn at 'chairing' the group and acting as secretary to record decisions made, thus developing leadership skills. The only active role played by the tutor is to lead the *process and progress evaluation* in the last 15 minutes of each two-hour session. The tutor will also point in the direction of resources if asked by group members.

Communication skills are also central to our teaching and learning activities. During the Theory module we run two three-hour workshops on communication, encompassing both presentation and writing skills. In *presentations skills* we teach about organising content, timing, engaging the audience as well as feedback: giving feedback constructively, receiving and responding to feedback. (These feedback skills are important during the process evaluation at the end of each tutored PBL session.) Students use presentations, both individual and in groups, as a key means of communication throughout the two years of the programme: in PBL presentations, in student-led lectures, presenting chapters while writing their thesis, etc. Likewise, *writing skills* can be used individually (for writing assignments of for the full thesis in the second year) or in groups (for example in report writing).

A range of other teaching and learning activities is also used. *Lectures* are used to present threshold concepts and research-based applications. These also include student participatory activities to promote active learning within the lecture. *Student-led lectures* involve small groups of students preparing a topic to teach the rest of the class. We run workshops to help them structure the lecture and ensure all required aspects are covered. We have found this to be one of the most effective ways to get students to read the curriculum! *Feedback* is given after the student-led lecture. Another group-work approach is the use of *colloquiums*. In their groups, students allocate the set readings between group members, and these are read in preparation before the colloquium. During the colloquium students receive questions for discussion, related to the readings. One group member is chosen as 'rapporteur' to bring the group's conclusions back to the plenary. We also regard the *feedback given on writing assignments* as a teaching and learning tool.

Assessment is not straightforward as we cannot award a single grade based on both group and individual work. To cope with this complexity, we make participation in the group work *obligatory* and students may only submit their portfolio of two writing assignments once they have fulfilled all obligations. Each student's grade is then based on the portfolio of written work only. Students have a choice within each of the two writing assignments and they receive feedback on the first assignment with the opportunity to make adjustments before submission. The topics reflect themes the students have addressed in their PBL and student-led lectures (climate change, migration/refugees and education) so that what they write is based not only on their reading around the topic, but also on in-depth discussions with other students during the module. Students are able to choose their desired theme in the PBL and student-led lectures – and of course in their writing assignments. A student may choose the same theme across all three activities (in-depth knowledge) or a different theme

in all activities (broad rather than deep knowledge). The writing assignment questions address the learning outcome skills and competences as much as knowledge outcomes. The questions provide students with the opportunity to integrate knowledge from their own learning with taught content, to critically analyse and discuss issues from various perspectives and reflect on relationships between the approaches. This form of assessment is in line with Biggs' (1996) *functioning* knowledge.³

Faglig innhold

Fagmiljøet jobber kontinuerlig for at programmet skal være relevant og oppdatert. Av tema som det har blitt lagt mer vekt på i undervisning og pensum de siste par årene kan vi nevne migrasjon, klimaendringer, kinas utviklingsmodell og rolle i verden, samt perspektiver fra «post development». Pensum blir revidert hvert år, med mindre endringer på noen kurs, og større på andre.

Relevans

I introduksjonsuken presenterer vi studentene for eksempler på stillinger som tidligere studenter har fått. Helt på slutten av studiet (siste seminar før studentene leverer masteroppgaven), får studentene tips om hvilke ferdigheter de har tilegnet seg i løpet av studiet som de bør vektlegge i sin CV og i jobbsøknader. Dette inkluderer blant annet ferdigheter i å jobbe i grupper/teams og det å ha erfaring med å samarbeide tett også med personer man i utgangspunktet ikke kommer så godt overens med.

Praksisdelen av studiet har vist seg å være svært viktig for jobbmulighetene etter endt studie. Vi ser at flere av studentene våre har fått fast eller midlertidig engasjement hos organisasjonen/institusjonen de var i praksis hos, eller at deres erfaring under praksisperioden har bidratt til at de har fått en annen relevant jobb. Det ser også ut til at våre undervisningsformer og oppmuntring til selvstendig, kritisk tenkning bidrar til at en forholdsvis stor andel av våre studenter får PhD stipend.

Vi har ikke hatt mulighet til å foreta noen systematisk undersøkelse av hva slags jobber studentene våre har fått når de er uteksaminert, men under følger en liste over stillinger vi har fått informasjon om. Dette inkluderer både faste stillinger og vikariater (årstall i parentes viser året studenten ble uteksaminert fra GLODE).

Stillinger i sivile samfunnsorganisasjoner og offentlige institusjoner

- Grants Manager, British Institute of International and Comparative Law (2018)
- Junior Advocacy Officer, European Parliamentary Forum, Brussel (2019)
- 'Communication Manager', Rare Diseases Europe (EURORDIS), Paris (2019)
- Social Media Manager, Stories to Action (2019)
- Prosjektleder, Kvinnehelsehus i Kristiansand (2020)

³ Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher Education*, 32(3), 347–364. <https://doi.org/10.1007/BF00138871>

- Kommunikasjonsrådgiver, SPIRE (2021)
- Rådgiver, Folkeuniversitetet Bergen (2021)
- Røde Kors, Bergen (2021)
- Høgskulen på Vestlandet (HVL), Sogndal, studieadministrasjonen (2020)
- Fundraising Officer for The Ambulance Staff Charity (TASC), Birmingham (2020)
- Senior Policy Officer, Wildlife Conservation Society International, Indonesia Program (2019)
- Program Coordinator, International Exchange, KFUK-KFUM Norge (2021)

PhD stipend

- University of Brasilia (2018)
- Universitetet i Tromsø, Centre for Women's and Gender Research (2019)
- Nord Universitet (2020)
- NORCE/Universitetet i Bergen (2021)
- The Peace Research Institute (PRIO) (2021)
- Hamburg University, Germany (2021)
- De Montfort University, Leicester in 'Gender and Sustainable Education' (2021)

Masterprogrammets profil og faglige bredde

Studiets profil er knyttet til global utvikling som i tråd med bærekraftmålene skal være relevant for land både i det som refereres til som det «globale sør» og det «globale nord». I følge programsensor skiller masterprogrammet seg fra de andre masterprogrammene i global utvikling i Norge ved å ha spesialisering i health promotion og gender, og dette gjør etter hans mening programmet attraktivt (se rapport fra programsensor Axel Borchgrevink i appendiks).

Vi ser også at fokus på praksis har stor betydning for at studentene får utviklet ferdigheter som er til nytte i arbeidslivet. I praksiskurset GLODE307 gjør studentene et konsulentoppdrag for en organisasjon eller en offentlig institusjon (eksempler: Bergen bibliotek, Røde Kors, Sex & Politikk, Bærekraftig liv Landås), der eksamensformen er en rapport. Når halvparten av studentene senere velger praksis i tredje semester, er det gjerne nettopp slike oppgaver de blir bedt om å gjøre: utarbeide gjennomganger og rapporter som ikke er akademiske i sin form. Den samme ferdigheten er det behov for i arbeidslivet.

Arbeidsomfang

Vi benytter oss av normkalkulatoren for å sikre at studentene ikke får for høy arbeidsbelastning. Det bør imidlertid nevnes at normkalkulatoren ikke inkluderer studentaktive læringsformer som Student Led Lectures, som selvsagt er mer tidkrevende enn forelesninger og seminar.

Ifølge Studiebarometeret for 2020 oppgir studentene å bruke omtrent 9,2 timer i snitt per uke på «Læringsaktiviteter organisert av institusjonen (inkludert all undervisning og veiledning, samt praksis hvis relevant)». Dette er noe under snittet for «alle psykologiske

fag» i Studiebarometeret (10,9). De oppgir å bruke 14,1 timer per uke på «Egenstudier (lese pensum, gjøre oppgaver, delta i kollokvier og annet gruppearbeid, etc.)», noe som er langt under snittet for alle psykologiske fag (20,8). GLODE studentene bruker noe mer tid på betalt arbeid (11 timer per uke i snitt mot 7,5).

Ut fra studentenes egenrapportering ser det altså ut til at vi ikke har lagt oss på et for omfattende arbeidsomfang. De oppgir å bruke totalt 23,3 timer på studiet per uke (mot 31,7 for «alle psykologiske fag» i Studiebarometeret).

Kobling til forskning

Studentene møter forskning både gjennom pensum/anbefalt litteratur og gjennom de ansattes forelesninger der eksempler fra egen og andres forskning presenteres. På GLODE er det vanlig at flere ansatte underviser på samme kurs, og studentene får derfor ofte en stor bredde av eksempler på de ansattes forskning innen helsefremmende arbeid, kjønn, og utvikling generelt.

Vi har i enkelte tilfeller invitert studenter til å skrive masteroppgaven sin i tilknytning til de ansattes prosjekt. Vi har også, der det har vært et ønske fra studenten, og der studenten og veileder har sammenfallende forskningsinteresser, publisert fagfellelvurderte tidsskriftartikler basert på studentenes masteroppgave (fire publisert i 2020, en i 2021, en under fagfellelvurdering, se appendiks).

Som nevnt over har syv av våre studenter vunnet frem i konkurransen om PhD-stipend de siste fem årene. Vi ser dette som et resultat av at vi rekrutterer studenter som er opptatt av en videre karriere innen akademisk, at vi som ansatte har vist at forskning er interessant, og at kvaliteten på studiet vårt er god.

Internasjonalisering

GLODE er internasjonalt studieprogram på engelsk der opp til halvparten av plassene er øremerket internasjonale studenter. Vi har også forholdsvis mange Erasmus-søkere til spesialiseringskursene våre i Gender Analysis in Global Development (GLODE305) og Health Promotion for Development (GLODE306). Vi tar inn fem til seks Erasmus-studenter på disse kursene hvert år. For de norske studentene er programmet i høy grad en form for internasjonalisering «på hjemmebane», ettersom all undervisningen er på engelsk og de jobber tett med studenter fra hele verden.

Før covid-19 restriksjonene slo inn, var det mange av våre studenter som hadde utenlandsopphold i løpet av studiet hos oss, enten fordi de hadde praksis hos en organisasjon i utlandet⁴, eller fordi de gjorde datainnsamling i utlandet.⁵

Frem til nå har vi ikke hatt en ordning for internasjonal utveksling i studieprogrammet. I tillegg til at mange av våre studenter uansett har et utenlandsopphold (se over), er en viktig årsak at de internasjonale studentene tradisjonelt har kommet til Norge direkte fra

⁴ Eksempler: The Population Council in Nairobi, European Parliamentary Forum, Brussel, WHI Washing DC.

⁵ Eksempler: Guatemala, Elfenbenskysten, Nepal, Sri Lanka, Sør Afrika, Belgia (Brussel), Tanzania.

hjemlandet. Vi har antatt at de har behov for å bruke det første studieåret på å bli kjent med Bergen og UiB. I det andre studieåret fokuserer studentene på datainnsamling og skriving av oppgaven, eventuelt i kombinasjon med et praksisopphold.

Som ledd i den pågående omstrukturering av programmet vil vi vurdere å åpne for utveksling i det tredje semesteret, som et alternativ til praksis (internship) for dem som ønsker det.

Praksis (internships)

Approximately half of the students do internships.⁶ During the internship, the student works full-time for three months at a public or private sector organisation or NGO – or, in fact, a research institution. The objective of this module is for the student to “experience, develop understanding of, and reflect critically on professional/ academic practice, through participation in the daily operations of a development/ government/ research organisation” (GLODE 310 2021). In general, students find and arrange the internship themselves, with supervision and support from programme staff where necessary.

Learning outcomes: As each internship takes place at a different organisation, *knowledge* outcomes are general (for example, knowledge of professional etiquette and culture). *Skills and competence outcomes* are more substantial and include, for example:

- Set one's own learning outcomes, to be mastered through the internship
- Apply academic knowledge in a professional setting to solve real-world problems
- Set professional development goals in collaboration with superiors
- Evaluate one's own performance and set improvement goals
- Give constructive feedback to colleagues on one's work experience
- Relate effectively to persons on different levels in an organisation's structure
- Communicate within and outside a professional organisation in a manner in keeping with the organisations mission and values
- The ability to enhance one's own professional competency based on reflection over self-assessed and mentor-assessed performance
- The ability to be a good team player

Teaching and learning methods are largely centred on the student, although we do run two workshops in the semester before the internship to work on how to systematically and carefully read organisation websites, write high quality application letters and produce comprehensive CVs. During the internships, students learn through hands-on experience working in a professional setting. Assessment is through a (short) report from the organisation and a 20-page written report by the student focussing on methods and activities used to master the self-established objectives, the results achieved, critical

⁶ This text comes from a forthcoming book chapter:

Urke, H.B. & Daniel, M. (2022) Innovative pedagogies in a health promotion specialisation: knowledge, practice and research. In Akerman, M & Germani, A.C. (eds), *International Handbook of Teaching and Learning Health Promotion – Practices and reflections from around the world*. Section 3: Pedagogies for Health Promotion. SPRINGER Nature

reflection about the experience. As the organisation may not have an explicit focus on health promotion or gender, students are also asked to critically reflect on how their experience during the internship relates to all they have learned during the programme's taught courses.

Krav til fagmiljø i Studietilsynsforskriften

Fagmiljøets størrelse

GLODE har fem ansatte i full stilling. Ettersom halvparten av de 20 studieplassene er øremerket internasjonale studenter, hvorav mange fra det globale sør, har vi en mer variert studentgruppe enn de fleste andre masterprogram ved UiB. Enkelte av de internasjonale studentene har langt mindre skrivetrening enn norske studenter, og vi tilbyr derfor i større grad enn mange andre masterprogram tilbakemelding på skriftlig arbeid. Vi benytter dessuten i stor grad studentaktive læringsformer, som er noe mer ressurskrevende enn tradisjonelle forelesninger. I 2017, 2018 og 2019 opplevde vi at de ansatte brukte langt flere timer på undervisning enn det ressursregnskapet tilsier. Etter at metodekursene ble felles med de andre programmene på HEMIL, ble undervisningsbyrden noe redusert. Vi er dessuten i en prosess der vi reduserer noe på timene vi bruker til undervisning. Når dette er gjennomført, fra 2022, vil antall stillinger stå i forhold til studiets egenart. Det er viktig å ha i mente at selv om vi har forholdsvis små kull (vi tar opp 20-30 studenter per år og har derfor rundt 40-45 aktive studenter til enhver tid), er det jevnt over noe merarbeid å undervise og veilede våre masterstudenter fordi de har svært ulik bakgrunn akademisk, og enkelte mangler trening i akademisk skriving.

Fagmiljøets kompetanse

Alle de fem fast ansatte på GLODE har førstestillingskompetanse (PhD), og tre av disse har professorkompetanse. Fagmiljøet er interdisiplinært og har en sammensetning som dekker masterprogrammets emner på en svært god måte. De ansatte har faglig bakgrunn i helsefremmende arbeid, sosialantropologi, geografi, psykologi, og utviklingsstudier og tre har kompetanse innen kjønn og utvikling.

Miljøet har i stor grad vært stabilt i rapporteringsperioden, med unntak av vikarbruk det siste året grunnet en langvarig sykemelding. Vikarene har hatt førstekompetanse. Som helhet har fagmiljøet gode dokumenterte resultater i form av publisering i internasjonale tidsskrift samt internasjonalt samarbeid (se under, samt vedlegg i appendikset *Fagmiljøets kompetanse*).

Fagmiljøets utdanningsfaglige kompetanse

Alle de fem ansatte har fullført pedagogiske grunnkurs. Som det går frem under delen om undervisnings- og læringsmetoder, tas pedagogiske prinsipper og ulike pedagogisk litteratur i bruk når omstrukturering av programmet og emner diskuteres og gjennomføres. Vi søker å oppnå såkalt 'constructive alignment' (Biggs 1996) mellom læringsmål, undervisnings- og læringsaktiviteter og vurderingsformer, og vi tenker nytt rundt utformingen av læringsmål i

tråd med ideene til Paul Hanstedt (*Creating wicked students. Designing Courses for a Complex World*).

Faglig ledelse

Programlederrollen har i rapporteringsperioden gått på omgang, der to av de ansatte har innehatt vervet i to år hver, mens nåværende programleder overtok vervet i august 2021. Programleder sørger for at det avholdes jevnlige møter (det ble avholdt 16 møter i 2019, 25 i 2020, og 21 møter i 2021). På møtene oppdaterer emneansvarlige kollegaer om kursene de har ansvar for (inkludert evalueringer), og alle ansatte rapporterer om status for studenter de veileder for masteroppgaven. Når det er aktuelt diskuteres fordeling av fremtidig emneansvar og undervisning. Programleder sikrer at alle emneansvarlige laster opp egenvurderinger og evalueringer i UiBs studiekvalitetsbase. Alle ansatte tar del i å sikre den faglige kvaliteten på programmet.

Fagmiljøets fagspesifikke kompetanse

GLODE tilbyr to ulike spesialiseringer: Foundations of Health Promotion for Development og Gender and Development. To av de ansatte har fagspesifikk kompetanse til det første tilbudet, og tre til det andre. Det er i stor grad sammenheng mellom fagmiljøets forskningsfelt og programmets innhold og faglige nivå og de ansatte bruker eksempler fra egen forskning i undervisningen.

I studentevalueringen av introduksjonskurset (GLODE301, 2021) skriver læringsassistentene at studentene opplever at de ansatte på GLODE kjenner stoffet de underviser i svært godt («It was evident (...) that the lecturers were not just well-prepared, but that they knew the material by heart, and managed to connect it to their own research»). I tillegg til egen erfaring fra forskning, bruker de ansatte egne erfaringer fra oppdragsforskning, konsulentoppdrag (gjennomganger/evalueringer av bistandsprosjekt) og samarbeid med sivilsamfunn, spesielt gjennom praksiskurset GLODE307.

Internasjonalt og nasjonalt samarbeid

De ansatte på programmet er del av en rekke nasjonale og internasjonale forskningsnettverk gjennom ulike prosjekt. Vi gir en kort oversikt over prosjektene under (se appendiks for mer detaljerte beskrivelser).

Pågående forskningsprosjekt finansiert av Norges forskningsråd:

LONGTRENDS: Sosial ulikhet i mentale helse blant ungdom: et livsløpsperspektiv, 2020-2024. Nasjonal partner: Folkehelseinstituttet. Internasjonale partnere: University of Glasgow og Universidade de Lisboa.

MATRASET: An interdisciplinary initiative to strengthen maternal health services and surveillance in Ethiopia and Tanzania, 2021-2026. Nasjonale partnere: Senter for internasjonal helse (CIH, UiB), Det juridiske fakultet (UiB). Internasjonale partnere: Addis Ababa University, Dep of Sociology, University of Dar es Salaam, Dep of Anthropology and Sociology, University of Sussex. Brukerorganisasjoner: Ethiopian Institute of Public Health; Ethiopian Society of Obstetrician and Gynaecologists; Women's Health Association in

Ethiopia; Ministry of Health, Tanzania; Tanzania Midwives Association; Tanzania Gender Networking Programme.

Pågående forsknings-og undervisningsprosjekt finansiert gjennom DIKU:

InternAbroad INA 2018/10036: The University of Bergen (led by the GLODE programme, but also including the Centre for International Health (CIH)) in partnership with two institutes at the University of KwaZulu Natal (UKZN), namely HEARD (HIV/AIDS research) and the Centre for Rural Health, received funding from DIKU for two years (extended to end of 2022 because of COVID) for research and educational activities. To date, only GLODE students have used the opportunity for internships, one student being able to attend physically in 2019, and one participating in a digital internship in 2021 – both at HEARD. In addition, one GLODE student has used data from the Centre for Rural Health for her master's thesis research (completed 2021). Six PhD candidates from HEARD attended (digitally) the 5ECTs PhD course in qualitative methods GHIG 918 in June 2021 run by a GLODE staff member. A research assistant from Centre for Rural Health has been accepted as PhD candidate (supervised by a GLODE staff member) at HEMIL, UiB.

Nylig avsluttete prosjekter

SAFEZT. Competing discourses impacting girls' and women's rights: Fertility control and safe abortion in Ethiopia, Zambia and Tanzania. Nasjonale partnere: Senter for internasjonale helse (UiB), UiB Global, Med.fak (UiB). Internasjonale partnere: Addis Ababa University, Dep of Sociology, University of Dar es Salaam, University of Zambia, Dep of Anthropology and Sociology.

ENERGETHICS. Norske energibedrifter i utlandet. Mot en utvidet antropologisk forståelse av samfunnsansvar. Nasjonale partnere: Sosialantropologisk institutt, UiB, NORCE, Sosialantropologisk institutt (UiO). Internasjonale partnere: University of Sussex.

Malaria Chemoprevention for the post-discharge management of severe anaemia in children in Malawi, Uganda and Kenya (IPTpd): Mowing towards policy. (Finansiert av Forskningsrådet 2014-2019). Nasjonale partnere: Senter for internasjonal helse (UiB). Internasjonale partnere: Makerere University, Kenya Medical research Institute, Liverpool school of Tropical Medicine, London School of Hygiene and Tropical Medicine, Imperial College of London, University of Amsterdam, and University of Minnesota.

Arts and Health Promotion. Tools and Bridges for Practice, Research, and Social Transformation er et bokprosjekt (utgitt 2021) i samarbeid med internasjonale partnere ved Western Washington University, Grupo Didáctica de las Ciencias, CONICET, Argentina, og University of Connecticut.

Annen pågående forskning

'Refugee Resilience', established in 2016, is a collaborative research project across all three master's programmes in HEMIL. Faculty strategic funds were used to conduct a pilot study across three generations of refugees from Afghans and Eritreans. Six master's students from the three programmes worked with these and additional data, they received additional

group supervision and three of them have published their master's theses. Funding was obtained from NFR (2019-2022) for *Establishing a national learning and action network for refugees: Promoting inclusion, access to information, and successful transition (PIISTON)* (HELSEVEL 288042). National partners include: Bergen Municipality, Bergen Chambers of Commerce, Papillon (an NGO), HVL, USN, Institutt for Samfunnsforskning. International partners include: German Youth Institute, Munich; Rotterdam University of Applied Sciences, Netherlands; University of Stirling, Scotland.

I tillegg til samarbeidene som er nevnt over har en ansatt utstrakte europeiske forskningsnettverk knyttet til mangeårig forskning i Tsjekkia.

Nettverk

En av våre ansatte er UiBs representant i det nasjonale Fagrådet for utviklingsstudier. En eller flere av de ansatte er medlemmer av følgende nettverk: Global working group for salutogenesis, International union for health promotion and education, European Association for Social Anthropologists (EASA) og The Royal Geographical Society.

Veien videre

GLODE er for tiden i en prosess med å omstrukturere deler av programmet. Dette skjer blant annet som følge av endringer i felles metodekurs på HEMIL der det er bestemt å legge ned innføringskurset i metode (GODE302) og utvide kursene i kvalitativ og kvantitativ metode. I samarbeid med programsensor vurderer vi også ulike modeller for å redusere ressursbruken på programmet samtidig som vi beholder de delene av programmet som har bidratt til de gode resultatene vi har hatt så langt.

Opptakskrav/Admission Requirements

Fra www.uib.no:

Prospective students for the Master's Programme in Global Development Theory and Practice must have obtained an undergraduate degree or Bachelor's degree of at least 3 years' duration at a recognised institution in either social or health sciences, or have an equivalent educational background. The applicants must document special competence equalling one and a half years of study (90 ECTS) in a field or specialisation relevant for the program.

For international applicants a minimum of 2nd Class, Upper Division or the equivalent on the Bachelor's degree is normally required in order to be considered for admission. For Norwegian applicants the requirement is an average of C or above on the courses of specialisation.

Applicants will be ranked according to their academic results, based on the grades in the specialisation in their Bachelor's degrees.

Bachelor degrees from UiB that qualify:

- Education Studies
- General Psychology
- Health Promotion and Health Psychology
- Global Health
- Human Nutrition
- Sociology
- Social Anthropology
- Gender Studies
- Human Geography
- European Studies
- Political Science
- History
- Social Economics
- Work- and Organisational Psychology
- Administration and Organisation Theory

External bachelor degrees that also qualify:

- Development Studies
- Development Economics
- Social Work
- International Health
- Geography and resource management
- Environmental studies

- Global Studies
- Agricultural Studies

Other bachelor degrees with at least 90 credits within the areas of Health Promotion, Gender Studies, Social Sciences or Environmental studies might also be considered for admission.

Example of degrees that **do not** qualify for admission are: Engineering, mathematics, chemistry, international economics, business management, business administration, business psychology, economy, integrative studies, literature and languages, computer science, occupational therapy, odontology, nurse studies, pharmacy, sports, music, law.

Language requirements:

Non-native English speakers must document their [English language proficiency according to the university regulations.](#)

Beskrivelser av de ulike kursene

GLODE 301. The Theory module⁷

NB. Denne teksten har også blitt brukt i delen om Undervisnings- og vurderingsformer

The learning outcomes we aim to achieve in this module include *knowledge outcomes* such as “advanced comprehension of multi-level and complex processes of development and the role of institutional actors in these processes” (GLODE, 2021); an understanding of contemporary theories in their historical context to encourage critical reflection, ethical framing, governance issues, and implications for rights and social justice. *Skills outcomes* include the ability to critically analyse different sources of information (from peer-reviewed articles to organisation reports and websites, and media podcasts and videos); to use various perspectives in such analysis (e.g. health promotion or gender); and to understand the implications of the analysis for inequalities and injustice. *General competence outcomes* comprise the ability to communicate coherently, both in writing and verbally; as well as the ability to critically assess, select and apply relevant theories in specific contexts.

We employ a wide range of teaching and learning activities. We start off right away during the introduction/orientation week before the theory module begins. On day two, we give a short lecture about the procedures and beneficial outcomes of problem-based learning (PBL), why we use it and how it works; we get the students to put PBL into practice, working in groups to solve a problem about self-directed learning. The groups present their solutions on day three. This activity has a double outcome, as in the process of learning the PBL procedure, the students also discuss self-directed learning with each other – far more effective than a lecture on self-directed learning! Shortly after the start of the theory module, we publish the module’s PBL vignettes. We write new vignettes each year that represent development issues or themes within the content of the module (typically climate change, migration/refugees, and education) and at the same time there is a common theme between the groups (in 2020 it was Covid-19; in 2019 it was ‘food’). We set up the groups to contain maximum diversity in gender, nationality and previous education. Unlike the trial PBL, the module PBL stretches over three or four weeks comprising six tutored two-hour meetings (with additional student-organised meetings and work activities in between) and culminating in a 30-minute presentation in which each group member must participate. During the three weeks used to ‘solve’ the problem, each group member takes a turn at ‘chairing’ the group and acting as secretary to record decisions made, thus developing leadership skills. The only active role played by the tutor is to lead the *process and progress evaluation* in the last 15 minutes of each two-hour session. The tutor will also point in the direction of resources if asked by group members.

Communication skills are also central to our teaching and learning activities. During the Theory module we run two three-hour workshops on communication, encompassing both presentation and writing skills. In *presentations skills* we teach about organising content, timing, engaging the audience as well as feedback: giving feedback constructively, receiving

⁷ This text comes from a book chapter:

Daniel, M. & Urke, H.B. (2022) Extending student-active learning into effective practice in global development-related health promotion. In Akerman, M & Germani, A.C. (eds), *International Handbook of Teaching and Learning Health Promotion – Practices and reflections from around the world*. Section 2: Making it relevant to practice. SPRINGER Nature

and responding to feedback. (These feedback skills are important during the process evaluation at the end of each tutored PBL session.) Students use presentations, both individual and in groups, as a key means of communication throughout the two years of the programme: in PBL presentations, in student-led lectures, presenting chapters while writing their thesis, etc. Likewise, *writing skills* can be used individually (for writing assignments of for the full thesis in the second year) or in groups (for example in report writing).

A range of other teaching and learning activities is also used. *Lectures* are used to present threshold concepts and research-based applications. These also include student participatory activities to promote active learning within the lecture. *Student-led lectures* involve small groups of students preparing a topic to teach the rest of the class. We run workshops to help them structure the lecture and ensure all required aspects are covered. We have found this to be one of the most effective ways to get students to read the curriculum! *Feedback* is given after the student-led lecture. Another group-work approach is the use of *colloquiums*. In their groups, students allocate the set readings between group members and these are read in preparation before the colloquium. During the colloquium students receive questions for discussion, related to the readings. One group member is chosen as 'rapporteur' to bring the group's conclusions back to the plenary. We also regard the *feedback given on writing assignments* as a teaching and learning tool.

Assessment is not straightforward as we cannot award a single grade based on both group and individual work. To cope with this complexity, we make participation in the group work *obligatory* and students may only submit their portfolio of two writing assignments once they have fulfilled all obligations. Each student's grade is then based on the portfolio of written work only. Students have a choice within each of the two writing assignments and they receive feedback on the first assignment with the opportunity to make adjustments before submission. The topics reflect themes the students have addressed in their PBL and student-led lectures (climate change, migration/refugees and education) so that what they write is based not only on their reading around the topic, but also on in-depth discussions with other students during the module. Students are able to choose their desired theme in the PBL and student-led lectures – and of course in their writing assignments. A student may choose the same theme across all three activities (in-depth knowledge) or a different theme in all activities (broad rather than deep knowledge). The writing assignment questions address the learning outcome skills and competences as much as knowledge outcomes. The questions provide students with the opportunity to integrate knowledge from their own learning with taught content, to critically analyse and discuss issues from various perspectives and reflect on relationships between the approaches. This form of assessment is in line with Biggs' (1996) *functioning* knowledge.

GLODE 302. Introduction to Methodology

GLODE302 is an Introduction to Methodology module offered to students during the fall semester. The module is a prerequisite for students to proceed with GLODE303 and GLODE304. The objective of the module is to introduce students to the theory of knowledge and research methodologies. It promotes critical reflection on various epistemological and methodological approaches to research and provides a broad overview over different methodologies, both quantitative and qualitative, including their epistemological foundations. The module addresses questions of research design, formulation of research problems, quality in research, and ethics throughout the research process.

The learning outcomes of this module are defined in terms of *knowledge, skills and general competence*. On completion of the module, students are expected to gain in-depth knowledge on different knowledge paradigms, key concepts and theories within quantitative, qualitative, mixed methods and action research, including implications for choosing their methodological strategy. In terms of *skills*, students are expected to have the abilities to develop research problems, identify research methods appropriate and argue for their relevance. Students are also expected discuss key concepts in quality in research as well as critically deal with and discuss basic ethical principles in research. In terms of *general competence*, students are expected to make qualified choices between different research methods, communicate different research designs, accounting for their uses, and to evaluate research literature critically and systematically.

The teaching and learning methods for GLODE302 includes lectures, colloquiums and seminars. Lectures are used to introduce theories of knowledge, research methodologies and their various concepts. Lectures are also used to promote critical reflections on various epistemological and methodological approaches and positions. These lectures are always followed by seminars, which are discipline specific. In seminars, students get the opportunities to work on and probe further research methodologies and philosophical assumptions specific to their discipline. The module also uses colloquiums, the colloquium is also discipline specific, where students are further divided into smaller groups. The students know the topic (quality in research), readings and questions for reflections ahead of time and have the responsibility to allocate preparatory work, in terms of readings, amongst themselves. The last 45 minutes of the colloquium students gather in a plenary where a member of the teaching staff is present to shortly present on the topic and lead the plenary session.

Students get two individual obligatory assignments during the course of the module, which must be passed in order to proceed to the home exam. Forms of feedback for the obligatory course work include individual written feedback, for the first assignment and peer review, for the second assignment. Peer reviews gives the students an opportunity to learn from their peers as well as training them to be critical in evaluating research and written work. The main form of assessment is a home exam, with a grading scale of A-F.

GLODE303. Qualitative methods and research planning (felles metodekurs HEMIL)

Denne beskrivelsen er skrevet av Ragnhild Hollekim (Barnevern), emneansvarlig for kurset våren 2021.

Dette er ett fordypningskurs i kvalitativ metode som bygger på ett 10 stp. innføringskurs (GLODE302). GLODE303 går parallelt med ett fordypningskurs i kvantitativ metode (GLODE304). Disse kursene tilbys på tvers av alle tre studieprogrammene på Hemil. Når det gjelder GLODE302 og GLODE304, se re-akkrediteringsrapport fra hhv Master i helsefremmende arbeid og GLODE. Vi slo sammen metodekursene og laget ett felles for alle tre studieprogrammene for tre år siden.

Vi har svært mange studenter på GLODE303, mellom 60 og 65. Det krever MYE administrasjon og logistikk. Samtidig har vi mer å spille på både kunnskaps- ressursmessig, siden alle studieprogrammene bidrar inn. Systemet med læringsassistenter har f. eks. vært en god ressurs for oss på GLODE303. På GLODE303 har vi etterstrebet å være mest mulig «hands-on» ift ulike kvalitative analysetilnærminger, for å gi god forståelse og gode redskaper når de nå begynner på masteroppgaven.

Siden vi bare har tilbudt kurset i denne formen to ganger, har det egentlig vært en utprøvningsfase. Overordnet har kurset blitt godt evaluert, selv om vi pga covid på kort varsel måtte legge om til hel-digital undervisning (siste del av kurset våren 2020 og store deler av våren 2021). Det var selvsagt krevende både for staben og studentene, særlig og fordi vi her ønsket å jobbe tett på studentene, med mange seminarer.

Vi har gjort endringer og tilpasninger fortløpende, f. eks. ift hva som tilbys på GLODE302 og hva som tilbys på fordypningskursene. Våren 2020 var f. eks. utkast til prosjektplan eksamen på 303, dette er nå endret og vi vil våren 2022 ha en vanlig hjemmeeksamen. Denne løsningen ble veldig travel for studentene, og staben følte at vi ikke fikk prøvd studentene breitt nok. Vi har utvidet antall uker med undervisning (ikke utvidet timetallet), så studentene skal få bedre tid til å lese og fordøye stoffet. Studentene etterlyser fordypning i flere metoder, vi har forsøkt å tilpasse dette, men dette har og med antall undervisningstimer vi har til rådighet å gjøre. Vi prøver ellers å hente inn de i staben som er aller best på de ulike metodene vi underviser i, og jobber kontinuerlig for å få seminarene nyttige og hjelpsomme for studentene.

This course gathers students across the three master's programmes at the Department of Health Promotion and Development. The course is primarily taken by students planning to do a master's thesis using quantitative methods.

Learning outcomes

The learning outcomes of the module cover two major elements focused on in the course – statistical skills and project proposal development. Learning outcomes related to **knowledge** include requirements for the master's thesis proposal, appropriate use of statistical methods, and interpretation of statistical analysis. Main learning outcomes related to **skills** include ability to pose study questions relevant for quantitative methods, model data, annotate and interpret output from statistical analyses and design a research project and write a project plan. Finally, learning outcomes related to **general competencies** include ability to think critically, reflectively and creatively about statistical analysis, methodological competencies for statistics-related problem solving.

Teaching and learning methods and assessment

Teaching and learning methods in the course rely on lectures for statistical knowledge and some of the material related to data analysis. Each lecture is coupled with a seminar where learning activities are aimed at statistical skills in general, but specifically directed at software skills and data analysis skills. The aim is that this build-up with increasingly complex material gives students the possibility to also increase their learning sequentially and experience mastering at each step. Students also write a series of compulsory assignments as part of their project proposal that are submitted to their supervisor for feedback. A separate, more comprehensive data analysis task is also required to be submitted before students can deliver their exam. The assessment in this course is based on the submission of a well-developed draft project proposal. This is developed throughout the course by the sub-tasks that are submitted. It is the supervisor of each student that decides on the result (pass/fail).

Subject content

The course covers three components of statistical skills: statistical knowledge, data analysis skills, and software skills from basic stages up to linear and logistic regression. In addition, it covers an introduction to project proposal writing through lectures and library seminars, and feedback by supervisors.

Student work

Overall, this course gives foundational and important learning in statistical skills and research planning of quantitative master thesis projects. It is a demanding course that requires concentrated and devoted efforts by students, both in attending and participating in organized teaching activities, and also doing a lot of self-study doing exercises *and* developing their projects. Considering that the course includes the two major elements of project proposal and statistical skills, it is a lot for students to digest when the course only has four weeks of teaching activities.

GLODE 305

Globe 305 is a 10 credit course that serve as the foundation for the specialization in Gender in Global Development, and is thus attended by the students who choose this specialization, in addition to some guest students. The first part of the course has a main focus on concepts/theories, while the second part of the course delves into more substantive issues.

Learning outcomes

The main objective of the course is for the students to develop in-depth understanding of core concepts and analytical intakes relevant for the study of gender in the context of global development and social justice. Knowledge objectives include, among others: Core concepts and ideas in gender analysis and feminist epistemologies, including post-colonial and critical non-Western perspectives; intersectionality and the politics of location; recent perspectives on masculinity and patriarchy; theories of empowerment; gender perspectives on resources, livelihoods and climate change ; current debates on gender, culture and human rights and on gender violence and conflict; trends in gender and development as a policy field. Skills' and general competencies outcomes include generic skills such as the ability to deal critically with various sources of information and apply them to structure and formulate independent scholarly arguments; and critically apply key concepts of gender and feminist analysis to discuss empirical and theoretical problems; and the ability to coherently communicate ideas concerning gendered analysis of development processes both in written work and in oral presentations

Teaching and learning methods and assessment

The teaching and learning methods consist of a combination of lectures, seminars and workshops. Student active learning forms are employed throughout the course. Theories /concepts are presented and discussed in lectures, and students work with application of theories in seminars, groupwork and in-class presentations. Compulsory assignments comprise of a) groupwork where students work together to develop presentations for the other students, and b) two compulsory individual presentations (one of course literatures and one of a self-selected topic). In seminars, group work and individual presentations we challenge the students to work with application of concepts and theories in relation to different empirical phenomena relevant to our course, hence perform a gender analysis of global development-related issues.

The exam consists of a 7 days' home exam, where the students write an essay on a broadly formulated topic, again combining theories of gender with an examination of a substantive gender-in-development issue.

Subject content

The course covers a good range of theoretical perspectives and substantive domains central to the field of gender in global development. It starts out with a couple of introductory sessions where we

work on core concepts relevant for gender analysis (dimensions of gender in social analysis, theories of the gendered body, postcolonial/non- Western perspectives), followed by elaborations of the concept of intersectionality and of theories of masculinity. From these discussion of theory we move on to explore specific gender relevant phenomena in a global

context, such as gender violence, gender and human rights and gender and climate change (see above). We also explore the global Gender and development (GAD) agenda, and look into both historical and current perspectives that have been relevant for UN, donors and other development actors over time. This includes a scrutiny of the concept of empowerment and its applications in various development initiatives.

Student work

The course is quite intensive, covering a broad range of topics and quite a few activities. In terms of hours spent on learning activities and reading, our calculations (using the “normkalkulator” provided by the faculty) show that we are doing well; the students have a reasonable work load. Still, student evaluations, which have otherwise been very positive for this course, show that the students would like to have more time to digest the quite complex set of theories and problems that are working with in this course. Our plans for reorganizing the Master Programme include expanding both specialization courses from 10 to 15 credits, which we think would lead to even better learning outcomes for the students.

“The objective of this Module is to explore the foundations of health promotion theory, practice and research, originating in the WHO Ottawa Charter for Health Promotion related to Development” (GLODE 306 2021). In formulating our learning outcomes, we have relied heavily on the core competencies of health promotion (Barry et al, 2012)⁹, especially for the *knowledge outcomes* which we modified only i) by adding ‘as related to development’ and ii) by grouping theories into ‘families’ of related conceptual frameworks (see Box 1 on Health Promotion Learning Outcomes: Knowledge, and compare with (Barry et al, 2012; p. 7) where they list the knowledge base underpinning health promotion core competencies).

Box 1. Health Promotion Learning outcomes:

Knowledge

- The concepts, principles and ethical values of health promotion as defined by the Ottawa Charter for Health Promotion (WHO, 1986) and subsequent charters and declarations
- The concepts of health equity, social justice and health as a human right as the basis for health promotion action related to Development
- The family of socio-ecological theories such as determinants of health and their implications for health promotion action related to Development
- The family of strengths-based theories such as Salutogenesis and their implications for health promotion action related to Development
- Emerging theories applying health promotion principles in a development context
- The impact of social and cultural diversity on health and health inequities and the implications for health promotion action
- The systems, policies and legislation which impact on health and their relevance for health promotion

We use a variety of teaching and learning methods including lectures, problem-based learning (PBL), workshops and colloquiums. We use lectures to present threshold concepts, principles and theories. Lectures are always followed by either a workshop or colloquium so that students apply and engage with the concepts, principles and theories themselves. We use PBL problems for students to engage with development-related health promotion such as climate change and health, or health promotion among refugee populations. In student evaluations, successive cohorts have commented that the module is too short and intense to effectively include PBL; and in response to this feedback, we have replaced PBL with a series of colloquiums. Students work in the same group throughout the module (as they would have done in PBL), they know the topics and readings for the colloquiums ahead of time and must allocate preparatory work amongst themselves. During colloquiums they are given questions based on the readings to discuss and a rapporteur from each group presents key points from their discussion in a plenary. In assessment, a single grade cannot be awarded

⁸ Urke, H.B. & Daniel, M. (2022) Innovative pedagogies in a health promotion specialisation: knowledge, practice and research. In Akerman, M & Germani, A.C. (eds), *International Handbook of Teaching and Learning Health Promotion – Practices and reflections from around the world*. Section 3: Pedagogies for Health Promotion. SPRINGER Nature

⁹ Barry, M. M., Battel-Kirk, B., Davidson, H., Dempsey, C., Parish, R., Schipperen, M., . . . Zilnyk, A. (2012). *The CompHP Project Handbooks*. Paris: IUHPE.

based on both group and individual work. Participation in the group work is obligatory in order to be allowed to take the home exam which is graded.

GLODE 307. The Practice module¹⁰

The overall aim of the Practice module is “to introduce students to the Development Practice arena first and foremost as a field of practice, but also as a research subject and as the object of critical scholarship” (GLODE 307, 2021). Students work in small groups throughout the module to solve real-life problems identified by public or private sector organisations or NGOs. They write a professional report on the process and outcome. In addition, each group gives an oral presentation of the outcome of their group work to the relevant organisation and the rest of the class.

As with the Theory module, the learning outcomes we aim to achieve in the Practice module include knowledge, skills and general competence. The main *knowledge outcome* in this module is to understand development practice as the facilitation of collaboration across sectors, with the possibility of multiple perspectives, such as human rights, gender, health promotion, and integral ecology. Cultural context and practices have significant implications for Development Practice. In the Practice module there is much greater emphasis on *Skills* and *General competence outcomes* (see Box 2) with many more specific skills and competences identified than in the Theory module.

Teaching and learning methods in the Practice module are less varied than in the Theory module in that contact time usually involves a workshop to ‘teach’ relevant concepts or practices, such as the use of log-frames, or how to plan and conduct a needs assessment or an outcome evaluation.

Groups then literally work with the concept or practice in the on-going process of solving the problem they have been set. Assessment is in the form of a portfolio that includes the report to the organisation, plus the presentation of the group’s solution to an audience comprising the organisation, the teaching staff and the rest of the class. We regard this as highly ‘authentic’

Box 2: Practice module learning outcomes (in part)

Skills:

The student has the ability to

- Conduct community needs and assets mapping
- Negotiate: align, optimise and orchestrate diverging perspectives on community needs, priorities and resources (citizens’, local officials’, regional, national and global authorities’)
- Communicate to colleagues and to community groups and representatives about methods and approaches to development practice
- Facilitate communities in developing, implementing and evaluating development strategies
- Facilitate community-based participatory action research
- Locate particular development projects within local, national and global frameworks

General competence:

The student has the ability to

- Assist in establishing community collaboration,
- Respond to community priorities with suggestions for adaptive action
- Advise communities on actors and resources that are potentially available for community development,
- Help build, manage and evaluate community partnerships
- Work effectively across organisational cultures

¹⁰ Daniel, M. & Urke, H.B. (2022) Extending student-active learning into effective practice in global development-related health promotion. In Akerman, M & Germani, A.C. (eds), *International Handbook of Teaching and Learning Health Promotion – Practices and reflections from around the world*. Section 2: Making it relevant to practice. SPRINGER Nature

assessment as it is closely related to experiences of working life. Students can list their report on their CVs.

GLODE 310. Internship ¹¹

NB. Denne teksten har også blitt brukt i delen om praksis

During the internship, the student works full-time for three months at a public or private sector organisation or NGO – or, in fact, a research institution. The objective of this module is for the student to “experience, develop understanding of, and reflect critically on professional/ academic practice, through participation in the daily operations of a development/ government/ research organisation” (GLODE 310 2021). In general, students find and arrange the internship themselves, with supervision and support from programme staff where necessary.

Learning outcomes: As each internship takes place at a different organisation, *knowledge outcomes* are general (for example, knowledge of professional etiquette and culture). *Skills and competence outcomes* are more substantial and include, for example:

- Set one's own learning outcomes, to be mastered through the internship
- Apply academic knowledge in a professional setting to solve real-world problems
- Set professional development goals in collaboration with superiors
- Evaluate one's own performance and set improvement goals
- Give constructive feedback to colleagues on one's work experience
- Relate effectively to persons on different levels in an organisation's structure
- Communicate within and outside a professional organisation in a manner in keeping with the organisations mission and values
- The ability to enhance one's own professional competency based on reflection over self-assessed and mentor-assessed performance
- The ability to be a good team player

Teaching and learning methods are largely centred on the student, although we do run two workshops in the semester before the internship to work on how to systematically and carefully read organisation websites, write high quality application letters and produce comprehensive CVs. During the internships, students learn through hands-on experience working in a professional setting. Assessment is through a (short) report from the organisation and a 20-page written report by the student focussing on methods and activities used to master the self-established objectives, the results achieved, critical reflection about the experience. As the organisation may not have an explicit focus on health promotion, students are also asked to critically reflect on how their experience during the internship relates to all they have learned during the programme's taught courses, especially their health promotion specialisation.

¹¹ This text comes from a book chapter:

Urke, H.B. & Daniel, M. (2022) Innovative pedagogies in a health promotion specialisation: knowledge, practice and research. In Akerman, M & Germani, A.C. (eds), *International Handbook of Teaching and Learning Health Promotion – Practices and reflections from around the world*. Section 3: Pedagogies for Health Promotion. SPRINGER Nature

GLODE 330. Master's thesis, 30 ECT

The master's thesis gives students the opportunity demonstrate their ability to work independently, planning a research project, applying knowledge and skills learned in the first year to collect and/or analyse data, write-up and discuss the implications of their findings on a development-related health promotion or gender issue.

Learning outcomes include *knowledge* on the significance of objectives and research questions, how to conduct a literature review and how to use an appropriate theory to frame the project. *Skills and general competence* include the ability to plan and conduct an independent research project under supervision and in accordance with applicable norms for research ethics, in addition to analytical and reporting skills. Students also have the ability to communicate their own research extensively and to assess that of others.

Teaching and learning methods are largely self-directed by the student although students are required to participate in group supervision meetings, to present a chapter of their thesis work, and to peer review other students' work. The 40-50 page master's thesis is the way the module is assessed.

GLODE 360. Master's thesis, 60 ECT

The master's thesis gives students the opportunity demonstrate their ability to work independently, planning a research project, applying knowledge and skills learned in the first year to collect and/or analyse data, write-up and discuss the implications of their findings on a development-related health promotion or gender issue.

Learning outcomes include *knowledge* on the significance of objectives and research questions, how to conduct a literature review and how to use an appropriate theory to frame the project. *Skills and general competence* include the ability to plan and conduct an independent research project under supervision and in accordance with applicable norms for research ethics, in addition to analytical and reporting skills. Students also have the ability to communicate their own research extensively and to assess that of others.

Teaching and learning methods are largely self-directed by the student although students are required to participate in group supervision meetings, to present a chapter of their thesis work, and to peer review other students' work. The 70-90 page master's thesis is the way the module is assessed.

Rapporter fra programsensor (nyeste først)

Desember 2021. Rapport fra Axel Borchrevink, Oslo Met.

GLOBAL DEVELOPMENT THEORY AND PRACTICE (GLODE)

Axel Borchgrevink. November 2021

Introduction

I was appointed new programme auditor for the GLODE master programme from 2021. Several planned visits to the University of Bergen in the spring and early fall had to be cancelled, primarily because of Covid-related concerns. But in October, I came to Bergen for a two-day visit, that allowed discussions with the teaching staff, first year students, student representatives and administrative staff. See the enclosed programme. Thanks to Siri Lange and the rest of the GLODE staff for receiving me in such a welcoming and open manner!

In this way I was given full access to students and staff and could ask for all the information I wished. Still, it should be emphasized that this is not an evaluation of GLODE, but rather the impressions of an outsider after a brief first visit.

For the 2021 programme audit report, I was originally asked to look specifically at the overall coherence of the GLODE programme and the individual courses of which it consists. During my visit, we agreed that given the current situation of the programme being required to make cuts in the teaching resources spent on the programme, my report would also address options for cuts.

Current concerns – programme required to cut costs

GLODE was established in 2016, and was given resources that allowed a dedicated staff to develop an innovative programme that has received a lot of praise. Today, the faculty needs to cut costs, and GLODE has been instructed to reduce the number of teacher hours used on the programme by more than 10 %. There is a possibility that even further cuts might be required. During my visit, GLODE staff were discussing alternatives for where the cuts could be made. Options included reducing lectures or seminars in some courses, reducing elective options for students, and rearranging the combination and credits of courses in different ways.

Several of these options are discussed below. However, the report begins with an overview of the impressions of an outsider after a first visit to the programme, with an emphasis on what appears to be the programme's particular strengths. A proper assessment of the implications of different types of cuts requires a knowledge of its achievements, as well as an examination of the likelihood of these achievements being affected by different proposed cuts.

GLODE – as perceived from OsloMet (development studies)

My view of the GLODE programme is shaped by my experience from teaching similar programmes at OsloMet. I work with the BA programme in development studies, as well as

the English language Master in International Education and Development. Thematically our master programme is like GLODE in having development studies as part of its core, and it also has two specializations (in international education and development studies) and attracts most of its students from abroad. Working with a programme that has many similarities with GLODE gives a good perspective for identifying the particularities that characterize the GLODE programme.

Profile

Like many development studies master programmes, in Norway and elsewhere, GLODE has a particular profile by emphasizing one or more particular perspectives or dimensions within the broader field of development studies. In the case of GLODE, the two specializations, in gender and health promotion, give the programme a distinguishing profile. Of the two, the health promotion specialization is clearly the most original. Gender is a common dimension to most development studies programmes, even if not always given as much emphasis as here. An additional characteristic of the programme is the emphasis on development practice, through internship and the teaching of specific skills and methods.

Together, the two specializations and the practice orientation make GLODE a study opportunity that students will not find elsewhere, yet one that is still firmly planted within the broad interdisciplinary field of development studies.

Strengths

One element of the GLODE programme that stands out and impresses is the emphasis on an active pedagogy based on student participation. The use of teaching methods based on active student participation appears to be systematically integrated into all modules, and to be embraced and used by all the staff. I was particularly struck by the Problem-Based Learning and the Student-Led Lectures. Both of these approaches were systematically implemented, underpinned by pedagogic theory, assigned the necessary teaching resources to make them function, and carried out over time to allow the student participatory processes to reach fruition.

A further strength is the way that the programme bridges between an education in theoretical and discipline-based knowledge on the one hand, and the development of practical-professional skills by training in concrete methods and taking part in internship experiences. By teaching methods for constructive team work, as well as specific instruments used within the development field such as logical framework analysis and asset mapping, students gain skills and competences of great relevance for later careers. The successful joining of strong theoretical and research-based perspectives with such practical skills is not found in most development studies programmes.

Both of these strengths are due to motivated and qualified staff having been given the opportunity and resources to develop and run an innovative master's programme. The GLODE teaching staff is a team that is dedicated and has a common ownership to a programme they believe in. This team spirit and joint stake in the programme is a resource of a particular kind. It allows the programme to be implemented with dedication and

ensures continuous development and adjustments. However, it is a vulnerable resource, that may be wholly or partially lost if staff becomes demotivated in the face of cuts that reduce the quality of the programme and the rewards of teaching it. Therefore, it is a resource to be conserved and nurtured.

Alternatives for cutting costs

The 10% cuts required in the teaching resources will reportedly be implemented from next year through no longer having two teachers present at some of the seminars, no longer having staff present in all PBL groups, as well as by increasing the number of student-led lectures. However, it seems likely that further cuts may be required.

One option the GLODE staff discussed was to reduce the elective options for students. Currently the programme offers choices in several respects: Two alternative specializations (gender and health promotion), the option of choosing quantitative or qualitative methods, and the choice of a 60 credit thesis or a 30 credit thesis combined with an internship semester. These options are briefly discussed below.

Specializations. One suggestion was that the two 10 credit specialization courses that run in parallel be merged into one 15 credit course for all (together with 5 credits cut elsewhere among the programme courses, for instance with respect to methodology). One proposal suggested a third of such a joint course could be dedicated to gender, a third to health promotion, and the final third to examples where gender and health promotion intersects. This would result in a reduction in teaching of 10 credits, with corresponding reduced needs for teaching resources. Also perhaps on the plus side, it might lead to a better integration of the programme and reduce potential divisions between the two specializations (should they exist and be perceived as problematic). On the other hand, it would reduce the depth taught in each specialization (although perhaps not by very much). And for students, it could be perceived as reducing their ability to choose their study programme according to their own interests.

Methods. Current courses in methods are three: a mandatory 10 credit course in the first semester and elective 10 credit courses in either quantitative or qualitative methods in the second semester. Each student will then have 20 credits in methodology. Two new courses of 15 credits – one in quantitative and one in qualitative methods, and where students choose one or the other – have been proposed as an alternative (possibly with an added 5 credit course for the thesis project proposal). Perhaps part of the teaching for these two could be held together to save some teaching hours. Reducing methods teaching from 20 credits to 15 should anyway save some teaching.

A complicating factor for this discussion is the fact that the methods courses are given jointly to the Department's three master programmes.

In general, it seems extravagant to offer the choice between the two methodological alternatives for a master's programme with 20 students. However, since the courses are taught for students from three different programmes, it may be warranted in this case. Also, the fact that there seems to be a reasonable split of students when they choose between

these two options indicates that there is a demand for both. If the total credits for methodology are reduced from 20 to 15, it seems clear that the depth of teaching will be reduced. On the other hand, for a master programme where a 60 credit thesis is an option, there is a limit to how many credits can be dedicated to methodology.

30 or 60 credit theses. Currently there is the option of a long master thesis or a shorter one, combined with a semester used for an internship. More resources are used on the students taking the 60 credit course (95 vs 79 teaching hours per students, given 10 students on each option, and excluding the grading of theses). Thus, there is a significant potential for reducing teaching by doing away with the option for the 60 credit thesis.

The downside of this would be in terms of reduced options for students. Not having the opportunity of doing a long thesis would be against the interests of those who wish to pursue a career in research. It would also increase the need for finding internship places for students, and do away with the safety valve of the 60 credit course should a student be unable to secure a place for doing his or her internship.

Reducing teaching. Some cuts in teaching have already been decided, through ending the practice of having two teachers in some seminars and increasing the number of student-led lectures. It is of course possible to reduce teaching further, by having fewer lectures, fewer seminars, less teacher feedback to students, less supervision, spending less on grading, etc. While a theoretical argument could be made that less teacher hours can be substituted unproblematically by increased levels of student activities, peer feedback, use of student assistants, and so on, the reality is almost certainly that such cuts reduce the quality of the programme.

(It could also be mentioned that in meeting with students, one clear message to me was that they asked for more feedback from teaching staff. While such requests from young students for clear and authoritative answers is common and should not necessarily be taken at face value, they could also indicate that the balance between teacher input and student-led activities should not be pushed towards placing even more responsibility for the learning onto the students.)

Yet some such cuts may be inevitable. If so, a careful assessment of where cuts can be taken to generate savings at minimum costs must be made. This will have to be the decision of the GLODE staff. (Possibly, thesis supervision could be an area where one could reduce assigned hours?)

For such a process to be carried out in the best possible way, it is important that factors used in calculating hours for tasks corresponds reasonably well to reality. During my stay I got the impression that being course coordinator is in most cases not awarded with the hours actually used, with a few exceptions where the opposite holds true. This lack of correspondence between tasks and assigned hours apparently has to do with standardization within the faculty. Recalculating such factors to better reflect the reality of teaching in the GLODE programme would help the process of making cuts in the most effective and least damaging ways.

Concluding reflections

It is not the intention here to give specific advice on how to implement cuts. This must be the decision of the GLODE staff, and after a short visit I do not presume to be able to give any concrete advice.

I would, however, like to make one specific recommendation. If cuts have to be made, they should be made in ways that seek to retain what are the specific strengths of the programme. From my perspective, I have singled out three strengths: A pedagogy based on active student participation, the linking of theoretical knowledge to concrete skills relevant for the field of practice, and a dedicated staff. I believe the last point is important, as it is a vulnerable point when cuts must be made. Having to reduce the quality of the programme delivered, and perhaps also ending up with a more stressful work situation, will easily erode the enthusiasm on which the successful GLODE programme has been built.

Appendix:

Program for Axel Borchgrevinks besøk til Bergen 25.-26. oktober (tilsendt på forhånd)

Tidspunkt	Aktivitet	Sted
Mandag 25.10		
07.00	Ankomst Bergen (tog)	
09.00 – 10.00	Møte med fast ansatte på GLODE. Marguerite Daniel, Haldis Haukanes, Siri Lange og Helga Bjørnøy Urke. Korte introduksjoner. Haldis om historien til programmet, som forklarer bakgrunnen for spesialiseringene. Alle om styrker og utfordringer ved programmet slik det er i dag. Siri om krav fra fakultetet om nedskalering. (Haldis må gå til undervisning ca 9.55)	Årstadveien 17 (ring ved ankomst). HEMIL møterom
10.00 – 10.30	Omvisning på Alrek (ved programleder)	
10.30 – 11.00	Møte med undervisningsleder Ragnhild Bjørknes	2F9 Koftebrotet
11.00 – 11.30	Uformelt møte med Benedicte Carlsen	2F9 Koftebrotet eller kantinen
11.30 – 12.00	Uformell samtale med studentene på GLODE301 (i etterkant av deres evaluering).	Edda, 0 etg
12.00 – 13.00	Møte med studentrepresentanter og læringsassistenter Stud.rep første år: Claire Pernat og Ann Elise Reigem Læringsassistenter for 301: Hanna Pedersen og Tai-Ni Yang Læringsassistent for 302: Gunilla Jansson	2F9 Koftebrotet

	Stud.rep andre år Sunniva Kvamsdal Sveen og Jessica kan dessverre ikke. Enkel lunsjservering.	
13.00 – 15.30	Møte med alle fast ansatte. Axel presenter programmet på OsloMet. Diskusjon om hvordan vi kan omorganisere/nedskalere.	HEMIL møterom
17.00	Middag på Kulturhuset (dekkes av fakultetet)	Vaskerelven 8
Tirsdag 26.10		
09.00 - 12.00	Delta på kurs i PBL	
12.30 – 15.00	Lunsj og møte med alle fast ansatte (Helga kan ikke delta). Axel oppsummerer sine inntrykk. Diskusjonen om hvordan programmet kan forbedres (inkludert nedskalering).	HEMIL møterom
15.00	Avreise fra Alrek	
16.00	Avreise fra Bergen (tog)	

Mulige emner for samtaler med studentene på GLODE301, studentrepresentantene og læringsassistentene:

- Hva er deres hovedinntrykk av programmet så langt?
- Hvilke lærings- og undervisningsformer har de likt/ikke likt? Spesielt fokus på Problem Based Learning (PBL), og Student Led Lectures (SSL).
- Hva er fordeler/ulemper med de ulike valgmulighetene? Dette er et veldig viktig punkt fordi GLODE har blitt pålagt å kutte ned på ressursbruken. Vi må derfor kutte ned på valgmuligheten. Det vil si en eller flere av følgende valgmuligheter: spesialiseringene (health promotion/gender), kvant/kval metode, eller internship vs 60 oppgave.

September 2020. Rapport fra Pamela Kea, University of Sussex

Programme Auditor Report:

MPhil GLODE, University of Bergen

21/9/20

Assessment of course content of:

‘Gender Analysis in Global Development - Core Perspectives and Issues’ (GLODE 305 Gender) and ‘Development Practice’ (GLODE 307) - Spring term 2020

‘Gender Analysis in Global Development - Core Perspectives and Issues’ (GLODE 305 Gender)

Syllabus, lecture themes

‘Gender analysis in Global Development’ is comprehensive and extensive in the range of areas it covers. The breadth of weekly subjects covered is impressive and the reading list is comprehensive. One of the strengths of the reading list is the clear division between key readings, followed by a list of optional readings. I particularly like the focus on ‘classic’ texts in some weeks, which gives students a stronger foundation in a particular subject area. The course tutors might also consider including a brief summary (one paragraph or a few sentences) of the focus and content for a particular week, to provide more detail on what will be covered (see below for an example*). This helps students to contextualize the topic within the course as a whole and understand its content in relation to other topics covered. It might also be helpful to pose one or two questions after the paragraph summaries. These can be questions that are used to facilitate and structure class discussion or they may be used to guide the students’ reading.

Although the course content is comprehensive and covers a range of key topics the course tutors may consider including the following additional topics in future:

1. Cisgender privilege and heteronormativity in development
2. Gender and Migration

*Example of sample paragraph and questions:

Topic: **Gender and Migration** (Could be included in the session on ‘Gendered economies and livelihoods):

Introduction

Building on the issues discussed in the previous week on gendering labour, this week we will look at how the feminisation of labour affects international migration, and the particular vulnerabilities and challenges faced by migrant women. In the seminars, students will be encouraged to apply the theoretical concepts introduced in the lecture to the issue of sex trafficking and the debates around the agency and victimhood of migrant sex workers.

Questions:

- How does the feminisation of labour affect the dynamics of migration?
- How do we categorise different types of migrant and is this typology useful?
- Can a gendered approach to migration help us better understand and deal with issues such as sex trafficking?

Additional references that might be useful:

Feminism:

- Ahmed, Sara. 2017. *Living a Feminist Life*. (Introduction: Bringing Feminist theory Home).
- Wilson, Kalpana. 2015. 'Towards a Radical Re-appropriation: Gender, Development and Neoliberal Feminism'. *Development and Change*. 46(4).
- Lugones, Maria. 2010. 'Toward a Decolonial Feminism'. *Hypatia*. 25(4).
- Nazneen, S. and Maheen Sultan. *Voicing Demands : Feminist Activism in Transitional Contexts*.
- Emmanuelle Bouilly, Ophélie Rillon & Hannah Cross (2016) African women's struggles in a gender perspective, *Review of African Political Economy*, 43:149, 338-349.

Cisgender privilege and heteronormativity in development:

- Mason, Corinne. 2018. 'Introduction.' *Routledge Handbook of Queer Development Studies*.
- Clapeer, C. 2017. 'Queering Development in Homotransnationalist Times
- A Postcolonial Reading of LGBTIQ Inclusive Development Agendas.' (22): No. 2-3 (2017): *Postcolonial Queer Europe*.

Intersectionality:

- Nikita Dhawan and Maria do Mar Castro Varela, ""What Difference Does Difference make?": Diversity, Intersectionality and Transnational Feminist Politics." *Wagadu: A Journal of Transnational Women's and Gender Studies*, 2016, vol. 16, pp. 9-43]

Gender and Migration:

- Brenda S.A. Yeoh & Kamalini Ramdas (2014) Gender, migration, mobility and transnationalism, *Gender, Place & Culture*, 21:10, 1197-1213.

- Helma Lutz (2010) Gender in the Migratory Process, *Journal of Ethnic and Migration Studies*, 36:10,1647-1663.
- Piper, Nicola. 2006. 'Gendering the Politics of Migration.' *International Migration Review*. 40 (1).

Sexual and Reproductive Rights:

- Undie, C., Izugbara, C.O. 2011. Unpacking rights in indigenous African societies: indigenous culture and the question of sexual and reproductive rights in Africa. *BMC Int Health Hum Rights* 11, S2.
- Undie, C., Izugbara, C.O. Unpacking rights in indigenous African societies: indigenous culture and the question of sexual and reproductive rights in Africa. *BMC Int Health Hum Rights* **11**, S2 (2011)

Gender and Development:

- Asongu, S. and N. Odhiambo. 2020. 'How enhancing gender inclusion affects inequality: Thresholds of complementary policies for sustainable development'. 28 (1).

Assessment of course content of ‘Development Practice (GLODE 307)– Spring term 2020

‘Development Practice’ is comprehensive in terms of the different areas covered. It has clearly stated objectives, content, learning outcomes, skills and general competence. Although the reading list covers a range of relevant readings, it might be useful to highlight 2-3 key readings to help the students prioritise their reading. In addition, it would be helpful to have a brief introduction to highlight the specific focus for a given week since, given the weekly headings, there is potential to cover a number of different areas in a given week. Although ‘empowerment’ is covered briefly in the week on ‘Human Rights and Gender Perspectives’, the tutor may consider devoting a session to ‘Power and Empowerment.’

Power and Empowerment:

Accessible sources on putting ideas about power into practice in development:

- Alsop, Ruth ed. (2005) *Power, Rights and Poverty: Concepts and Connections* (<http://siteresources.worldbank.org/INTEMPowerment/Resources/PPFinalText.pdf>)
- Eyben, Rosalind, Harris, Colette and Jethro Pettit eds. (2006) *Exploring Power for a Change*, IDS Bulletin 37(5).
- Rowlands, Jo (1997) *Questioning Empowerment*, Oxford: Oxfam
- Veneklasen, Lisa and Valerie Miller (2002) *A New Weave of People, Power and Politics*, Washington: Stylus Publishing. This is a very accessible guide with activities and simple explanations of complicated theories.

On women’s empowerment see:

- Batliwala, Srilatha (2010) ‘Taking the power out of empowerment – an experiential account’, in A. Cornwall & D. Eade eds. *Buzzwords and Fuzzwords*, Oxford: Oxfam/PAP
<http://www.oxfam.org.uk/resources/downloads/bk-deconstructing-development-buzzwords-010910-en.pdf#page=122>
- Batliwala, Srilatha (1993) *Empowerment in South Asia – Concepts and Practices*, Sri Lanka: ASPBAE.
- Eyben, Rosalind and Rebecca Napier-Moore (2009) ‘Choosing words with care: Shifting meanings of women’s empowerment in international development’, *Third World Quarterly* 30.2: 285-300
- Kabeer, Naila (1999) Resources, Agency, Achievements: Reflections on the Measurement of Women’s Empowerment, *Development and Change*, 30: 435-46

A key resource for development information is Eldis (www.eldis.org), which carries information on a range of topics. See also the Institute of Development Studies (where Eldis is housed) main webpage. There are features, news and other materials (e.g. free-to-download working papers and briefings (www.ids.ac.uk)).

Dr. Pamela Kea, Department of Anthropology and International Development, School of Global Studies, University of Sussex

April 2020. Rapport fra Pamela Kea, University of Sussex

Programme Auditor Report:

MPhil GLODE, University of Bergen

23/4/20

**Assessment of course content of Critical Approaches to Development (GLODE 301) -
Autumn term 2020**

Syllabus, lecture themes

‘Critical approaches to Development’ covers a range of relevant and up to date areas. The reading list is comprehensive, although there are additional areas that might be included (see below). It includes a range of resources, from classic texts to more recently published material. The range of recently published material is very good. It is an excellent idea to include videos and podcasts both for those students who struggle with the reading and to help students to engage with the relevant content in novel ways. In our International Development courses at The University of Sussex, we also use Development blogs, which can be a rich source of material, as well as other online resources (see Global Development Paradigms and Global Development Challenges Policy, University of Sussex).

The course tutors might consider highlighting two essential readings each week to further guide the students. It would also be helpful to include a brief summary (one paragraph) of the focus and content for a particular week, as it is not always clear what specifically will be covered, or what approach will be adopted, in a given week. For instance, the week on ‘Theories of Development’ needs a brief summary of the theories that will be covered and the period, in order to situate the contents in relation to the other weeks. This would provide students with an overview of the week’s content and particular focus. In addition, the tutors could include a few questions after the short descriptive paragraph, which helps to guide the students in their reading and understanding of the texts and podcasts / videos. These questions can then be used to facilitate and structure class discussion. Given the focus on the SDGs in the course objectives and content, the tutors might wish to consider adding a week on sustainable development and the contestations over its meaning (See Global Development: Paradigms, Policy and Politics, University of Sussex).

Possible additional areas to include:

1. Decolonial approaches to Development. This could be included in ‘Theories of Development’.
2. Human Rights, particularly refugee and the right to asylum. (This could be included in the session on migration).
3. Civil Society and Social Movements. (This could include decolonial movements and political projects from countries in the Global South).
4. Microfinance
5. We have two undergraduate modules entitled: ‘Global Paradigms and Global

Challenges. I am attaching the handbooks to illustrate my points about: the use of introductory paragraphs to help introduce a week's topic; the use of marking essential readings; and an overview of overall course content. There are also relevant references that the tutors may want to include in the 'Critical Approaches to Development' module. I am also attaching details of sessions and readings on 'Microfinance, Credit and Debt', 'Civil Society, Social Movements and Networks', Decolonial Theory, and The Right to Refuge and Asylum.

Dr. Pamela Kea

Department of Anthropology and International Development

School of Global Studies

University of Sussex

September 2020. Rapport fra Ruca Mass, NTNU

Programmsensorrapport for GLODE304

Høst 2020

Fokus i denne rapporten er på relevansen av, og sammenhengen mellom emnebeskrivelse og forventet læringsutbytte på den ene, og undervisningsaktivitetene tilknyttet emnet på den andre siden.

- Emnebeskrivelsen, læringsutbytte og pensum- oppdaterte, relevante, passende nivå?
- Læringsaktiviteter- variasjon og gjennomføring
- Sammenheng læringsaktiviteter, pensum og emnebeskrivelsen
- Annet

Materiale og fremgangsmåte

Evalueringen bygger på emnebeskrivelsen (inklusive læringsutbytter), timeplan, pensum, beskrivelse og eksempler på øvelsen i SPSS, samt vårens studentevaluering av emnet.

Vår 2020 var programsensor på besøk ved UiB, møtte emneansvarlige og undervisere og fikk et generelt innblikk i hvordan studiet er oppbygget og organisert. På grunn av restriksjoner ifb med Covid-19 epidemien ble ingen samtale med studentene gjennomført under besøket.

Emnebeskrivelsen, læringsutbytte og pensum- oppdatert, relevante, passende nivå?

Det generelle inntrykket av emnet slik det beskrives i emnebeskrivelsen på nett (<https://www.uib.no/emne/GLODE304>) er at emnet legger seg på et nivå som er passende for et Masteremne. Læringsutbytter fokuserer på å designe, gjennomføre og fortolke statistiske analyser basert på forskningsspørsmål, og presentere skissen til et kvantitativt prosjekt. Bortsett fra et generell kompetansemål om å kunne «Tenke kritisk, reflekterende og kreativt om statistisk analyse» er det mindre fokus på kritisk refleksjon rundt hvordan metodebruk påvirker forskningsdesign og -funn, og på etiske problemstillinger i forskning.

Emnets relevans for studiet er tydelig, i og med at studenter forbereder sitt eget Masterprosjekt.

Omfanget av emnet er 10 stp, som betyr ca 6,5 uker med fulltidsstudier. Læringsaktiviteter består hovedsakelig av forelesninger og øvelser, samt et fremlegg av eget prosjekt for medstudenter. Obligatoriske aktiviteter er innlevering av en øvelse (task 1-4), et fremlegg av eget forskningsprosjekt og en avsluttende innlevering (eksamen) av projektskisse, som vurderes til bestått/ikke bestått. Denne skal ifølge sensorveiledning ansees som et utkast, noe som gjør oppgaven lettere overkommelig. Omfanget av obligatoriske og ikke-obligatoriske aktiviteter tilsvarer minst 10 stp.

Pensumlista beskrives av faglærere som noe omfattende, og målet er å korte ned spesiell litteratur knyttet til forskningsetikk. Inntrykket til programsensor er at pensumlista er overkommelig i omfang, men deler inntrykket at en stor andel av litteraturen dreier seg om etiske og overordnede problemstillinger i forskning, mens mindre av litteraturen handler om

forskningsdesign og ulike statistiske metoder. Det kan skyldes at dette er en oppfølgingskurs, men står i et viss misforhold til læringsutbyttene som beskrives- der fokuset er mer på å designe en studie og velge en passende statistisk metode, og mindre på kritisk reflektere over forskningsmessige og etiske konsekvenser av valg.

Læringsaktiviteter- variasjon og gjennomføring

Inntrykket fra timeplanen er at emnet inneholder en god variasjon av forelesninger og praktiske øvelser, som harmonerer med hverandre ift tid og innhold. Sammen leder undervisningsaktivitetene studentene gjennom de nødvendige skrittene for å lage en prosjektskisse, noe som oppleves som positiv for programsensor.

Øvelsene inneholder en fin variasjon, og tydelig progresjon fra å gjennomføre statistiske analyser i seg selv, til å velge passende metoder basert på realistiske forskningsspørsmål. Studentevalueringen viser at studentene var fornøyde med måten oppgaver ble fordelt over emnet på. Den viser også at studenter har ulike oppfatninger rundt nivået av øvelsene, noe som synes å henge sammen med egne forkunnskaper om statistikk. Det etterspørs et seminar der studenter kan jobbe med egne analyser under veiledning.

Under forelesningene er det en tydelig fokus på ulike statistiske metoder og forskningsdesign, mens Etiske og forskningsmessige vurderinger synes å ta mindre plass. Dette er i tråd med forventet læringsutbytte.

Sammenheng læringsaktiviteter, pensum og emnebeskrivelsen

Alt i alt er inntrykket at menet er organisert på en ryddig og overskuelig måte, som legger til rette for at studenter opplever sammenheng og progresjon gjennom emnet. Pensum, forelesninger og øvelser er synkroniserte og tydelig knyttet til hverandre. Til sammen leder de studentene gjennom prosessen med å utvikle en prosjektskisse, som også er eksamen i emnet.

Det er noen uklarheter når det kommer til forventet læringsutbytte, pensum, og undervisningsaktiviteter. På den ene siden er det en del undervisningsaktiviteter knyttet til litteratursøk og det å skrive en prosjektskisse, mens disse ferdighetene ikke kommer tydelig frem som forventet læringsutbytte. Samtidig er det en del pensum som omhandler etiske og kritiske refleksjoner rundt kvantitativ forskning, som ikke er tatt opp i læringsutbyttene og heller ikke gjenspeiles i undervisningsaktivitet. På den andre siden er det i læringsutbyttene og undervisning en del fokus på valg og gjennomføring av statistisk metode, som kanskje vises mindre i pensumlitteratur. Bristene i sammenhengen vurderes som små, og programsensor går ut i fra at studentene opplever alle deler av undervisningen som relevante da de tydelig knyttes til eksamen/prosjektskissa. Å se nærmere på hvordan dette kan løses kan likevel kanskje bidra til å klargjøre fokus og styrke sammenheng i emnet.

Annet

Studentevalueringen trekker frem uklarheter og motstridende beskjeder rundt obligatorisk tilstedeværelse som et negativ aspekt ved gjennomføring av emne vår 2020.

Omstillingen til digital undervisning gikk i følge studentevalueringen greit, selv om det tok litt tid å bli vant til det nye formatet. Det påpekes at studenter satt pris på at veiledere og fagpersoner var tilgjengelige for spørsmål i en usikker situasjon.

Sammenfatning

Alt i alt fremstår emnet, basert på materialet programsensor hadde tilgjengelig, som et spennende, vel gjennomtenkt og -gjennomført emne. Emnet er oppbygd i logiske skritt som hjelper studentene med å gjennomføre øvelser og leder opp til eksamen. Litteratur, undervisningsaktiviteter og læringsutbyttene fremstår som relevante og oppdaterte, med passende nivå og omfang.

På bakgrunn av den pågående korona-epidemien var mulighetene for å snakke med studenter selv dessverre begrenset for programsensor, som i tillegg er ny i jobben. Det kan derfor hende at noen av punktene som bemerkes kan forklares med sammenhengen med andre mener i samme studiet, og kan i så fall sees bort fra.

For å løfte sammenhengen i emnet enda mer kunne de ansvarlige ha vurdert å se nøye på sammenhengen mellom forventet læringsutbytte og pensum/undervisningsaktiviteter, spesielt ift etikk, kritisk refleksjon over hvordan valg av metode påvirker funn og litteratursøk. Å tilby studentene mulighet å jobbe mer individuelt med statistiske øvelser i rammen av øvelser/seminar kunne bidra til å møte utfordringer med ulike forkunnskaper, og sikre at alle studenter får utbytte av emnet.

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September 2019. Rapport fra Pamela Kea, University of Sussex

Programme Auditor Report:

MPhil GLODE, University of Bergen

19/9/19

Assessment of Masters Thesis in Global Development, Theory and Practice (GLODE 330) - Spring term 2019

Guidance for examiners:

The guidance for examiners is clearly presented and organized into different sections: questions and learning outcomes; literature and teaching/instructions; and other points of relevance, including scope of the thesis and criteria for the evaluation of the thesis. The criteria for the evaluation of the thesis clearly present the main aspects of the thesis to be evaluated and lists a series of questions that are helpful and support the examiners' assessment. However, the Faculty of Psychology's grade scale with course-specific assessment criteria would benefit from including more specific details, for example by reflecting some of the criteria that are included in the evaluation of the thesis. This would help with the students' understanding and interpretation of their assessment. I think it is important to refer to specific components in the grade scale (e.g. organisation, clear writing skills etc.). I have attached the MA marking criteria for The School of Global Studies, University of Sussex, parts of which may be of use in adding to the grade scale chart. When I visited the University of Bergen in May 2017, I had the opportunity to get feedback from the students. Overall, the students were very satisfied with the programme. They felt the academic staff were excellent and very supportive. However, one of the main points raised was that they wanted to receive feedback with their mark for submitted work, rather than having to request feedback. They were unclear as to the rationale for having to request feedback. (I included this in my 2017 Programme Auditor report). I think it is important that students are given written feedback that develops on the general feedback in the marking criteria. In the School of Global Studies, University of Sussex, we provide a summary of what the student has done well (strengths), followed by details of what they need to address in order to improve their mark (weaknesses). We make it clear that individual written feedback should help the student to understand why their work was given the mark that it was and how they can improve their work in future. This would cover details on how they can analyse, write, present, etc. more effectively.

Assessment:

The overall results for the Master's theses (GLODE 330) were good and reflected an ideal variation in terms of results. (Of the 13 theses that had been submitted, there were 2 A grades, 6 B grades, 3 C grades and 3 D grades. I looked at the following dissertations:

Mathilde Orlie - A

Lucy Davy - A

Maria Addo - B

Caroline Slettdal - C

Admassie - C

Helene Carlsen - D

I confirm the awarded marks as each of the dissertations fulfills the grade scale details and assessment criteria for the particular grade. With respect to Admassie's dissertation, the C grade initially awarded is accurate and fair. There is a thorough, detailed and clear explanation for the grade. It is unclear on what grounds the new committee marked the thesis as a 'D' since there is no written feedback. However, Admassie's thesis is much stronger than Carlsen's, which was awarded a D. Despite its flaws, it shows a great deal of originality and ambition, which further substantiates the C grade. To my mind, it fulfills the assessment criteria (and grade scale details) for a C grade. It would be helpful to have written details of the grade appeal process for students. (In the School of Global Studies, we do not allow students to appeal grades since their theses are marked by a first marker, second marker and moderated by a third person). I would advise that students be made aware of the risks of appealing since their marks can be increased as well as lowered.

Dr. Pamela Kea

Department of Anthropology and International Development

School of Global Studies

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Juni 2018. Rapport fra Pamela Kea, University of Sussex

Programme Auditor Report:

MPhil GLODE, University of Bergen

18/6/18

Assessment of course content of Gender Analysis in Global Development: Core Perspectives and Issues (GLODE 305) - Spring term 2018

Syllabus, lecture themes, structure of teaching

The reading list is comprehensive and includes a range of resources, from classic texts to more recently published material. It includes a list of optional readings. The course tutors might consider adding references to the optional list so that those students who would like to read more extensively in a particular area are provided with a structured list to help them do so. I think it would also be helpful to standardize the number of essential readings from one week to the next as they currently vary from 2 to 4. Given that this option is one of the areas of specialization in the MPhil, it would also be helpful to include a list of general key texts at the beginning of the reading list,¹² as well as a short paragraph providing a descriptive summary of the topic for that week. In the 'Theoretical Approaches to Gender and Development' course, which forms part of the MA Gender and Development at The Institute of Development Studies / University of Sussex, we also include a few questions after the short descriptive paragraph, which helps to guide the students in their reading and understanding of the texts. This also helps to facilitate and structure class discussion.

The objectives and overall content, learning outcomes and forms of assessment of GLODE 305 are clearly mapped out. As well as providing a detailed context and rationale for the study of gender in global development, the course introduces students to key theoretical and empirical debates, policy approaches as well as a range of current topics in the field of gender and development. In this sense, the themes are varied, yet comprehensive. The structure of teaching is coherent and follows a clear rationale.

Assessment system in the courses, including control assessment of 2-4 exams

The take home exam for GLODE 305 (with a sample covering grades A, B, C, and D) was fairly marked and fulfilled the criteria for papers marked in this range. The two exam questions clearly relate to the learning outcomes, details of which are clearly defined in the list of knowledge and skills that students are expected to convey. A take home exam consisting of an essay of 3000 words maximum is an effective way of judging the students' attainment of the learning outcomes. The overall results for GLODE 305 are good, with most students

¹² For instance: Visvanathan, N. et al. (eds.) (2011) *The Women, Gender and Development Reader*, London: Zed Books; and Cornwall, A., Harrison, E. and Whitehead, A. (2007) *Feminisms in Development: Contestations, Contradictions and Challenges*, London: Zed Books.

receiving a B (6) and C (5). Although this is an ideal variation in terms of results - and the difference in quality between the A grade paper ('Men's Issues in Development') and the 'B' grade paper ('Gendered labour and economies') is clear - it would be good to aim to increase the numbers of students, by one or two, who are awarded an A.

Student evaluations

The feedback for the course was very positive. Using Socrative, an interactive tool, the course was evaluated in a great deal of detail, and students were encouraged to comment on a range of issues (lectures, seminars, course literature, strengths of the course and areas for improvement). I was particularly impressed that students were encouraged to reflect on their own performance on the course (participation, preparedness, active participation in group activities etc.). Such a focus encourages students to be reflective and active learners by taking some responsibility for their own learning. I really commend the course convener on the methods used to evaluate the course. The course convener and tutors can build on those aspects of the course that were evaluated in a very positive light (the longer 4 hour workshop sessions on GAD and Empowerment, practical examples of tasks, individual student presentations, broad range of approaches, variety of topics etc.) to ensure that these areas and activities are consistently replicated throughout the course. In addressing the issue of students finding some of the readings difficult to grasp, I think it would help to further support and structure their reading through the suggestions made earlier in the report (i.e. including a short paragraph that provides a descriptive summary of the topic for that week and including a few questions after the short descriptive paragraph to help guide the students in their reading and ensure that students understand the readings and are able to both critically engage with them and apply them to the topic for that week). In terms of the issue of 'time pressure' that some of the students raised in the evaluation, it is important to consider an expansion of credits and restructuring the programme. However, if this is not feasible, then the proposed suggestion to drop the topic of Gender, Culture and Human Rights is a good one. Another possibility is to include the first session, 'What is gender and Why is it important' in the Autumn course 'Glode 301'. As well as being introduced to Gender and Health Promotion, which is one of the Spring options, the students could be introduced to GLODE 305 through this initial session. That would create two extra sessions for GLODE 305 and allow students to go into more detail in the existing topics.

Dr. Pamela Kea

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Comments to Programme auditor Pamela Key's report concerning the course GLODE 305:

Bergen 24.07.2018

In general the programme auditor is content with the course; the structure, lecture themes and the literature, as well as the grading. On the basis of her report, there is no need for doing major changes to the course. She has some suggestions for improvement, and below I give my comments to them.

1) *Syllabus*. Our programme auditor suggests that we develop a more comprehensive syllabus, where we introduce the various topics dealt with "a descriptive summary of the topic for each week". She also suggest that present the students with a list of general key texts at the beginning of the reading list, and that we expand our list of optional readings.

We agree with all of these suggestions, and will follow up on them when preparing the next course.

A final suggestion of hers for the syllabus is that we standardize the number of key readings for each topic.

This suggestion we do not support; rather than looking at the number of readings we would consider the number of pages and level of difficulty of the readings, so that the amount of work per session is approximately the same.

2) *Assessment system*. The auditor has no major objection to our assessment system, or to the grades given to individual essays. She suggests that we aim for more A's among the students (only one A was awarded this year).

This is of course something which is difficult to achieve as per decision; the distribution of grades will vary from year to year. However, if the tendency of having this few A's continues, it may be useful to look further into the exam form/exam questions seen in relation to what is taught in the course, to see if there is lack of correspondence between assessment system and the way the course is taught.

3) *Student evaluations and the question of time pressure mentioned in those*. Here the programme auditor addresses the question about whether to cut a topic from the learning objectives in the course plan is addressed (a suggested presented by course leader Haldis Haukanes in her evaluation of the course). The programme auditor does not reject such a suggestion, but comes up with an alternative to this, namely to have some more focus on gender-related topics in the introductory course of the Master's programme (GLODE 301).

We have landed on the latter option, i.e. to retain all the learning objectives as they are, but to aim for an expansion of gender-related topics in the GLODE 301 course. However, this can only happen from the 2019, as this autumn's 301 course has already been planned. An expansion of gender topics in 301 would have to go along with a similar expansion of topics from out other specialization, Health Promotion.

Haldis Haukanes, Programme leader GLODE

Programsensor rapport for GLODE med fokus på GLODE 306, 2018.

Fokus i denne Programsensor rapport ligger på vurdering af kurset GLODE306, Foundations of Health Promotion. Kurset indgår som specialisering i Master's Programme in Global Development Theory and Practice og ligger på uddannelsens andet semester.

Der ses på følgende områder: Hvad er kursets eksisterende styrker? Hvordan kan kurset forbedres? Afslutningsvis opsamles forslag til en række konkrete muligheder for forbedring af kurset.

Da styrker, svagheder og forbedringsmuligheder er tæt sammenhængende er de to områder i det følgende skrevet sammen under 7 temaer. Flere temaer kan dog ikke ses isoleret:

- A) Vidensfundament
- B) Litteraturliste/Pensumliste
- C) Læringsmål og Forelæsnings temaer
- D) Læringsformer
- E) Små studenterhold
- F) Involverede undervisere
- G) Evalueringspraksis

Baggrundsmateriale

Baggrundsmaterialet for vurderingen består af den samlede MAPSGLODE study plan with descriptions of the courses (*Studieplan og emnebeskrivelser GLODE*, Oppdatert 09.01.18) , The course syllabus (literature list alphabetically ordered and by lecture topics), The course schedule, Guide for examiners home exam Spring 2018, Four - 4 – home exams submitted and assessed Spring 2018 graded from A to D, PBL vignettes (two vignettes) and A summary of the student evaluation and suggestions for changes to the course.

Hvad er kursets eksisterende styrker og hvordan kan det forbedres?

Kurset GLODE 306 har en række styrker, der bør bevares og eventuelt underbygges og udvides.

A) Kurset bygger på et **solidt, men bredt, vidensfundament**, der afspejles i kursets **læringsmål**, i forelæsnings temaer og i litteraturliste. Der tages afsæt i Ottawa Chartret og dets definition af Health Promotion, og fokuseres tydeligt på metoder og teorier indenfor Health Promotion som teoretisk og praksis-felt. Ses på lecture-oversigten og de hele ni vidensområder de studerende i følge kursusbeskrivelsen skal opnå kendskab til, kan det dog virke som et særdeles bredt vidensfundament at sætte sig ind i under et forholdsvis kort forløb. Alle temaer forekommer umiddelbart relevante, men bredden af temaer kan muligvis betyde, at de studerende kun får et ret overfladisk indblik i de teorier, begreber, værdier og modeller, der undervises i. For eksempel er temaet *Communication processes and current information technology required for effective HP action* et tema, der kunne fylde et helt kursus i sig selv, men det behandles kun på en lecture.

To forelæsninger fokuserer på Social Determinants of Health. Trods temaets vigtighed kunne det overvejes at udskifte en af de to forelæsninger med en mere problematiserende forelæsning, der inddrager nogle af de væsentlige sociologiske teorier der kan belyse Health og HP, teorier der tilsyneladende ikke er stærkt repræsenteret på kurset. Således kunne en forelæsning om udviklingen/forandringen af sygdomsbilledet i den globale modernitet, den stigende økonomiske og sociale ulighed i verden, væksten i Non Communicable Diseases og begrebet Double Burden of Disease i Low and Middle Income Countries være yderst relevant i en specialisering, der ligger under en masteruddannelse i Global Development. I det hele taget forekommer kurset fokus på Health Promotion Action noget stærk i sammenligning med mere teoretiske og problematiserende tilgange. Det er oplagt at de studerende skal lære om handling i HP, men det kan undre at hele 7 af

kursets 9 vidensmål af HP Action som endemål. Der er tale om en akademisk uddannelse og det må også være helt centralt at studerende lærer at stille kritiske spørgsmål og at trang til handling ikke indlæres som dominerende værdi, *før* analyse og problemdefinition.

B) I **litteraturlisten** findes en række grundbøger, artikler og rapporter. Her forekommer særligt de artikler og bogkapitler, der findes på litteraturlisten at være relevante og præcist valgt i forhold til forelæsningsne. Som grundbog læses dels Green, J., Tones, K., Cross, R., & Woodall, J. (2015). *Health Promotion: Planning & Strategies* (3rd ed); der læses hele 310 sider fra denne. Dels læses Mittelmark, M., Sagy, S., Eriksson, M., Bauer, G. F., Pelikan, J. M., Lindström, B., & Espnes, G. A. (Eds.) (2016) *The Handbook of Salutogenesis*, dog kun 62 sider herfra. Det kan være en fordel på et kursus at benytte sig af en bestemt grundbog – men mange kapitler fra den samme (lære-)bog kan samtidig virke begrænsende for de studerendes nysgerrighed og muligheder for at lære at kunne læse og forstå forskellige typer tekster. Grundbøgerne præsenterer stoffet i en bearbejdet form, hvilket kan lette læsningen, men også kan gøre stoffet mere ensartet og dermed ikke så inspirerende. I opsamlingen af studenterevalueringerne nævnes at: "Several students felt the chapters in the main textbook (Green, Tones, Cross, & Woodall, 2015) were too long in terms of comprehension and content." På denne baggrund bør det overvejes at udskifte visse af de mange grundbogs-kapitler særligt fra *Health Promotion: Planning & Strategies* f.eks. med primær litteratur, i form af artikler eller bog-kapitler. De studerende er på en akademisk uddannelse og selvom det kan være sværere for dem at læse primær litteratur, må der være stort fokus på at træne dem i at læse akademiske tekster. (Hvilket også allerede sker på kurset, men kunne ske i endnu højere grad.) Det ses som et plus at der læses originale tekster, der præsenterer grundtanker bag empowerment og ressourcetilgange.

Der kunne også ses kritisk på de rapporter, udgivet af WHO, der indgår i pensum. Rapporterne udgør for nogles vedkommende en uomgængelig vidensbase, fx *Closing the gap in a generation*; mens andre i højere grad har status af politiske erklæringer/dokumenter. De sidstnævnte behøvede muligvis ikke at indgå direkte i pensum. I stedet kunne der blive plads til litteratur, der i højere grad problematiserer udviklingen indenfor sundhed og sundhedsfremme i et globalt perspektiv og/eller litteratur, der problematiserer teoridannelsen (og manglen på samme) indenfor sundhedsfremmefeltet. To bøger, der med stort udbytte har været benyttet på Sundhedsfremme uddannelserne på RUC i denne sammenhæng er Ellen Annandale: *The Sociology of Health and Medicine*, polity, 2014 og McQueen et al. *Health and Modernity*, Springer, 2007.

Læringsmålene og mulighed for opfyldelse heraf: kurset omfatter på Videns-dimensionen hele ni områder, hvorpå den studerende skal have tilegnet sig *dybde-gående* viden. Til gengæld omfatter kurset kun to færdighedsmål og tre kompetencemål. Denne fordeling afspejler sig i kursets undervisningsform, hvor hovedvægten ligger på tematiserede forelæsninger, mange af under to timers varighed. Kursets afsluttende prøve lægger ligeledes op til, at den studerende redegør for sin viden og er i stand til at diskutere teorier, begreber og modeller op imod hinanden. Den pædagogisk-didaktiske tilrettelæggelse, der bygger på et transfer-princip – viden overføres fra underviser og via tekstlæsning til den studerende – suppleres dog af et PBL-arbejde.

I evalueringsrapporten skrevet af studieleder på baggrund af studenter evalueringer skrives: «*Two students reported to have read all literature. Most students said they tried to pick the most important or relevant readings, while a few reported that they did not read much in preparation for classes.*» At kun to studerende ud af 11 læser al litteraturen kan ikke betragtes som tilfredsstillende. Heller ikke at nogle få studerende slet ikke læser og forbereder sig inden forelæsninger. Hvordan kan studerende opnå dybdegående viden på et så spinkelt grundlag? Kurset bør i højere grad tilrettelægges så det sikres at alle studerende læser i det mindste størstedelen af litteraturen. Det kan ske ved en "stilladsering" af de studerende læreproces, fx i form af at indlægge casearbejde, hvor de studerende skal benytte litteraturen i analyser, eller ved at arbejde med studenteroplæg på hver

kursusgang. Således bør den variation i undervisningsformer som *også* efterlyses af de studerende i evalueringsmaterialet bygge på grundantagelsen, at "det er den der arbejder, der lærer" og indebære at de studerende engageres i forberedelse af oplæg, case arbejde og kritiske analyser og øves i at tage ansvar for egen læring.

Som ovenfor nævnt kan det forekomme urealistisk at den studerende tilegner sig «in-depth knowlegde» på alle kursets ni vidensområder områder, som kun behandles på en-to forelæsninger. Ud over PBL-arbejdet må der være meget lidt tid til refleksion og diskussion af forelæsningsernes temaer på de korte tidsslots. Oversigten over de studerendes karakterer i foråret 2018 giver ikke umiddelbart grund til bekymring for lavt niveau; men det er alligevel værd at hæfte sig ved at to af de fire fremsendte opgaver var vurderet en karakter lavere end den blev inden den mundtlige eksamen og at den mundtlige eksamen afskaffes fra næste semester. Det kan medføre en generel sænkning af karakterniveauet på kurset.

Forelæsningsstemaerne dækker vidensfeltet Health Promotion bredt, med både forelæsninger, der fremstår som primært teoretisk baserede og med enkelte forelæsninger, der tydeligt inddrager praksiseksempler. Dette er en styrke ved kurset. Om de studerende udover PBL arbejder med cases for at forsøge at anvende den teoretiske viden og modeller i forhold til en konkret praksis fremgår ikke af det medsendte vurderingsmateriale. Dette sker dog via PBL arbejdet, som må antages at have en helt central betydning for de studerende muligheder for at arbejde med og bearbejde stoffet fra forelæsningserne. PBL-arbejdet værdsættes da også eksplicit i studenterevalueringerne – mere herom senere. Det kunne overvejes at styrke færdigheds- og kompetencemålene, dels i form af en konkretisering af disse; de fremstår nu som underligt de-kontekstualiserede – dels i form af yderligere fokus på at sikre, at de studerende faktisk kommer til

at *arbejde* med stoffet under kurset. Man kunne fx. etablere læse-grupper i forbindelse med hver forelæsning eller organisere at de studerende i grupper arbejdede med en case efter hver forelæsning, der indbar en anvendelse af forelæsningsens stof på et praksis-eksempel. En undervisningsassistent kunne facilitere dette. Det giver selvfølgelig umiddelbart de studerende mere at lave, men vil også givetvis være med til at understøtte deres læreprocesser og kan måske medvirke til at de faktisk får læst den opgivne litteratur.

D) **Læringsformer:** vidensfundamentet formidles på kursets lektioner i form af forelæsninger og via et PBL arbejde, hvilket må anses for at være traditionelt, men dog via PBL arbejdet med mulighed for afveksling i læringsform for de studerende. PBL vurderes af flertallet af de studerende som en givende læringsform. Studieleder skriver i sin opsamling af evalueringerne: "Most students expressed that the opportunity to apply health promotion theories and principles to 'real-life problems' and to improve their presentation skills were the best features of PBL." And: "PBL was highlighted as one of the best features of the course, in addition to the in-depth focus on theories and practice of health promotion both in lectures, PBL and readings." PBL-arbejdet rummer mulighed for diskussioner de studerende indbyrdes og med underviser, og der kræves refleksion og selvstændighed. Begge dele væsentlige kompetencer at opøve på akademisk niveau.

At der veksles mellem to pædagogisk væsensforskellige læringsformer må derfor betragtes som en styrke ved kurset. Ses på de studerendes evalueringer værdsættes og efterlyses variation i undervisningsformer. At arbejde med to typer af pædagogisk tilrettelæggelse bør således fastholdes og gerne udvikles. Endvidere bør der arbejdes med yderligere variation i læringsformer i forbindelse med/under forelæsningserne og herefter. PBL arbejdet kunne måske udstrækkes sådan at de studerende efter hver forelæsning arbejdede med elementer af et PBL arbejde i grupper.

E) En styrke er kursets forholdsvis **små studenterhold** (11 studerende, spring 2018), hvilket giver mulighed for tættere relation mellem undervisere og studerende, og kunne bevirke at alle studerende føler sig sikre nok i undervisningsrummet til at turde stille spørgsmål og komme med

kommentarer. Dette er dog desværre ikke tilfældet, som det kan læses i de studerendes evalueringer af kurset. *"The majority of students reported that they were very or somewhat actively participating in the PBL sessions, however fewer students were actively engaging in discussions during lectures"*.

Muligheden for samtale bør derfor sikres yderligere. De studerende fremhæver det fx. som positivt at de får detaljerede tilbagemeldinger på deres annoteringer. Læringsudbyttet stiger via den direkte dialog, hvor den studerende får individuel feedback på sine styrker og udfordringer og kan stille spørgsmål om sine usikkerheder til underviseren. At facilitere gruppeprocesser er ikke nødvendigvis en spidskompetence for akademiske forelæsere – det kan overvejes at arbejde mere målrettet i læregruppen omkring pædagogiske metoder i universitetsundervisning.

F) Kurset har fire **involverede undervisere**, hvilket potentielt kan give afveksling i forelæsnings- og undervisningsformer. To af underviserne er fast ansatte på GLODE, hvilket er en styrke, da det kan være med til at sikre kontinuitet og løbende udvikling af kurset. En underviser er løst-ansat og en anden er gæsteunderviser. Involverede gæsteundervisere kan være med til at sikre at underviseren er specialist inden for sit område og referer til egen (nyere) forskning. Dette vurderes af de studerende som positivt for deres læringsudbytte.

G) Kurset har en veludviklet **evalueringspraksis** ved sin afslutning, hvilket klart er en styrke. Evaluerings-spørgeskemaer følges op med mundtlige kommentarer og evalueringen gennemføres umiddelbart efter sidste lektion. Det betyder at i forår 2018 har alle studerende besvaret evaluerings-spørgeskemaet. Denne procedure bør fastholdes.

Anbefalinger til forbedringer af kurset

Det anbefales at kursets involverede undervisere i samarbejde med Studieleder og det øvrige faglige miljø omkring hele uddannelsen diskuterer følgende anbefalinger. Nogle kræver ret omfattende tilføjelser til det eksisterende kursus, andre er mindre justeringer og endelig er der opfordringer til fastholdelse af eksisterende praksis. Hvilke tiltag der vælges at arbejde med og i hvilken rækkefølge er op til en vurdering af væsentlighed og ressourcer i lærergruppen.

A) Vidensfundamentet for kurset og særligt det stærke fokus på Health Promotion Action kunne udskiftes eller suppleres med sociologiske perspektiver på Health Promotion.

B) De mange grundbogskapitler på Pensumlisten bør kritisk gennemgås med henblik på en udskiftning af visse kapitler.

C) Der bør ses kritisk på kursets læringsmål (særligt den mange vidensmål) og dermed på forelæsningsstemaerne. Begge kan, med dydegående læring for øje, reduceres og gøres mere problematiserende/udforskende.

D) Læringsformer: PBL arbejdet bør fastholdes, evt udvides, og der bør arbejdes med yderligere variation i læringsformer både under og efter kursus-forelæsninger.

E) Det bør i højere grad udnyttes at kurset har små studenterhold. Undervisere må bevidst kunne facilitere trygge rum for dialog og diskussion.

F) En mindre gruppe involverede undervisere er hensigtsmæssig, herunder min. to fastansatte for at sikre kontinuitet og erfaringsopsamling. Gæsteforelæsere bør benyttes for at skabe variation.

G) Eksisterende evalueringspraksis bør fastholdes.

Med håb om at denne rapport giver anledning til fornyet diskussion og inspiration. God arbejdslyst!

Mange hilsner Anne

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November 2017. Rapport fra Pamela Kea, University of Sussex

Programme Auditor Report:

MPhil GLODE, University of Bergen

29/11/17

Overall comment:

This is an excellent MPhil programme in which students are given the opportunity to gain a strong academic background in Global Development Theory and Practice (with a specialisation in either Health Promotion or Gender and global Development) and additional practical experience in the form of engaged Development practice in their first year, and, for those who opt for it, an internship in their second year. Five permanent members of staff, and additional staff, run the programme. The time and dedication that staff put into the programme is most impressive and comes through clearly in the study plans, time tables, reading lists, student evaluations and sample of assessed work.

Visit to Bergen May 2017:

I had a very productive series of meetings with the programme convenor, staff and students. I initially met with the head of Department and head of administration. They provided a thorough overview of the Department. I met with GLODE staff who presented and discussed the MPhil programme, focusing on the development courses, and the gender and health promotion specialisations. I met with staff from the Global Challenges group for discussions about quality development of the study programme. The latter consist of a group of colleagues from various departments /faculties at the university who are working together to develop a new interdisciplinary master's constructed around the model of the GLODE programme but expanded to also cover other fields. I shared knowledge about the organization of teaching from my institution (The School of Global Studies, University of Sussex) and the Institute of Development Studies, Sussex).

I had the opportunity to get feedback from the students. Overall, the students were very satisfied with the programme. They felt the academic staff were excellent and very supportive.

Research:

They felt they were encouraged to participate in wider academic life (e.g. attending PhD defences). They wanted to hear more about staff research and projects, as well as be included in research meetings.

Curriculum:

The main feedback was that they wanted more time spent on their area of specialisation (at the moment they spend approximately 6 weeks) and for the courses to run for a longer period. They proposed the following to consolidate course content.

- Fieldwork in Development Practice (term 2) could be moved to term 1
- Tighten up the timing of Problem Based Learning.
- Reduce time spent on the history and philosophy of methods.

My response would be to keep the programme in its current format, particularly because this does not seem to have been an issue in the feedback from the student evaluations that were sent to me. However, if future students would also like to have more time spent on their area of specialisation, staff may want to think about how this can be done practically (e.g. in the form of additional specialisation workshops).

Students also wanted to do a mixed methods course that covers both qualitative and quantitative methods, rather than having to choose between the two. In the Qualitative Methods course, they wanted to devote more time to focus groups and interviews, and less time to ethnography. They are also keen to ensure that the methods they will use for carrying out fieldwork for their dissertations are covered in the qualitative methods course. Again, my response would be to keep the programme in its current format, because this does not seem to have been an issue in the feedback from the student evaluations that were sent to me.

In terms of reading, although they recognise that staff have included a range of literature from the Global South, with some staff doing this more than others, they would like to ensure that this is done consistently across their courses.

Assessment:

They really appreciate the writing workshops presented in the first part of term and the option to do the 30/60 dissertation, with the internship for those doing 30 credits. They felt that it was excellent that they have the choice and that this is so well and clearly structured into the MPhil. However, they would like to have more information on the differences in expectations of a 60/30 credit thesis, in terms of how the assessment criteria varies for either one.

They would like to receive feedback with their mark for submitted work, rather than having to request feedback and are unclear as to the rationale for having to request feedback.

Teaching Methods:

Students felt that it was excellent that they have outside speakers and that they are encouraged to attend presentations from outside speakers. They felt that staff were very supportive in helping the students to develop their research ideas and the content of their work. Although they enjoy the group work some felt that there was bit too much of it. Finally, they wanted more individual written work and feedback in the first year to help and support them in the second year. Staff are addressing this issue: two course papers will be introduced in GLODE 301 (see comments under Student evaluation).

Assessment of overall structure of the MPhil Programme in Global Development Theory and Practice

The overall structure of the MPhil Programme is coherent and sound. Objectives and content, required learning outcomes, admission requirements, compulsory units, specialization units, and teaching and assessment methods are clearly mapped out in the study plan. Students are

introduced to Development theory and methods in the first semester, providing a context for the areas that they choose to specialize in in the second semester.

Assessment of course content of Critical Perspectives on Global Development (301)

Syllabus, lecture themes, structure of teaching

The reading list is comprehensive and includes a range of resources, from classic texts to more recently published material. The objectives and overall content, learning outcomes and forms of assessment are clearly mapped out in the syllabus and teaching schedule. As well as covering an array of contemporary Development issues, the students are introduced to Gender and Health promotion, through a focus on resource-based approaches to development. This provides them with the opportunity to make an informed choice about their areas of specialisation. The change to the learning objectives from 2016 / 2017 to 2017/ 2018 (i.e. including a focus on the “colonial roots of inequality” and “critical perspectives on education and schooling” and removing the objective on ‘welfare approaches to development’ reflect a stronger critical engagement with the historical context of Development as well as the inclusion of education and schooling, a significant issue in Development.

Assessment of course content of Development Practice (307)

Syllabus, lecture themes, structure of teaching

The reading list is comprehensive and includes a range of resources. As is the case with GLODE 301, the objectives and overall content, learning outcomes and forms of assessment are clearly mapped out in the syllabus and teaching schedule. The content, broken down in the timetable, covers many key areas in Development Practice. However, the reading list consists of an overall summary of a few key books and journal articles. I think this needs to be organized along the lines of GLODE 301, where – either in the format of a table or a more detailed reading list – readings are organized thematically. It would also help to indicate whether readings are essential or optional / recommended. This would provide a more focused reading list and greater clarity for the students.

Assessment system in the courses, including control assessment of 2-3 selected exams from 301 and 2 reports from 307.

The course papers for GLODE 301 (with a sample covering grades A, C, and D) were fairly marked and fulfilled the criteria for papers marked in this range. The overall results for 301 are reasonable and encompass the full grade range, with most students achieving a C (good). This is an ideal variation in terms of results. It would be helpful to know whether students are penalised for going well above or below the word count since there is a substantial variation in length between the papers that were graded an A and a C.

The two reports (assessment for GLODE 307 based on oral presentations of group reports for staff and stakeholders) were detailed, creative and highly engaging. It is clear that the students had put in a great deal of work and reflects on the staff teaching. This form of assessment effectively fulfills the course learning outcomes and skills by capturing the students’ ability to engage in action research and development practice.

Student evaluations

The feedback for both courses was very positive. Staff have addressed student concerns by doing the following:

GLODE (301):

1. Students wanted feedback more frequently, including changing the weighting of assessments. Staff have proposed to change the assessment form of GLODE 301 from a single course paper (3500 words) to a portfolio containing two products – a paper on development theory, and a course paper on a topic related to selected learning objectives of the course. The grade would then be dependent on two rather than one piece of written work, with a reduced course paper of 2,500 words (weighted 75%) and a 1200 word paper on the 'self-study' topic (weighted 25%). This is a good solution. We have done something similar in the 'Theoretical Approaches to Gender and Development' course (part of the MA Gender and Development at the Institute of Development, Sussex) in response to students wanting more feedback on their written work. We have introduced a short 1000 word essay due mid-term and a 4000 word essay due at the beginning of the next term. Students can then implement feedback from the mid-term essay in writing their longer essay.
2. The writing of the course paper and the academic writing workshops will be more clearly linked.
3. Students are struggling to do all the readings. The initial short term solution for Autumn 2017 of having the students select some development issues for a self-study section in which they read in detail in the area and work with a member of staff was not implemented because of the danger that students would not do the reading for the topics that they would not focusing on. I agree that this course of action is best avoided for this reason. Staff can ensure that each of the sessions is equally weighted and direct students to two or three key readings for each of the sessions. Each student can be asked to come up with a few questions or discussion points on each of the texts to ensure that they are doing the reading. The long term proposed solution to reduce the weighting of the course to 15 ECTS and introduce a new course of 5 ECTS in which students are supported with key academic communication skills is a good proposal. Staff could ensure that students do the readings for 301 by linking them to the work in the 5 ECT course.
4. In order to address the issue of a lack of a cohesive structure and integration between the sessions, staff have had the course director teach more of the lectures throughout the course so that she is more in control of the learning process of the students. The staff have also introduced an introductory book (Haslam, P., et al., Eds. *Introduction to International Development: Approaches, Actors, and Issues*. Oxford: Oxford University Press) covering the topics so that students have an overview of the field. Both of these initiatives are very good and will ensure greater consistency and coherence within the course. Another suggestion is that different staff, teaching from one week to the next, ensure that they make an explicit connection with the issue that is covered in the following week. It helps to ensure that

there is an over all logic where one session builds on the knowledge of the previous session and is actively referred to and used by the staff member teaching a particular session. This will require additional work in terms of staff familiarizing themselves with the general content of the previous session. Staff can also encourage students to make the connections from one week to the next for themselves. The final session could be student led, with students being given the opportunity to reflect on what they have covered and the different ways in which the sessions relate to each other.

GLODE 307:

The staff have changed the order of the courses in the spring term so that Development Practice is the last course in the term and comes after students have completed their methodology courses. This will certainly help students to feel more confident in carrying out project group work with organisations and is an effective way of addressing their concern about the timing of courses in the Spring term. The course director has also proposed to rename sessions and change the teaching schedule to ensure that students do not miss group work sessions and and that they take the contact time seriously.

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Kommentar til programsensors rapport.

Rapporten til programsensor er basert på et omfattende materiale sendt til henne ved begynnelsen av høstsemesteret 2017, samt et besøk hun hadde hos oss våren 2017. Oppdraget hennes var som følger (avtalte oppgaver for hennes første år som programsensor):

Year 1 (2017)

- Visit to Bergen – meeting students and staff in spring 2017
- Assessment of overall structure of the MPhil Programme
- Assessment of course content of Development courses (301 and 307), including
 1. Syllabus, lecture themes and structure of teaching
 2. Assessment system in the courses, including control assessment of 2-3 selected exams from 301 and 2 reports from 302
 3. Student evaluations

A) Feedback curriculum, assessment ; teaching methods

Dette er basert på hennes møter med studentene våren 2017, da de var i sitt 2 semester av studiet.

1) En viktig kommentar fra studentene et ønske om å utvide spesialiseringene.

Programsensor foreslår ikke å endre strukturen i studiet for å gi mer tid til spesialiseringene, men heller å tilby studentene noen ekstra workshops e.l.. Det vi har gjort i denne saken, er at vi har utvidet tidsperioden for spesialiseringskurset, slik at det nå strekker seg over 8 uker, mot 7 uker i fjor. Dette gir studentene mulighet til å absorbere stoffet bedre og har også gitt plass for et par ekstra undervisningstimer på hvert kurs.

2) Noen studenter ønsker en mer konsistent integrasjon av litteratur fra sør på de ulike kurs. Her er det en balansegang mellom å «holde tråden»/skape oversikt i kursene, og inkludere ulike perspektiver. Som et studie i global utvikling er dette likevel noe vi trenger å holde fokus på hver gang pensumlisten revideres og vi kan helst sikkert bli bedre på å lete frem alternativ litteratur

3) Studentene ønsker feedback på eksamenskarakteren.

Her følger vi fakultetets praksis med å tilby feedback bare etter at den har blitt etterspurt og vi planlegger ikke å endre dette.

B) Vurdering av programstruktur, kursinnhold samt vurderingssystem (karaktersetting) ,GLODE 301 og 307

Programsenor har ingen forslag til endring av programstruktur. Som hun skriver: *The overall structure of the MPhil Programme is coherent and sound. Objectives and content, required*

learning outcomes, admission requirements, compulsory units, specialization units, and teaching and assessment methods are clearly mapped out in the study plan.

Når det gjelder 301 så har vi ingen kommentarer, ettersom programsensor støtter fullt og helt de vektleggingene vi gjør. Programsensor har en kommentar som gjelder litteraturlisten til 307. Hun foreslår at den organiseres på samme måte som GLODE 301, dvs. - tematisk, og at man skiller mellom essential/optional. Dette er noe som gjøres – studentene får tilgang til en slik liste. Programsensor fikk uheldigvis kun tilsendt til listen vi sender til biblioteket som er organisert etter kilde, ikke tema.

Hun har ingen kommentarer til vurderingene våre, dvs. hun støtter karaktergivingen, men stiller spørsmål med hvordan essayets lengde virker inn på karakteren ettersom essayene var av ulik lengde. Vårt kommentar til dette er at her nok brukes en del skjønn, men at +/- 10% blir vanligvis tolerert uten at det får konsekvenser for karakteren.

C) Studentevalueringer etter kursslutt.

GLODE 301

Her støtter programsensor de endringer vi – på det tidspunkt hun fikk tilsendt sin rapport – allerede hadde gjort, dvs. å ha to innleveringer i stedet for en. Når det gjelder problemene studentene har med å lese litteraturen, så diskutere hun noen av våre forslag, uten å lande klart. En ting vi har gjort for å gjøre kurset mer oversiktlig er å introdusere en oppdatert og god grunnbok «Introduction to International Development (Haslam et al 2017), som hjelper studentene å holde oversikt. Når det gjelder det å få til en bedre integrasjon i kurset så har vi gjort noen tiltak hvorav introduksjonen av læreboken er ett; å la kursleder komme inn igjen mot slutten av kurset for å «samle tråder» et annet. Ellers er programsensors forslag om behov for kommunikasjon mellom ulike forelesere en viktig påpekning. Med mindre bruk av gjesteforelesere (slik vi nå er pålagt pga. av fakultetets finansielle situasjon) så tenker jeg også at problemet vil bli mindre – de ulike lærerne ved Hemil møtes jevnlig og utveksler erfaringer. Likevel er det en påminnelse av viktigheten av å ha gode strukturer for kommunikasjon og utveksling på kursene.

GLODE 307: Her har vi allerede fortsatt endringer på bakgrunn av studentevalueringene, og programsensor støtter disse.

Bergen, 26.01.2018

Haldis Haukanes

Programleder, GLODE

Studiebarometeret

Studiebarometeret 2020

Masterprogram i Global Development Theory and PracticeMaster, Universitetet i Bergen, Bergen		GjennomsnittAv alle Psykologiske fag
Undervisning	4,3	3,7
Tilbakemeldinger	4,1	3,0
Forventninger	4,7	3,5
Læringsmiljø	4,6	3,6
Organisering	4,0	3,3
Tilknytning til yrkeslivet	2,4	3,3
Inspirasjon	4,1	3,9

Studiebarometeret 2019

Masterprogram i Global Development Theory and PracticeMaster, Universitetet i Bergen, Bergen		GjennomsnittAv alle Psykologiske fag
Undervisning	3,9	3,6
Tilbakemeldinger	3,8	3,0
Forventninger	3,7	3,5
Læringsmiljø	3,2	3,7
Organisering	3,8	3,4
Tilknytning til yrkeslivet	3,1	3,6
Inspirasjon	3,5	4,0

Studiebarometeret 2019 (indekser i detalj)

	Masterprogram i Global Development Theory and PracticeMaster, Universitetet i Bergen, Bergen	GjennomsnittAv alle Psykologiske fag
Undervisning	3,9	3,6
Tilbakemeldinger	3,8	3,0
Forventninger	3,7	3,5
Læringsmiljø	3,2	3,7
Organisering	3,8	3,4
Tilknytning til yrkeslivet	3,1	3,6
Inspirasjon	3,5	4,0

Fagmiljøets kompetanse

Forskningsprosjekt og internasjonalt samarbeid i rapporteringsperioden (2016-2021)

MATRISET (finansiert av Forskningsrådet 2021-2026): An interdisciplinary initiative to strengthen maternal health services and surveillance in Ethiopia and Tanzania. Prosjektet ledes av Prof. Astrid Blystad og Prof. Karen Marie Moland ved Senter for Internasjonal helse, UiB. Prof. Haldis Haukanes og Prof. Siri Lange ved GLODE har sentrale roller i prosjektet. Partnere inkluderer Addis Ababa University, Institute of Public Health, Ethiopia, University of Dar es Salaam, Tanzania, MUHAS, Tanzania, University of Sussex, samt offentlige institusjoner og brukerorganisasjoner i Etiopia og Tanzania. For mer informasjon, se <https://www.uib.no/en/cih/144414/facilitating-%C2%ABreal-life%C2%BB-implementation-mdsr>

LONGTRENDS (finansiert av Forskningsrådet 2020-2024): *Sosial ulikhet i mentale helse blant ungdom: et livsløpsperspektiv*. Dette prosjektet er ledet av Helga Bjørnøy Urke, tilsatt på GLODE, og går over perioden 2020-2024. LONGTRENDS er et forskningsprosjekt som har som mål å øke forståelsen av sosiale ulikheter i psykisk helse i et livsløpsperspektiv, med fokus på ungdomstiden. Ved å bruke fire ulike datakilder fra HEMIL-instituttet og Institutt for Samfunnspsykologi ved Universitetet i Bergen kartlegger vi samfunnstrender i psykisk helse og den betydningen en rekke sosiale faktorer har for utvikling av psykisk helse. Prosjektet har nasjonale og internasjonale samarbeidspartnere ved Helse Bergen, University of Glasgow og Universidade de Lisboa. For mer informasjon, se <https://longtrends.w.uib.no/>

SAFEZT Competing discourses impacting girls' and women's rights: Fertility control and safe abortion in Ethiopia, Zambia and Tanzania (finansiert av Forskningsrådet 2016-2019). [SAFEZT | Global health anthropology | UiB](#)). Prosjektet undersøkte globale og nasjonale politiske diskurser og lokale praksiser knyttet til fertilitetskontroll og abort blant ungdom i Etiopia, Tanzania og Zambia. Prosjektleder var Astrid Blystad ved Senter for Internasjonal Helse, UiB. Haldis Haukanes ved Hemil var i den sentrale styringgruppen for i prosjektet, og deltok i en rekke forskningsaktiviteter samt PhD veiledning. Internasjonale partnere i prosjektet inkluderte Addis Ababa University, Ethiopia, University of Dar es Salaam, Tanzania, of University of Zambia.

ENERGETHICS (finansiert av forskningsrådet 2015-2019). *Norske energibedrifter i utlandet. Mot en utvidet antropologisk forståelse av samfunnsansvar*. Prosjektet ble ledet av Ståle Knudsen, institutt for sosialantropologi, UiB. Siri Lange ved HEMIL var i kjernegruppen. Norske energibedrifter investerer i økende grad i prosjekter utenfor Norge sine landegrenser. Slike prosjekter innebærer ofte betydelige og omstridte miljømessige og sosiale konsekvenser. Investeringen i prosjekter utenlands krever at energibedrifter forholder seg til standarder for samfunnsansvar (CSR). Dette prosjektet utforsket hvorvidt det gjør en forskjell om et selskaps bedriftsetikk utformes i relasjon til en korporativ stat og til hvilken grad den er basert i en 'nordisk modell for samfunnsansvar'. Tre norske bedrifter er en del av studien – Statkraft, Equinor (tidligere Statoil) og Det Norske Oljeselskap. Prosjektet var et samarbeid mellom UiB og University of Sussex. For mer informasjon se <https://www.uib.no/prosjekt/energethics>

Malaria Chemoprevention for the post-discharge management of severe anaemia in children in Malawi, Uganda and Kenya (IPTpd): Mowing towards policy. (Finansiert av Forskningsrådet 2014-2019). The main objectives of this project were to evaluate whether it is safe and efficacious to routinely prevent malaria by giving antimalarial drugs during the first three months after discharge from hospital. The project was led by Prof. Bjarne Robberstad, CIH, UiB, and included partners from Makerere University, Kenya Medical research Institute, Liverpool school of Tropical Medicine, London School of Hygiene and Tropical Medicine, Imperial College of London, University of Amsterdam, and University of Minnesota. Siri Lange from HEMIL was the main supervisor for one Research Track student and the co-supervisor for one PhD student (both at the medical faculty, UiB).

Youth and the future in times of crises; gendered life visions and vulnerabilities (2014-2020, financed by Småforsk) The project was a follow-up study of the project *Growing up Global? A comparative study of belonging, gendered identities and imagined futures in the Czech Republic, Norway and Tunisia*. The project was conducted by Haldis Haukanes, and in the Czech Republic only and involved cooperation with Department of Gender Studies, Institute of Sociology, Czech Academy of science and with Frances Pine, Goldsmiths College, University of London.

Since the termination of this project, Haukanes has become Deputy Head of the International Advisory board for the Institute of Sociology.

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Studieplan

Fra: <https://www.uib.no/en/studier/MAPS-GLODE/plan>

Study plan for [MAPS-GLODE Global development Theory and Practice](#), fall 2021

Name of qualification

The master's programme leads to the degree Master in Philosophy in Global Development Theory and Practice. The programme has two specializations; (1) Health Promotion and (2) Gender in Global Development

ECTS Credits

The master's programme is two years (120 ECTS)

Full-time/Part-time

Full-time

Language of Instruction

English

Semester

Autumn

Objectives and content

The aim of this master's programme is to train advanced professionals in the field of Global Development Theory and Practice with specialisation in either health promotion or gender in global development. The overarching objectives for both specializations are to provide the students with in-depth understanding of:

- Global development through critical evaluation of relevant theories; integration of human rights and social justice; appraisal of global governance and the politics of aid; and assessment of impact of climate change on sustainable development.
- The practice of development, including policy and programme planning, implementation and evaluation at the levels of local organisations and communities, municipalities and states, national and international cooperation projects.

- The contexts of sustainable human development including culture, international cooperation and physical environment.

Specialisation in health promotion

The aim of this specialisation is to give the student expertise in health promotion theory and practice in the context of global development. The general approach of all aspects of the health promotion specialisation is a resource-based perspective. The specialisation includes the 10 ECTs module on Foundations of Health Promotion and *either* a 60 ECTs thesis researching a health promotion subject *or* 30 ECTs internship plus 30 ECTs thesis on a health promotion topic.

Specialisation in gender in global development

The aim of this specialisation is to give the students expertise in gender and feminist analysis and enable them to take a critical and reflective perspective on the significance of gender in the context of global development. Focus is put on gendered power relations and vulnerabilities as well as processes of empowerment and social change. The specialisation includes the 10 ECTs module on Gender Analysis in Global Development - Core Perspectives and Issues and *either* a 60 ECTs thesis researching a gender and global development subject *or* 30 ECTs internship plus 30 ECTs thesis on a gender and global development topic.

In both specialisations, qualitative or quantitative research methods will be taught, and may be used by students depending on thesis topics. All students are integrated into the Department Research Groups, and many will undertake thesis research that is part of the Advisor's research activities. Research ethics is an integral part of learning.

Required Learning Outcomes

On completion of the programme the candidate should have the following learning outcomes defined in terms of knowledge, skills and general competence:

Knowledge

The student:

- has in-depth knowledge of relevant development theories as they have evolved over time; how human rights and social justice have interacted with global development; the changing structures of global governance and aid; the impact of climate change on sustainable development.

- can critique development plans and proposals in light of best practice and development values
- has in-depth knowledge of development practice models that are appropriate to specific development intentions
- has an overview of the major activities of development professionals at levels from the local to the international
- has in-depth knowledge about different theoretical and practical approaches to empowerment
- has in-depth knowledge of research ethics, methods and analyses relevant to global development
- is familiar with resource based perspectives on development and with gender analysis in the context of development

Skills

The student:

- can critically apply key concepts relating to gender and health promotion analysis
- can analyse and critically trace the conceptual and policy trajectory from economic growth to human development and beyond
- can work independently on practical and theoretical global development problems
- can scrutinize the planned and unplanned consequences of development policies
- can apply state-of-art development planning and evaluation models in establishing new development initiatives
- can facilitate partnership-building and empowerment-oriented collaboration with development stakeholders
- can conduct needs assessments and assets assessments as early-stage development activities
- can formulate research questions, and plan, carry out and report on independent research
- can critically evaluate research literature
- can critically evaluate research plans
- can adhere to ethical principles when planning and conducting research and apply for ethical clearance for research

General competence

The student:

- can analyse critically the field of global development both at policy and academic levels
- can identify and analyse ethical challenges in global development related research

- can communicate extensively their own independent research and assess that of others
- can engage in public debates on global development issues
- can design and implement development initiatives in collaboration with stakeholders and communities
- can evaluate the processes and outcomes of development initiatives
- can report to stakeholders in writing and orally on the design, implementation and evaluation of development initiatives

Admission Requirements

Prospective students for the Master's Programme in Global Development Theory and Practice must have obtained an undergraduate degree or Bachelor's degree of at least 3 years' duration at a recognised institution in either social or health sciences, or have an equivalent educational background. The applicants must document special competence equalling one and a half years of study (90 ECTS) in a field or specialisation relevant for the program.

For international applicants a minimum of 2nd Class, Upper Division or the equivalent on the Bachelor's degree is normally required in order to be considered for admission. For Norwegian applicants the requirement is an average of C or above on the courses of specialisation.

Applicants will be ranked according to their academic results, based on the grades in the specialisation in their Bachelor's degrees.

Bachelor degrees from UiB that qualify:

- Education Studies
- General Psychology
- Health Promotion and Health Psychology
- Global Health
- Human Nutrition
- Sociology
- Social Anthropology
- Gender Studies
- Human Geography
- European Studies
- Political Science
- History
- Social Economics
- Work- and Organisational Psychology
- Administration and Organisation Theory

External bachelor degrees that also qualify:

- Development Studies
- Development Economics
- Social Work
- International Health
- Geography and resource management
- Environmental studies
- Global Studies
- Agricultural Studies

Other bachelor degrees with at least 90 credits within the areas of Health Promotion, Gender Studies, Social Sciences or Environmental studies might also be considered for admission.

Example of degrees that **do not** qualify for admission are: Engineering, mathematics, chemistry, international economics, business management, business administration, business psychology, economy, integrative studies, literature and languages, computer science, occupational therapy, odontology, nurse studies, pharmacy, sports, music, law.

Language requirements:

Non-native English speakers must document their [English language proficiency according to the university regulations](#).

Application

procedures: www.uib.no/en/education/110783/application-procedure-applicants-outside-eu
www.uib.no/en/education/110783/application-procedure-applicants-outside-eu

[Applicants from outside the EU/EEA.](#)

[Applicants from the EU/EEA/Swiss](#)

www.uib.no/en/education/49448/application-procedure-nordic-citizens-and-applicants-residing-norway

[Application procedure for Nordic citizens and applicants residing in Norway](#)

Please note that we only evaluate application documents submitted through our online application system.
Emails regarding pre-evaluation of application documents will not be answered.

Compulsory units

[GLODE301](#) Critical Perspectives on Global Development (20 ECTS)

[GLODE302](#) Introduction to methodology (10 ECTS)

[GLODE307](#) Development practice (10 ECTS)

[GLODE303](#) Qualitative methods and research planning (10 ECTS) OR

[GLODE304](#) Statistical analysis and research planning (10 ECTS)

[GLODE310](#) Internship (30 ECTS) and GLODE330 Master's thesis (30 ECTS)

OR

[GLODE360](#) Master's thesis (60 ECTS)

Specialisation

Health Promotion:

The specialisation includes the 10 ECTS module on Foundations of Health Promotion and *either* a 60 ECTS thesis researching a health promotion subject *or* 30 ECTS internship plus 30 ECTS thesis on a health promotion topic.

OR

Gender in Global Development:

The specialisation includes the 10 ECTS module on Theoretical Perspectives and Gender Analysis in Global Development - Core Perspectives and *either* a 60 ECTS thesis researching a gender and global development subject *or* 30 ECTS internship plus 30 ECTS thesis on a gender and global development topic.

Recommended electives

None

Sequential Requirements, courses

1st semester:

- [GLODE301](#) Critical Approaches to Global Development (20 ECTS)
- [GLODE302](#) Introduction to Methodology (10 ECTS)

2nd semester:

- [GLODE306](#) Foundations of Health Promotion (10 ECTS)
OR [GLODE305](#) Gender Analysis in Global Development - Core Perspectives and Issues (10 ECTS)
- [GLODE303](#) Qualitative Methods and Research Planning (10 ECTS)
OR [GLODE304](#) Statistical Analysis and Research Planning (10 ECTS)

- [GLODE307](#) Development Practice (10 ETCS)

EITHER:

3rd semester:

- [GLODE310](#) Internship (30 ECTS)

4th semester:

- [GLODE330](#) Master's Thesis (30 ECTS)

OR:

3rd and 4th semester:

- [GLODE360](#) Master's Thesis (60 ECTS)

Teaching methods

The programme combines different forms of teaching and educational tools, including lectures, seminars, workshops and other student active methods. Digital teaching methods are also employed. Emphasis is placed on developing students' ability to read critically their own and others work, and on developing their academic writing skills.

Assessment methods

The students will be subject to different forms of assessment such as annotation, term paper, reflection paper, oral presentation, take-home exam, and master's thesis.

Grading scale

Two grading scales are used:

1) A-F

2) Pass/not pass

See the course descriptions of the specific courses.

Diploma and Diploma supplement

The Diploma and the Diploma Supplement will be issued when the degree is completed

Access to further studies

A master's degree in Global Development Theory and Practice may qualify the student for further studies at PhD level

Employability

A Master's degree in Global Development Theory and Practice gives the candidate broad competence in the development field, and qualifications for employment in a broad spectrum of local, regional, nation and international development aid organisations (the UN, national development agencies and NGOs), as well as in different parts of national and local public administration. All students who complete the programme satisfactorily will be qualified for public and private positions that require entry-level skills in development programme planning, implementation and evaluation, related to their specialisation in either health promotion or gender and development. Graduates of the programme will have demonstrated skills in interdisciplinary teamwork and will know how to build, participate in and manage teams with members from different professional backgrounds, and from community organisations. Graduates will also be qualified to work as research assistants both in industry and in the public sector. Students with superior performance in the programme may be qualified for further academic work, including doctoral study.

Evaluation

The course will be evaluated in accordance with the Faculty of Psychology's routines for participatory evaluation and the University of Bergen's Quality Assurance System.

Administrative responsibility

Department of Health Promotion and Development, The Faculty of Psychology.

Informasjonsbrosjyre (finnes i Norsk og engelsk versjon)

Hvorfor velge masterprogrammet i Global Development and Practice.

Masterprogrammet for Global Development Theory and Practice tilbyr et eksepsjonell tilbud for deg som ønsker å få en grundig forståelse av globale utviklingsprosesser og sammenhengene med bærekraftig menneskelig utvikling gjennom en kritisk vurdering av relevante teorier; integrasjon av menneskerettigheter og sosial rettferdighet; vurdering av global styring og bistandspolitikk; og vurdering av klimaendringer på bærekraftig utvikling. Utviklingspraksis, herunder politikk og programplanlegging, gjennomføring og evaluering på nivåer av lokale organisasjoner og lokalsamfunn, kommuner og stater, nasjonale og internasjonale samarbeidsprosjekter.

Programmet tilbyr to spesialiseringer; en i helsefremmende arbeid eller en rettet mot kjønn i global utvikling. Vår masterstudium gir deg også en unik mulighet til å velge mellom en 60 studiepoeng masteroppgave eller et semesters internship og en 30 studiepoeng masteroppgave.

Opptakskrav.

Bachelor grad innen samfunnsfag eller helsevitenskap og psykologi med C eller bedre, tilsvarende et minimum på 3,0 i gjennomsnittskarakter på spesialiseringen. Mer informasjon finner du på: www.uib.no/studieprogram/MAPS-GLODE eller ved å kontakte fakultetet: studieveileder@psyfa.uib.no Tlf: 55 58 27 10.

Du søker opptak gjennom Søknadsweb til Det psykologiske fakultet innen 15 april.