

Programme evaluation MASV-GLGOV

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1. Introduction

The Politics and Governance of Global Challenges (GLGOV) master programme is a two-year programme (120 ECTS) that pays particular attention to global societal challenges and “ungovernable/wicked problems” such as climate change, inequality, migration, conflicts, artificial intelligence, pandemics, and food security. Through project-based learning and student-active learning methods, along with offers of work placements and exchanges, the program aims to provide a varied and engaging study path. The programme explores how different governance regimes handle global challenges, and emphasizes the interaction between actors at international, national, and local levels. Students develop skills that enable them to analyse and propose fair and sustainable solutions to complex problems, with a particular focus on policy and governance.

The programme is a further development of the established Master in Public Administration (MPA) programme and builds on its many years of success and experience with students outside Norway and Europe. Work on the development of the reformed GIGOV master programme spanned a year and a half, drawing on the department’s staff and outstanding instructors, students, UiB’s resources for pedagogy and quality development, in addition to external contributors.

1.1 Contribution to programme evaluation

Ansatte, studenter, eksterne fagfeller og representanter fra samfunns- eller arbeidsliv skal bidra i evaluering av studietilbudet. Disse kan bidra gjennom rapporter, intervju, deltakelse i grupper som gjennomfører bestemte evalueringer, eller på andre måter som fagmiljøet finner hensiktsmessig.

Før opp navn og funksjon til de som har bidratt i programevalueringen, og gi en kort oppsummering av informasjonsgrunnlaget for rapporten.

This report on programme evaluation of the “Politics and Governance in Global Challenges” (GIGOV) master study programme was developed by:

- Regine Paul, professor at the Department of Government, one of the initial programme designers, course responsible for several elective courses and one of the teachers in the first foundational course in the study programme;
- Lise Rakner, professor at the Department of Government, programme coordinator and one of the initial programme designers, course responsible for the foundational course in the study programme and some of the elective courses;
- Thea Tufte, senior executive officer at the Department of Government, responsible for study administration and guidance;
- Martina Vukasovic, associate professor at the Department of Government, head of education and course responsible for one of the methods courses.

The report is based on data on student intake, progression and completion, as well as input from (1) students (from all of the cohorts), (2) other academic staff involved in the programme, (3) external programme assessment reports by the external evaluator Signy Irene Vabo (University of Oslo, attached), (4) and feedback from four organizations hosting internships.

1.2 Follow-up from previous programme evaluation

As indicated above, the Politics and Governance of Global Challenges master programme is a reform of the previous MPA programme. In late 2021 a working group was established and tasked with reforming the MPA programme., led by Professor Rakner. The first student cohort in the reformed programme was accepted in Autumn 2023. The GIGOV programme is now being re-accredited for the first time.

The external evaluator (Signy Irene Vabo) has submitted three programme assessment reports. The first one, in early 2023 (i.e. before the first cohort was enrolled in the reformed programme) was based on the proposed programme and course descriptions available at the time. The subsequent report, in early 2024, reflected on how the first semester of studies for the first cohort of students was implemented, while the one submitted in early 2025, also included reflections on implementation of 2nd and 3rd semester of studies. These reports have been taken into account when further developing the programme, and also reflected upon in this report. The external evaluator is expected to submit another programme assessment report in early 2026, which will then include also reflection on the 4th semester of studies.

1.3 Overview of recruitment, progression and completion

Gi en overordnet oversikt over data som viser rekruttering, gjennomføring og kandidatproduksjon i studiet (siste 6 år), se rapporter i [Tableau](#) og [Star](#) for informasjon. Oversikten skal her være kortfattet og deskriptiv, mens de delene som det er nærliggende å gå nærmere inn i blir omtalt i kapittel 3 og 4.

The program had its first intake in the fall of 2023. The program was initially allocated 10 study places, while for 2025 and 2026 intakes it was allocated 5 additional study places. The programme has been, from the very first cohort, highly attractive,¹ so there have been no problems filling the study places (see Table 1).

Table 1. Number of students starting the programme. Source: Database for statistikk om høyere utdanning - DBH (hkdir.no)

2023	2024	2025
22	24	38

The overall quality of admitted students – based on their grade average from previous studies (see Table 2), their engagement in the programme, and rates of completion (see section 4.2) – has been very high. That said, for the cohort starting in August 2025, far more students than before were offered and accepted places (see Table 1), due to the grade average requirement being disregarded by the central study administration, resulting in a larger cohort than expected and planned. While it is positive that a higher number of students was interested to apply for the programme and accept the position, this also led to some challenges, given that PBL (project-based learning) approach that is at the core teaching approach throughout the whole programme requires smaller class sizes. An additional challenge is that this large cohort does not open a lot of room for incoming Erasmus/mobility students in the second semester.

¹ E.g. see <https://www.uib.no/en/gov/177856/uplifting-application-numbers-2025>, <https://www.uib.no/aktuelt/170299/studiebyen-bergen-og-uib-%C3%B8ker-mest-i-popularitet>

Table 2. Minimum grade average of admitted students. Source: Database for statistikk om høyere utdanning - DBH (hkdir.no)

2023	2024	2025
3	3.11	none

The goal of the Department of Government, for this master programme as well as for all other education offered, is to ensure high quality as well as fill all the study places. Therefore, we hope that for student intake for Autumn 2026 and after, all the admission requirements will be respected. Particularly for GIGov, we emphasise that the student cohort should not exceed 25 students due to the PBL teaching methods.

With regards to completion, the first cohort of students completed their studies in Spring 2025. Out of the 22 that were admitted in 2023, 20 submitted their thesis in June 2025 and had their theses approved. The remaining 2 students submitted their theses 1 December 2025.

1.4 Quality development approach

Beskriv kort hvordan det samlede fagmiljøet ved studieprogrammet arbeider med kvalitetsutvikling.

- Hvordan legger studieprogramleder og programstyret til rette for helhetlig kvalitetsarbeid i programmet? ---
- Hvordan arbeides det med å fremme utdanningsfaglig kompetanse i fagmiljøet?

A team of student evaluators was set up when the first cohort started in 2023. Over time, students from subsequent cohorts were involved. These student evaluators provide feedback on a continuous basis to the programme coordinator and the administrative staff.

At least once every semester the academic staff involved in the programme meets to reflect on the current semester and plan for the next one. For these meetings, each course coordinator provides a written assessment of their course (based on own reflections, student feedback, and external evaluators report). This is used to reflect on teaching, learning and assessment and forms the basis for deciding whether and what kind changes in the programme structure and courses are necessary, either in terms of formal descriptions (to be submitted through EpN) or in terms of content, literature etc.

Such a structure also allows for streamlining the courses across the programme. For example, based on experiences with the first student cohort, we streamlined the electives in terms of workload and evaluations (see below section 3.3). Another important theme that is continuously discussed is communication with the students (see section 2.2), given that the group is more varied than in the other study programmes, and that the students have more choice, e.g. concerning electives or concerning the 3rd semester.

This continuous focus on quality of education, as well as the novel approach to teaching (PBL) and the strong alignment within the study programme, has been recognised by the Faculty of Social Sciences in June 2025, when this programme was awarded the *Studiekvalitetspris*.²

² <https://www.uib.no/en/gov/179596/study-quality-award-2025-our-program>

2. Objectives and academic profile

2.1 Objectives and learning outcomes

Gi en kortfattet beskrivelse av programmets overordnede målsetning og faglige profil.

- *Hvordan er programmet forankret i UiBs strategi og fakultetets langsiktige planer for studieporteføljen?*
- *I hvilken grad er programmets læringsutbytter faglig relevante og viktige for å gi studentene kompetanse for fremtidens arbeidsliv?*
- *Er beskrivelsen av læringsutbyttet i tråd med Nasjonalt kvalifikasjonsrammeverk for livslang læring?*

The key objective of the programme is to equip students with knowledge, skills and competences to understand, analyse and critically discuss global challenges from a politics and governance perspective, including working towards potential fair and sustainable solutions for addressing the complex issues facing our world today. Students learn to conceptualise the politics and governance of global challenges in an informed manner, design projects in that area, and justify methodological choices, and communicate findings and policy recommendations to diverse audiences (scholarly and policy world). Project-based learning is at the core of the programme.

Overall structure of the programme, including its overarching learning outcomes is available here: <https://www4.uib.no/en/studies/programmes/politics-and-governance-of-global-challenges-masters>

Given that these societal challenges are at the core, the programme is aligned with both the University of Bergen and the Faculty of Social Science strategy focus on “knowledge that shapes society”. The programme also reflects the focus of both strategies on diversity, in terms of the variety of theoretical and methodological perspectives employed, the contexts and examples used in teaching that go beyond the immediate Norwegian or European contexts,³ and in terms of diversity of students’ backgrounds.

The approach to teaching employed in this programme is both research-based (and thus in line with the UiB and SV strategy), and conducive to student inclusion, engagement and effective learning through use of problem-based learning. Working in groups, in diverse groups and experiences, prepares students for the challenges of working life, including teamwork in diverse (also international) settings. For students whose mother tongue is not English, it further enhances their language skills.

In addition, the combination of obligatory and elective courses in the programme ensures strong theoretical and methodological anchoring in the discipline of political science, as well as its relevance and attractiveness. This is further boosted in the third semester, when students can choose from three different trajectories – (a) mobility, (b) internship and (c) self-organised study with a strong research component. The internship opportunities in particular, organized in collaboration with 13 different

³ <https://www.uib.no/en/svf/174509/uiib-master%E2%80%99s-programme-secures-nok-3-million-grant-global-classroom-initiative>

partners, further boost societal relevance and attractiveness of the programme. By choosing a specific partner, students are able to link their internship experience to a specific global challenge, and use the knowledge, skills and competences acquired during the first year of studies in various work tasks.

The [learning outcomes of the programme as a whole](#) are described in line with the national qualification framework, distinguishing between knowledge, skills and competences, in a manner appropriate for master level studies.

2.2 Communication about the study programme

Vurder kort hvordan informasjonen om studieprogrammet er kommunisert i studieplanen:

- *Har studieprogrammet et dekkende navn som kommuniserer godt i forhold til (potensielle) studenter og arbeidsgivere?*
- *Er programmets faglige profil, oppbygging og muligheter for studentutveksling beskrevet på en hensiktsmessig måte?*

The name of the study programme captures well its objectives and content. Given the popularity of the programme in terms of applicants, it seems to respond well to potential students.

The programme's profile, structure and different options are described both on UiB website and the MittUiB pages in a good way. In particular, based on the experiences of the student cohorts (see the 2023 and 2024 reports by the external evaluator), information about programme structure, course requirements etc. has been streamlined on MittUiB, ensuring clarity and consistency.

The department has experienced some challenges in the past with keeping all these relevant webpages about the study programme accessible and easy to find, due to the changes in the overall UiB website structure. Together with the *Kommunikasjonsavdeling* we are now working on ensuring the relevant information remains accessible when moving to the new system (w4).

3. Academic structure, learning activities and assessment methods

3.1 Academic content and programme structure

Vurder:

- *På hvilken måte bidrar emnene i studieprogrammet til at studentene oppnår de forventede læringsutbyttene? Gir sammensetningen av emnene god faglig progresjon?*
- *På hvilken måte tar studentene del i forskningsaktiviteter og/eller kunstnerisk utviklingsarbeid?*
- *I hvilken grad har studentene valgfrihet i emnesammensetningen? Fungerer evt. fellesemner som en integrert del av studieprogrammet?*
- *Er det gjort faglig utviklingsarbeid og/eller betydelige endringer i studieprogrammets innhold/oppbygging siden forrige programevaluering? [does not apply yet]*

The program draws on a pedagogical approach of cross-course project-based learning. This creates a “red thread” through the program in how scientific contents align across courses and how progress with the overall programme’s learning outcomes over time is achieved. We do so in three ways.

Firstly, we use selected global challenges to create “hooks” for introducing and discussing with students a) specific conceptual issues (GIGOV 351⁴ and GIGOV 355⁵), b) thematic debates in the empirical domain (through elective courses),⁶ as well as through c) methods and research design questions (methods courses)⁷. Thus, the global challenge examples serve as common starting points for developing projects that zoom in on a particular conceptual or thematic issue or to entice methodological or methods questions.

Secondly, we work towards *interlinked forms of formative assessment* running not just through each individual course but also *across courses*. First get GOV 351 the students deep-dive in a particular conceptual debate (epistemology of wicked problems; decolonial governance, liberal theories of justice, tensions between democratic and effective governance etc.) and its implications for studying global challenges. The work they have done for this foundational course is then a steppingstone for working on a thematic elective in the second semester where they can deepen their conceptual reflections in a concrete project on climate change, migration, criminal networks or AI technology. Project work also informs the methods courses where students design and conduct smaller research projects on selected global challenges with a specific methods focus. For example, in GOV353 the students conduct a small scale qualitative research project related to one of the global challenges.

Thirdly, we *created focal moments in the program* for students to connect the dots between their courses and projects in terms of “securing” learning outcomes and discussing them jointly (also across cohorts). An example is GOV Day,⁸ an annual event in the respective first/third semester of the two parallel running cohorts of students which first ran in 2024 and is co-organised by students, where key results of student work are being presented. The GOV Day is also an opportunity for collaboration with the students in the other master programme at the department (MASV GOV) and for showcasing the master programmes to bachelor students.

Choice is built into the programme in several ways: students work on different global challenges of their choice in the different courses (e.g. 351 and 355), they have an option of different electives in the second semester, and they have a choice of three different “tracks” in the third semester: (1) doing an internship, (2) going abroad/international mobility, or (3) self-organized study in Bergen (mentored by Faculty members).

3.2 Teaching and learning activities and assessment methods

Vurder:

⁴ <https://www4.uib.no/en/studies/courses/gov351>

⁵ <https://www4.uib.no/en/studies/courses/gov355>

⁶ <https://www.uib.no/gov/180655/valfrie-emner-masterprogram-i-gov-og-gl-gov>

⁷ <https://www4.uib.no/en/studies/courses/gov352>, <https://www4.uib.no/en/studies/courses/gov353>, <https://www4.uib.no/en/studies/courses/gov321>

⁸ <https://www.uib.no/en/gov/170694/first-ever-gov-day-hugely-successful> and <https://www.uib.no/gov/178058/thesis-policy-gov-day-2025>

- *Hvordan er det lagt til rette for at studentene kan delta aktivt i læringsprosessen?*
- *Er utdanningens innhold, metoder og form forskningsbaserte? Benyttes det varierte læringsaktiviteter og vurderingsformer i programmet?*
- *Hvordan bidrar lærings- og vurderingsformene til at studentene oppnår læringsutbyttet? Er vurderingsformene utformet på en slik måte at studentene får vist det de har lært?*

The programme uses several forms of assessment and examination, relying on including individual reflections on readings (research briefs), conducting own small scale research projects, portfolio work, group presentations and essays. The highlight is the presentation of group work results of the second semester, as well as thesis plans of the 4th year students, during the aforementioned GOV Day.

All assignments are designed around active learning and student engagement: in GOV351, for example, the groups are assigned a global challenge to work on, but they are then free to pick the theoretical perspectives they want to explore in depth in their assignment and the ways in which they want to present their results (debate, podcast, policy brief etc). Similar approach is used for GOV352 (research design) and GOV353 (qualitative methods), in which students get to design or conduct a small-scale research project. To ensure that students can track their learning, they receive feedback formative feedback on individual as well as group work, and teachers explicitly discuss the assignments as practice for the final examination (summative feedback).

Peer review within courses is also used to support students' learning both as giver and receiver of feedback.

3.3 Student workload

Gi en vurdering av hvordan arbeidsbelastningen i studieprogrammet er balansert mellom emner og hvorvidt programmets samlede arbeidsomfang tilsvarer 1500–1800 timer per studieår (25-30 arbeidstimer pr studiepoeng).

The programme is designed for 30 credits per semester.

The first and second semesters are the course part of the programme, consisting of five obligatory courses of 10 credits each and elective specialization courses of 10 credits (either two 5 ECTS courses, or one 10 ECTS course). Given the feedback from the external evaluator concerning the workload and assignments in the elective courses (see the 2024 external evaluator report), as well as feedback from student evaluators and reflections from the course responsables, an alignment of teaching and learning approaches, as well as the overall workload has been introduced from Spring 2025 onwards.

In the third semester, students can choose between three options:

- GOV371 internship (30 credits, see section 5.2),
- GOV372 Writing an academic article (10 credits) and elective courses at UiB for a total of 20 credits or
- a study abroad semester where they take 30 credits at a host university (see section 5.1).

The master's thesis is worth 30 credits.

In the course part of the master's program, both teaching and exams are organized in sequential blocks. This does mean more intensive semesters for students, but frees up and earmarks time for students to work on one course at a time. We experience that students prefer this way of working with courses.

Our assessment is that the total workload in the program corresponds to the scope that is considered full-time studies.

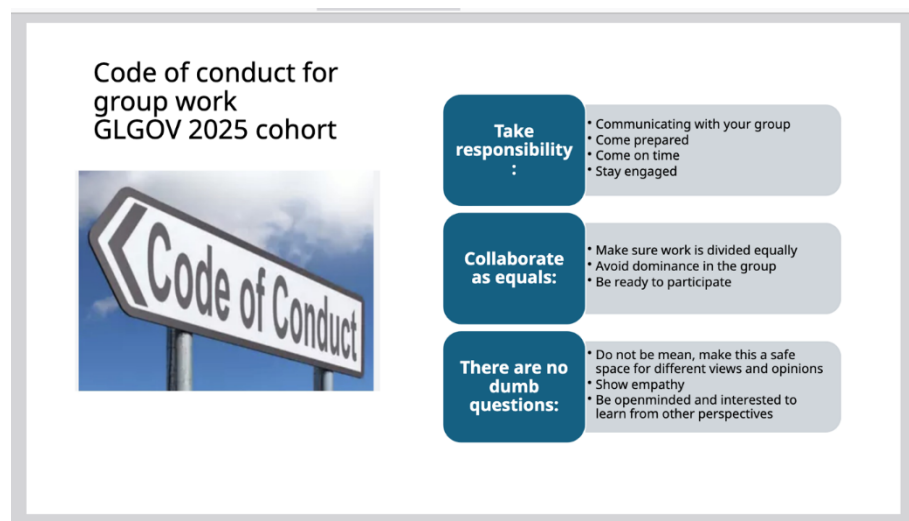
3.4 Student participation and learning environment

Gjør en vurdering av det faglige og sosiale læringsmiljøet på programmet.

- Hvordan stimuleres studentene til faglig engasjement, selvstendighet og kreativitet?*
- Hvordan sosialiseres studentene inn i student- og fagmiljø?*
- I hvilken grad og på hvilke måter er studentene med å utforme læringsaktiviteter og vurderingsformer i programmet?*
- Hvordan gir studentene tilbakemelding på kvaliteten til forskjellige elementer i programmet (emner, emnesammensetning, undervisning, læringsmiljø osv.)? Hvordan brukes tilbakemeldingene i videreutvikling av studietilbudet? Beskriv eventuelle tiltak.*
- Har studentene tilgang på hensiktsmessige fysiske og digitale læringsarenaer?*

One of the key innovation points of the Master Program Politics and Governance of Global Challenges are teaching and learning methods intended to open for more active student participation and involvement in the learning. The programme intends to stimulate the students' academic engagement and creativity through active use of group work where students chose how to solve the assignment in group settings.

The extensive use of group work in class and assignments puts a lot of emphasis on collaboration and sharing of responsibility. This is an ongoing topic of conversations between students and faculty. Based on the students own recommendation during the first meeting of the Master programme, and reflecting a recommendation by the external evaluator (see the 2024 report), the students create a joint code of conduct for group work. Below is a screenshot of the code of conduct that the 2025 cohort has created.



As indicated above, in order to ensure that students are able to take an active role in the development of the teaching and learning activities, we established evaluator teams comprising four students, who volunteered for this task. The group represents the student group well in terms of gender and nationality. Head of teaching, senior student consultant and coordinator of the programme attend the meetings with student evaluators, usually twice per semester, to discuss experiences from the various blocs. The students collect views from their fellow students through various communication devices of their choice (e.g. facebook group).

These evaluator meetings have proven very useful as we have been able to address frustrations linked to various issues “along the way”. Examples of issues resolved through active student representation include issues such as discrepancies in workload between electives, frustrations over varied engagement in joint assignments (see above), joint understanding of learning assessments and exams, information on course requirements and tasks, or information on third semester options.

4. Results and relevance

Bidrag fra studenter, eksterne fagfelle og representanter fra samfunns- eller arbeidsliv skal gjenspeiles i dette kapittelet. Programstyret må selv vurdere hvilken informasjon og relevante data som er tilgjengelig.

Andre relevante datakilder til dette kapittelet er blant annet Studiebarometeret, SHOT, Student og emneevalueringer og Rapporter i Tableau og Star laget spesielt for formålet om studentopptak, studieprogresjon, gjennomføring og kandidatproduksjon.

4.1 Recruitment and admissions

Gi en kort vurdering av studieprogrammets resultater når det gjelder rekruttering og opptak (siste 5 år). Vurder:

- Er studentrekrutteringen tilstrekkelig for å opprettholde studieprogrammet med et solid faglig tilbud og godt læringsmiljø?*
- Har fagmiljøet gjennomført tiltak for å styrke rekrutteringen til programmet?*
- Er det behov for å gjøre endringer i opptakskrav til studiet?*

The number of applications for this master programme has been very good. The number of regular applicants increased by 21% in 2024 compared to the previous year: in 2024, there were 144 first-choice applicants, compared to 119 first-choice applicants in 2023.

The programme’s ambition is to have an equal distribution of students from Norway, Europe, and so-called third countries. The cohort that started in Autumn 2025 comprises students from 10 different countries. In 2024, there was a strong increase in applicants from the EU, with over 70 applicants listing the program as their first or second choice.

In 2024, the program was allocated five scholarship spots from the Norwegian scholarship scheme for students from selected partner countries (NORSTIP), targeting students from countries in Africa, Asia, and

Latin America, with one spot reserved for Palestinian applicants. The program also has a small number of applicants from third countries who pay tuition fees.

We have sought to enhance the rate of accepted offers amongst those that receive the study offer. In order to do so, in the spring of 2025 we sent individual acceptance letters to the students. This appears to have increased the acceptance rate.

However, it remains a problem that the central administration “overbooks” the programme, as the PBL approach relies on class size not being too large. As indicated earlier, it is necessary that the admission requirements for this programme are respected.

4.2 Progress and completion

Gjør en vurdering av gjennomføringsgraden for studieprogrammet, årsaker til frafall og den totale kandidatproduksjon i årene siden forrige programevaluering. Omtal kort relevante tiltak som er gjennomført for å redusere frafall og hvilke tiltak som skal gjennomføres i kommende periode.

As indicated above, the first cohort of the Politics and Governance of Global Challenges started in August 2023 with 25 students including 3 Erasmus students. Of the 22 students that were enrolled in the whole programme, 20 students submitted their MA theses in June 2025 and the final 2 submitted in December 2025.

While we only have one cohort that has completed the full study trajectory, we find (a) that the proportion of students who completed the programme within the expected study time is over 90%, and (b) that no student dropped out, very promising.

4.3 Relevance and contact with work-life partners

Bruk informasjon og tilbakemeldinger fra alumni og representanter fra arbeids- eller samfunnsliv for å vurdere studieprogrammets arbeidslivsrelevans:

- *Hvordan arbeides det med å synliggjøre og sikre at studieprogrammet er relevant for arbeidslivet og samfunnets kompetansebehov? Hvordan er jobbmarkedet for ferdigutdannede kandidater?*
- *I hvilken grad forberedes studentene til et omskiftelig arbeidsmarked og framtidens kompetansebehov?*
- *Har studentene tilbud om relevant arbeidslivspraksis i studieløpet og er arbeidsoppgavene tilpasset studentenes faglige kompetansenivå?*

The relevance of the study programme is first and foremost visible in organising the programme around crucial global challenges, teaching students how to understand them and address them, utilizing a political science approach. Relevance is further ensured through using PBL as the main approach to teaching and learning, given that the students learn how to apply all the theoretical and methodological knowledge on real-life problems.

The GIGov Master programme is also acknowledged internationally. In 2024 we were invited- as the only Norwegian study program, to send a delegate to the Raisina IE global student challenge, as part of the Raisina Dialogue, India. Our first student representative placed second in the global student challenge 2025 and we have again been able to select a representative for 2026.

In addition, we also prepare students for the labour market and increase its work relevance through internships. For the purposes of this programme evaluation, we have conducted consultations with some of the internship hosts and also consulted students on their experiences (see section 5.2. for more detail). These reflections confirm that the internships are a particularly effective way of further boosting the relevance of this study programme.

Based on the experiences of the first cohort of students who completed their studies in Spring 2025, we can say that the education offered through the programme is highly valued by employers (including universities). Some of the graduates from the first cohort have since secured the following positions:

- Advisor at the international office at NHH
- Research assistant at KODEM UiB
- PhD scholar at Yale University
- Fellow in the Young Research Programme at Salzburg
- Advisor at KPL (insurance company)
- Advisor at the Rafto Foundation (the graduate in question had their internship here)
- Advisor at Bergen municipality (the graduate in question had their internship here).

5. Other study offer requirements

5.1 Internationalisation

Kravet om utveksling gjelder for studietilbud som fører fram til grad.

- *Har studietilbudet ordninger for internasjonalisering som er tilpasset studietilbudets nivå, omfang og egenart?*
- *Har studietilbudet ordning for internasjonal studentutveksling som er faglig relevant for studiet?*

The study programme structure allows for student mobility during the third semester. Student interest in this path has increased (see Table 3) and we expect further increases given the new mobility opportunities within the programme (see below on the UTFORSK project).

Table 3. Numbers of students engaging in outward student mobility in the third semester. Source: Felles studentsystem (FS)

Høst 2024	Høst 2025
5	8

The programme starts from a theoretical and methodological commitment to including a diversity of perspectives and voices in analyses of global challenges governance processes. From this perspective,

studying “global challenges” in a primarily white Norwegian classroom (in terms of students, teachers, readings etc.) is epistemologically limiting and unsatisfactory and therefore a special focus is on increasing diversity of students and staff, through recruitment, student mobility and the so-called internationalisation at home.

Recruitment of students outside the EEA/EU was made very difficult after the Norwegian government imposed tuition fees for such profile of students. Although in 2024, the program succeeded to receive funding from NORSTIP, initiated by the Norwegian Directorate of Higher Education and Skills, enabling five highly qualified students from the Global South to enrol in the programme, the subsequent decision to discontinue NORSTIP stipends in 2025 is a major disappointment. The department is thus hopeful that the University of Bergen will decide to remove the tuition fees for students outside EEA/EU.

Similar to the previous MPA programme, the Politics and Governance of Global Challenges programme continues to recruit students through the "Students at Risk" (STaR) initiative, which provides vulnerable student activists with the opportunity to complete their education and continue their involvement in human rights.

To further the efforts to diversify the classroom by enabling incoming student mobility and by offering more targeted exchange options to our own students, a team of teachers involved with the programme (Paul, Rakner, Vukasovic) applied for UTFORSK funding in 2024. We received a grant of 3 Mio NOK and started the project [“A Global Classroom for Global Challenges”](#) in March 2025 (running through December 2028). The project creates a transformative partnership between five universities in Brazil (São Paulo), Canada (Toronto Metropolitan), Norway (Bergen), South Africa (Western Cape) and the United States (U Washington/Seattle). It links up partners’ respective teaching programme in global politics, policy and public administration and international law geared towards addressing pressing global challenges, from displacement and climate change to food security or an out-of-hands global tech race. In addition to online curriculum development workshops on “decolonisation” and “indigenization”, the project funds 24 student mobilities (12 outgoing from UiB, 12 incoming from across the four partner campuses), several teaching mobilities, and a commitment to develop two collaborative online international learning (COIL) environments: one on climate and environmental governance and one on global tech governance. Our own students will benefit from the close cooperation among Faculty across the five partners, literally expanding UiB classrooms into the world and vice versa. For a description of the project, see: <https://www.uib.no/en/svf/174509/uib-master%E2%80%99s-programme-secures-nok-3-million-grant-global-classroom-initiative>

5.2 Internships

- *Hvordan fungerer studiets praksisperioder og er de i tråd med utdanningens eventuelle rammeplan?*
- *Foreligger det praksisavtale med praksisstedet? Har praksisveilederne relevant kompetanse og erfaring fra praksisfeltet?*

Table 4. Numbers of students doing internship. Source: Felles studentsystem (FS)

Høst 2024	Høst 2025
16	9

As indicated above, the internship is one of the three paths students can take during the third semester. It is an integral and quality assured part of the study programme, aligned with the learning outcomes of the study programme as a whole.

Students are in internships with partner organizations for a whole semester, and the total workload is calculated to be 14 to 16 weeks (five working days, 37.5 hours per week). Students receive relevant work tasks and a personal supervisor during the duration of the internship. Students have contact with the department during the internship period. The basic information about the internship and the partners hosting students in Autumn 2025, are described here: <https://www.uib.no/en/gov/173535/internship>.

For the purposes of the report, we have conducted short reflection conversations with several internship hosts, namely: HK-dir, Maritime Cleantech, NORAD, and NORCE. Their interest in offering internship possibilities are varied, including: a principled commitment to increase *arbeidslivsrelevans* of education (e.g. HK-dir), interest in engaging students with social science competence in their work (e.g. Maritime Cleantech), or raising awareness amongst potential employees about what they offer as an employer (e.g. NORAD). All internship partners reflect very positively on the arrangement and are very satisfied with students coming for internships to their organizations, students' theoretical and methodological knowledge, as well as their independence. The internship hosts also reflected how they approach student guidance, to ensure further development of skills and competences relevant for the work in their organization (team work, independence, initiative taking, etc.). Hosts that have internship arrangements with other universities highlight different benefits of the approach taken in this study programme, including the length of the internship that allows for more meaningful and effective task assignments than would be the case with a shorter internship (e.g. NORAD). Summaries of students' reflections are provided in the Appendix.

5.3 Study programmes regulated by a national framework and/or guidelines

- *Er studieplanen for programmet i tråd med nasjonale rammeplaner/retningslinjer mv.?*

Not applicable.

6. Academic environment

Studietilsynsforskriften §2-3 Krav til fagmiljø, inneholder til sammen syv ledd med bestemmelser om fagmiljøet tilknyttet studiet, herunder om fagmiljøets størrelse, utdanningsfaglig kompetanse, kompetansenivå, deltagelse i nasjonale, internasjonale samarbeid mv.

Alle bestemmelsene skal være oppfylt, men dersom studiet er opprettet eller reakkreditert de siste 6-årene, er det tilstrekkelig å beskrive vesentlige endringer siden sist evaluering. I tilfeller hvor det er tvil om hvorvidt enkelte av forskriftskravene er oppfylgt, vurderes dette særskilt.

§ 2-4 Særskilt bestemmelse om fagmiljø gir noen unntak knyttet til fagmiljøets kompetanse i de tilfellene studiet har et omfang på 30 studiepoeng eller mindre, og dersom det gis i samarbeid med eksterne miljøer som driver forskning, kunstnerisk utviklingsarbeid eller faglig utviklingsarbeid på nivå med institusjonens eget fagmiljø.

Studiekvalitetsforskriftens § 3-2 har tre ledd med bestemmelser knyttet akkreditering av mastergradsstudier som skal være oppfylgt, herunder krav om bredde, bredt og stabilt fagmiljø med høy faglig kompetanse på fagfeltet og med resultater på høyt nivå fra samarbeid med fagmiljøer nasjonalt og internasjonalt. Alle leddene skal være oppfylt.

In the first three years of running this study programme, 12 teachers have been involved as course responsables and/or teaching substantive aspects of a course. Eleven of those are permanent academic staff members at the Associate Prof and Prof level (Gloppen, Hattke, Koos, Murdoch, Neby, Paul, Poyet, Rakner, Song, Tvinnereim, Vukasovic), and one is a postdoc with relevant teaching competences (Feo). The staff mentioned here, as well as other academic staff at the Department (from postdoc to full professor level), provide individual and group supervision concerning master thesis work (GOV380).

Jointly, the staff involved bring targeted and varied teaching competences in the theoretical frameworks, methodologies, methods and empirical substance areas relevant for the programme. All are also actively involved in research (including externally funded research projects) and international research networks (e.g. APSA, ECPR, ICPP, NOPSA) and thus well prepared to develop curricula further in a research-based manner in national and international exchange with peers, including a dynamic portfolio of elective courses.⁹ Two staff members – Rakner and Paul – have also been recognized as Excellent Teaching Practitioners by the SV Faculty.

Both the designated programme coordinator, who works closely with the head of teaching, and regular programme/course evaluation meetings of the whole teaching staff once per semester, ensure that quality control is ongoing and centrally organised (see section 1.4).

7. Proposal for further measures and follow up plan

The measures listed below include both one-time measures and those that have been and are implemented on a regular / continuous basis.

Table 5. Overview of further measures, including approach and timeline

What?	How?	When?
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⁹ <https://www.uib.no/gov/180655/valfrie-emner-masterprogram-i-gov-og-gl-gov>

Re-evaluate assessment methods in relation to unauthorised use of AI, as well as pedagogical, legal and practical aspects concerning AI	1. Consultation with all course responsables (across all study programmes, not just GIGov) 2. Introduction of necessary changes in course descriptions	1. Throughout Spring semester 2026 2. In line with EpN deadlines
Introduction of constructive use of AI as an integral part of teaching and learning	Consultation with all course responsables (across all study programmes, not just GIGov)	Throughout Spring 2026 (starting with staff seminar in Feb 2026)
External evaluation of the study programme	1. External evaluator (based on student evaluations, consultations / meetings with students, staff, etc.) 2. Nomination of the external evaluator for the 2026-2030 period	1. Jan-March 2026 2. As soon as possible
Further streamlining of the internship possibilities (3 rd semester)	Exchange of experiences between internship hosts	Spring 2026
Evaluation and consolidation of self-organised study track (3 rd semester)	Targeted evaluations by head of education, programme coordinator, course responsible for GOV372, in cooperation with student evaluators and students who took this track	Spring 2026
Overall quality assurance of the programme and individual courses	1. Regular evaluations by course responsables and student evaluators 2. Meetings with and report by external evaluator (see above)	1. Continuous 2. Every Spring semester
Boosting student recruitment for all three target groups (non-EU/EEA, EU/EEA, Nordics)	Information campaign – regular webpages, social media, physical	2 nd half of Autumn semester – 1 st half of Spring semester (every year)
Ensuring an effective admission process	Cooperation between department and study administration (incl. faculty level); Focusing on full compliance with the admission requirements	2 nd half of every Spring semester

**Master's program in Politics and Governance of Global Challenges (MASV-GLGOV),
University of Bergen**

Program assessment report 2022

External referee:

Signy Irene Vabo
Universitetet i Oslo
Institutt for statsvitenskap

Date:

February 28, 2023

Background information

The last Program assessment report, on the Master's Program in Public Administration (MPA), is dated May 22, 2019. This program is still running, but will be replaced by a reformed Master's program in Politics and Governance of Global Challenges (MASV-GLGOV) starting in the Autumn 2023. The study program will thereby be substantially changed, putting global challenges in the forefront.

The current MPA-program is identical to the GOV-program, assessed in a separate report for 2022. In agreement with the department, the present program assessment report will comment only upon the planned GLGOV-program.

Whilst the task to develop and change the existing MPA-programme was initiated by the department leadership, a working group consisting of relevant staff members were appointed to redesign and develop the programme. This assessment report is built on the reform proposal for the revised English MA program, dated April 26, 2022 and the following case presentation, dated September 22, 2022, for final decision by the Department of Government. Furthermore, (group) meetings (via Zoom) were held with Deputy Head of Department, some of the involved employees, on January the 25 and February the 14 and 15.

The need to reform the method courses in both master's programs is commented upon in the Program assessment report 2022 for the Master's program in Politics- and governance – and will not be commented upon in the present report.

Evaluation of the study program

1. Reform background

For many reasons the two former master's programs – in Public Administration and in «Administrasjon og organisasjonsvitenskap» – have merged into one common program. Up until now the students have, respectively, been recruited from the Global South and Norway. Whilst the courses offered are practically the same (in A and B versions) and most of the teaching common for the two programs, seminars are customized to meet different needs among the two groups of students. Although efficient, the department wants to avoid offering two similar programs.

In addition, since the MPA was established in 1994, the competencies among the teaching staff have changed. Key teaching staff engaged in the program have retired, and the professional environment is reduced. At the same time, a considerable growth in new teaching staff now make it possible to separate the programs as well as to reform the thematic focus of the English master program. The revised program makes use of resources held by staff within the department with competences on global challenges and staff that (for the time being) can teach only in English.

The decision to focus on global challenges resulted from discussions among members of the staff. Offering this kind of broader political science approach, the aim is to position the new master program among similar programs offered internationally. There has not been any further examination of the demand for this particular kind of master program.

2. Recruitment of students

The knowledge level of the applicants to the existing MPA-program have been varied. For the reformed master's program, the intention is to recruit a diverse cohort of students – one third of students each from the global South; from OECD/EU countries; and from Norway. The idea to recruit Norwegian students is new to the program, the aim being to offer an alternative English language choice to the existing Norwegian GOV-master and help internationalize the departments "home-grown" student cohort.

Whilst the number of students from the global South applying for the limited number of 10 study places historically have been very large (500-600), this is reduced to approx. 200 for the revised master-program. The deadline for OECD/EU and Norwegian applicants is March 1st and April 15th respectively, and the final number of applicants is unknown at the moment of writing this report.

There may be several reasons for the considerable reduction in applicants from the global South. The program offered is significantly changed in content, from a generic MPA program to a more specialized political science education that might not be found to be as work relevant. The fact that the applicants were asked to write a motivation letter might have hindered some from applying. And, lastly, when advertised it was warned that a student fee could be introduced.

The reduced number of applicants is not perceived as a problem per se, as the changes in procedure for applying were meant to sort out the unqualified and unmotivated students. The worry is, however, that the program will no longer attract students from the global South. Already in the 2019 assessment report there were worries about the recruitment of students. The NORAD fellowship program ended in 2008 and the Quota program was discontinued by the Norwegian government in 2016. So far university education has been almost free in Norway, but from the coming study year a substantial yearly fee of NOK 187 000 per semester is introduced for non-EU and EEA students. In addition, Norway's high living cost is a barrier for self-financed students to move here.

If much less than one third of the accepted students in the reformed master's program is recruited from the global South, the aim of recruiting a diverse cohort of students will not succeed. Consequences for the running of the master-program may be limited, however, as qualified students from the OECD/EU countries and from Norway may fill the available study places.

3. Economic sustainability

The new GLGOV-master have 10 fixed study places but will accept 20 students. The aim is to expand the current 10 study places to 30. The process of gaining more fixed study places is started by the department but is cumbersome – it will certainly take time and there is a risk that it will not succeed.

Currently the department have economical means to finance this relatively high-cost program, with several pedagogical innovations, where project-based learning plays a key role (see below). As pointed out in the proposition, project-based learning is facilitation-heavy. The MA reform is considered as a pilot, and the plan is to test and evaluate the innovations. If successful, these may later be implemented in the Norwegian MA program as well.

The economical sustainability of running such a resource intensive master program has not yet been calculated. The plan is to evaluate the program after two years. Issues like professional quality, students' satisfaction, number of enrolled students and program completion would obviously be of interest, but the evaluation should also include the degree to which the program is dependent on increasing the number of fixed study places and the cost of the innovative pedagogical teaching methods.

Evaluation of courses

4. Teaching and learning format

To attract well qualified students, the GLGOV master will offer project-based learning (PBL). Elements of student-led and teacher-facilitated activities as seminars, workshops, conferences etc. will be introduced throughout the program. Assessments will be closely linked to the learning outcomes. In addition, a supervisory/advisory relationship will be established at the end of the second semester, to guide the students from their third semester and onwards.

In the third semester, students are given a choice between three options: "i) an external internship at a research institute, government organization, NGO or similar; ii) an "internal internship" of self-organized study at UiB where students chose 30 ECTS of elected courses from other UiB programs and/or a 10 ECTS self-taught course supervised by the MA program; iii) mobility or study abroad, either at a suggested "matched program" or self-selected (ERASMUS etc.)".

Overall, the new GLGOV program leave the students with considerable choice and the pedagogical ambitions are impressive. Highly skilled teaching staff is available, and some of the teaching staff have special competencies in PBL. The involved staff seems highly motivated to innovative their teaching. Innovation is hard to foresee, however, and the plan to let the program run as a pilot, evaluate the experienced gains, and then make necessary adjustments is therefore sensible.

5. Elective courses/specialisation

To offer the GLGOV-students the planned freedom of choice between elective courses in the second and third semester, it is a prerequisite that the portfolio of elective courses offered by the department is expanded. While only three 10-credit courses are currently offered by the GOV-master in the second/spring semester, the portfolio is suggested to include five or six courses offered both in the autumn and spring semester.

The GLGOV-website inform that "Elective courses in second semester must be chosen across the department's two master programs. The portfolio of master level elective courses at the Department of Government is subject to change and will vary over time". Indeed, for the second/spring semester electives can easily be coordinated between the two MA programs. For the third/autumn semester, however, the department have presently no elective courses to offer. The website mentions the possibility to choose from the whole UiB portfolio of master courses, but without further specification.

To implement the plans for elective courses in the revised GLGOV-program, there seems to be a need for a thorough revision also of the GOV-program. This is further commented upon in the Program assessment report 2022 for the Master`s program in Politics- and governance. It is important that both the GLGOV- and the GOV-students benefit from these revisions. At the same time as there is an obvious need to coordinate teaching across the two study programs, their uniqueness should be underscored.

Furthermore, it is hard to see that one elective course in the Master`s program in Politics- and governance could count as a specialization, as announced on the website. To work as an actual specialization, the courses offered should thematically go in depth. This is not the case for (at least two of the) the three elective courses currently offered by the GOV-master. In addition, there is probably a need for more than 10 credits for it to be perceived as an actual specialization.

A thorough revision of elective courses in the two study programs gives an opportunity to define what a specialization implies and what kind of specializations to be offered by each program.

Summary

The reformed Master`s program in Politics and Governance of Global Challenges (MASV-GLGOV), starting in the Autumn 2023, offers an interesting approach to political science. It is well composed. Students are given considerable choice; internship is offered; specialisation is offered; and the program is well arranged for mobility or studying abroad. Great freedom of choice is balanced against two substantial program specific courses – which includes the understanding and conceptualising of global challenges. The pedagogical ambitions, building on project-based learning (PBL), is impressive.

To implement the well-planned program, however, there is a need to revise methods courses as well as selective courses in the GOV-master. In the short run there are economical means available to run courses in parallel and allowing for piloting the facilitation-heavy teaching planned. In the long run, however, there is a need to resolve the inherent challenges in integrating the two master programs, and to evaluate the economic sustainability of the GLGOV-master.

**Master's program in Politics and Governance of Global Challenges (MASV-GLGOV),
University of Bergen**

Program assessment report 2023

External referee (2022–2025):

Signy Irene Vabo
University of Oslo
Department for Political Science

Date:

February 29th, 2024

Background information

The reformed Master's program in Politics and Governance of Global Challenges (MASV-GLGOV), replacing the Master's Program in Public Administration (MPA), started up in august 2023. Thus, this assessment report concentrates on employees and student experiences from the autumn 2023. In agreement with the head of teaching, the present report will follow up on the issues raised in the 2022-report.

The report is based on access to the master program's websites, reports and notes received. Furthermore, the peer reviewer has had conversations with the head of teaching Simon Neby (19.1., 19.2 and 20.2.2024), and during the visiting days 19.2 and 20.2.2024 had conversations with master coordinators Lise Rakner (GLGOV), Kari Tove Elvebakken (GOV), the study consultants, Fabian Hattke and Carlo Koos. In addition, the reviewer had meetings with student representatives from GOV, Emma Harestad and Maiken Mucha, and from GLOGOV, Christopher Zwoelfer. Information has also been exchanged via email.

Evaluation of the study program

1. Recruitment of students

For the restructured master's program, the objective was to assemble a diverse cohort of students, distinctly apportioned so that one-third would hail from the Global South, another third from OECD/EU nations, and the remaining third from Norway. The GLGOV program has garnered considerable interest, drawing 128 applicants. Despite the program offering a limited 10 formal study positions, ultimately 23 students were admitted. This intake includes representatives from all three targeted groups of countries – with fewer than half of the students originating from Norway, a lesser number from OECD/EU countries, and a small contingent from the Global South. The underrepresentation of students from the Global South can be attributed to the tuition fees imposed by the Norwegian government on non-EU and EEA students.

The department is preparing an application to the UTFORSK program (Norwegian Directorate for Higher Education and Skills), to be able to offer scholarships for one or two students outside Europe (Brazil, Canada, China, India, Japan, South Africa, South Korea and the USA, <https://www.uib.no/internasjonalt/167670/utforsk-call-2024>). The GLGOV program is open also to the "Students at Risk" (START) initiative, which provides vulnerable student activists with the opportunity to both complete their education and continue their engagement in human rights.

2. Economic sustainability

Currently the department have economical means to finance this relatively high-cost program. As mentioned in the 2022-report: "The plan is to evaluate the program after two years. Issues like professional quality, students' satisfaction, number of enrolled students and program completion would obviously be of interest, but the evaluation should also include the degree to which the program is dependent on increasing the number of fixed study places and the cost of the innovative pedagogical teaching methods."

3. Views on the program

The department has put a lot of effort into making the students feel welcome, heard, and in being responsive to their feedback. The course began with a "coming-together-day," intended to help the students get to know one another. This was appreciated by the students and is considered one of the reasons why they, despite their diverse backgrounds, have become a well-integrated group. There is no unfortunate division into subgroups, nor is there separation between the Norwegian-speaking and English-speaking students.

The department also established a group of self-elected students to provide feedback on the program and the specific courses. The five students in the feedback-group have met, approximately every fourth week, with the coordinator for the master's program, the student administrator, and the head of teaching. The master's coordinator sees this as an efficient way to inform the students and to meet their needs, whether it concerns social issues, adjustments in the teaching schedule, the program itself, or specific courses. The feedback-group meetings are highly valued by the students, who feel that the department has been responsive and has received their feedback in a positive and constructive manner. That is, necessary changes regarding the issues raised by the students have been implemented.

Overall, the students are satisfied with the program and the courses offered in the autumns of 2023. The students seem to appreciate also, that the courses are organized in three blocs per semester.

However, there have been and continue to be some concerns among employees and/or students regarding some (minor) issues:

- Initially, and even now, there have been changes to the formal requirements during the course. These shifts are a source of frustration for the students. They need consistent requirements established before the course begins and standardizing those requirements across all courses would be beneficial (e.g., specifying a consistent number of words or characters).
- Assigning the writing of two literature reviews in one week, as happened in the GOV 351 course on "Understanding Global Challenges: Theoretical Foundations," is not only demanding for the students but also hinders their ability to thoroughly engage with the literature. This practice should be reconsidered.
- Time management appears to be a challenge in the courses, with a tendency to rush through the last part of the two-hour sessions to cover all planned lecture content. This is an issue across all courses but is particularly acute in the quantitative methods course. This course presents difficulties due to the varied levels of statistical experience among students and the fact that it is taught in English, while Norwegian students may be more accustomed to statistical terms in Norwegian.
- Lastly, students' experiences with group work were mixed. While some students are satisfied with their groups, others are not.

Moreover, the intensive nature of the workload in project-based learning (PBL) has been a topic of discussion. Students seem to be managing well, particularly after realizing that the mandatory weekly submissions are part of the examination process (due to portfolio assessment). The initial five weeks of lectures and preparation for discussions have been manageable for the students, but the subsequent two weeks dedicated to exam preparation have posed a challenge. Some international students, accustomed to courses with 2, 3, 4, or 5 ECTS credits, find the 10 ECTS courses to be considerably more substantial. There was uncertainty about the required amount of work. Nonetheless, the introduction given in the first course served as an effective way to familiarize students with the demands of such comprehensive courses.

Also, the student representative has identified a need to meet with the supervisor earlier than currently scheduled, with the upcoming event in May 2023. It is recognized that students need to start considering their thesis topics well in advance of departing for their third semester abroad or beginning an internship. Consequently, it might be reconsidered whether the establishment of a supervisory/advisory relationship planned at the end of the second semester, should occur sooner.

Finally, concerns have been raised about how effectively the content of the compulsory courses correlates with other master programs or PhD studies. By emphasizing the terms "understanding", "researching", and "conceptualizing" it is, for example, not specified what types of theories the students are being trained in. Whether this will turn out to be a challenge for the students is unclear, but it is a possibility that should be kept in mind.

4. Evaluation of the courses

The table below displays the main results from the student evaluation of the courses offered in Autumn 2023.

Course		Number of students	Evaluation
GOV 351 Understanding Global Challenges: Theoretical Foundations (first course, first cohort)	14 teaching sessions: max 20 min lectures and student-driven investigation	26	Four reflection notes (weekly) before sessions: Much work but interesting: unfortunate with more than one reading assignment per week, more standardized number of pages per week, somewhat unclear guidelines, feedback on papers appreciated, well-prepared students Group reflection (one week) and presentation: Inspiring group presentations, learning outcome reached.
GOV 352 Researching Global Challenges	Two-hour sessions, first hour discussion of texts and Q&A, second hour practice in groups	24	More literature dealing with global challenges as a way to illustrate the various steps of a research design. Work on specific articles and how they are constructed instead of focusing on the "theory of research design" Time-management problem: Well prepared students, lively discussions, need three hours to offer necessary practice. Student evaluation positive (score around 4,5 out of 5).
GOV 353 Qualitative methods	Six lectures (two weeks), five practice sessions (one week), seminar/student presentations Students in groups throughout the course	24	Student evaluation positive on teaching (Score from 4,5 and upwards), but a bit less positive (between 3 and 4) on questions about group work. Specifically, challenges in allocation of group members. Students did not appreciate group exam - individual work as final assessment to be considered. Few weeks and intense work at the end of the semester – revisiting the block schedule Flipped approach to practice sessions worked particularly well Training students to use qualitative methods software needs reorganizing

The points made in the student evaluations are discussed above. The issues that arose in the autumn 2023 have been addressed along the way. However, a major lesson learnt is that expectations linked to a subject must be clear and unambiguous before new courses start. Furthermore, there are challenges with group formation and group work that measures should be taken to improve.

In response to the program evaluators question about the use of AI and consequences for evaluation of courses, the programme coordinator explains that several mandatory assignments and oral presentations have been introduced into the pedagogy as a response to this challenge. The plan is furthermore to offer an optional subject on AI in the spring 2025 – possibly in collaboration with the institute for media – on topics such as hate speech, fake news etc.

In the autumn of 2024, students can apply for internships, to constitute 30 ECTS. Questions are raised about how the arrangement should be, what kind of organization is needed, so that students can fully benefit from this work. It is uncertain how many students will apply, and the scheme will of course have to be tested and developed along the way. In any case, half a year of the master study in practice seems to offer limited academic replenishment, compared to options of exchange study or self-organized study.

Furthermore, it is raised as an idea to offer internships at the institute for students who are considering an academic career and aiming to apply for PhD scholarships. These internships could be associated with specific projects and provide valuable insights and experience applicable to the students' master's theses. This approach presupposes that the institute publicly advertises relevant PhD scholarship opportunities for which the students can apply.

5. Elective courses/specialisation

As highlighted in the 2022 assessment report, increasing the range of elective courses available to GLGOV students is essential for ensuring they have the intended freedom of choice in their second and third semesters. It is recommended that the elective course portfolio be expanded to offer five or six courses in both the autumn and spring semesters. The working group assigned to propose initiatives for the development of the Master's program in politics and administration (GOV) seems to have adequately addressed this issue by proposing the introduction of 5 ECTS courses to supplement the courses offered by the GLGOV-program. Such a change would make it possible also to make GLGOV-courses available for GOV-students.

6. Work-life relevance

The students at GLGOV are concerned about future job prospects. The Master Program Committee is working on this on behalf of both master programs (GLGOV and GOV) and is discussing opportunities for the students to organize productive meetings – they have clarified with the institute which will provide financial support for this. There is a desire for the institute to show the students how the study is relevant in a better – and much broader – way than today.

In GLGOV, internships will be an opportunity to make oneself attractive in the job market, but not all students will end up with such opportunities. In conversations with staff, concerns were also raised about the work-life relevance of the master's subjects. The fact that the quantitative methods course (GOV 321), or the teaching in general, does not provide training in specific statistical packages, such as R, can be disadvantageous for students seeking academic positions at other universities. In the 2022 assessment report from the GOV program, it was similarly pointed out by students that the ability to use statistical packages could be an advantage in working life in general. Reference is made to the open subjects offered at SAMPOL, but which may not be so easy to integrate into the study path for students at GLGOV and GOV.

In this context, it can also be mentioned the recurring question of whether the students receive adequate training in written presentations of academic and other texts, as well as in the presentation of scholarly topics. Although the requirements for coursework and evaluation methods are varied at GLGOV, and there are demands for a number of written and oral presentations along the way, this need should still be part of the ongoing discussion of teaching methods.

Summary

GLGOV has established itself as a well-run and successful master's programme during the autumn of 2023. The staff receive excellent feedback on the subjects that have been completed, and both employees and students are well satisfied. Wise steps have been taken with regard to communication with the students, among them the establishment of a feedback-group with self-recruited representatives for the students. The institute has also constructively accommodated the students.

GLGOV is a new program and is still in the developmental stage. However, the review above indicates that even in the initial phase, it is important to provide clear guidelines regarding formalities for subjects before they commence. There is also a desire to meet with advisors even earlier than is currently scheduled for spring 2024. Both issues underline the need to recognize students' needs for information about what they will be working towards and allowing them to plan well in advance.

Internship with a full 30 ECTS credit reward is a high-risk arrangement. It may be difficult to ensure sufficient learning among the students, and they will not be able to delve into academic subjects in the same way as the rest of the students in the programme. The internship arrangement in the spring of 2024 should be evaluated, and alternatives such as a shorter practical period with credit for 10 or 20 ECTS may be considered. In assessing the arrangement many factors need to be considered, not least the practical aspects concerning the students' living situation.

The course is structured to include significant group work. This is basically valuable. However, experience from the autumn 2023 shows that not all groups work equally well and not all students are equally satisfied with the organisation of the group work. The composition of study groups requires ongoing attention. It seems that modifying group compositions periodically is necessary. Moreover, given that the pedagogy relies on group collaboration, perhaps more effort should be devoted to instructing students on group dynamics and effective teamwork strategies.

Lastly, the development of AI and its pedagogical consequences need to be further assessed. Though the GOLGOV program requires several mandatory assignments and oral presentations, the consequences of the rapidly increasing opportunities for students to rely on AI ought to be analysed and addressed appropriately.

**Master's program in Politics and Governance of Global Challenges (MASV-GLGOV),
University of Bergen**

Program assessment report 2024

External referee (2022–2025):

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Date:

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Background information

The reformed Master's program in Politics and Governance of Global Challenges (MASV-GLGOV), replacing the Master's Program in Public Administration (MPA), started up in august 2023.

In agreement with the head of teaching, the present report will concentrate on collecting experiences from the first three+ semesters, with a particular focus on the internships and the mobility/self-organized course alternatives, and how to deal with the 30 ECTS master thesis. In addition, issues raised during the assessment process are reported on, and issues raised in the 2023-report are followed up.

The report is based on access to the master's program websites and submitted notes. Furthermore, I had conversations with the Head of Teaching, Simon Neby, on 22 January, 3 and 4 February 2025. During the visiting days of 3 and 4 February 2025, meetings were held with the master's program coordinators Lise Rakner (GLGOV) and Jacob Aars (GOV), as well with Zuzana Murdoch, Regine Paul, and Fabian Hattke. These lecturers teach and supervise in both the GOV and GLGOV programs. I also met the students' representatives in the master's student committee (all first-year students), which is shared by both programs: Aaron, Emma, Håkon, and Johan from GLGOV, and Eirik, Jakob, and Karoline from GOV. Additionally, some information has been exchanged via email.

Evaluation of the study program

1. Recruitment of students

For the revamped master's program, the aim was to assemble a diverse group of students, with a distribution where one-third would come from the Global South, one-third from OECD/EU countries, and the final third from Norway. In its second year, autumn of 2024, the GLGOV program attracted significant interest, drawing many students. Although the program officially offers only 10 formal study positions, it admits about 25 students. Five formal study positions will be reallocated from the Department of Sociology from the autumn 2025. Even though the number of students does not change, this will improve the financial situation slightly because funding for the study places will be in addition to what the department receives for credit production. At the same time, the department have sufficient capacity, meaning that additional study places will not enable hiring more staff.

Among students admitted in the autumn of 2024, all three targeted groups are represented: the majority of students are from Norway, a few from OECD/EU countries, and a small number from the

Global South. With the aim of creating a diverse cohort of students, the Institute is actively working to recruit students from abroad. In autumn 2024, there was a strong application rate from students in European countries, but very few accepted the offer. Measures are planned to get more of these students on board.

Since the introduction of tuition fees imposed by the Norwegian government on non-EU and EEA students, special arrangements are necessary to ensure recruitment from the Global South. In 2024, the program succeeded to receive funding from NORSTIP, initiated by the Norwegian Directorate of Higher Education and Skills, enabling five scholarships offered to students from the Global South. However, since the University of Bergen utilized the entire allocation from the Directorate in 2024, there will be no such scholarships available for recruitment in 2025 – but hopefully later.

Nonetheless, in 2024, the institute applied for and succeeded in receiving 3 million NOK from the UTFORSK program, also initiated by the Norwegian Directorate of Higher Education and Skills. In the GLGOV program “A global classroom for global challenges”, which runs from March 2025 to December 2028, collaboration is established with four partner institutions in Cape Town (South Africa), São Paulo (Brazil), Seattle (USA) and Toronto (Canada). The program allows for travel grants from these four countries to stay for a semester in Bergen (12 outgoing and 12 incoming students), as well as facilitates guest teacher exchanges (two weeks stays in partner institutions), online guest lectures, and online communication for students at these universities. In addition, joint courses will be developed and offered to students in GLGOV and partner institutions.

The GLGOV program will also continue to recruit students through the "Students at Risk" (START) initiative, which provides vulnerable student activists with the opportunity to complete their education and continue their involvement in human rights.

2. Student satisfaction

The table below displays the main results from the student evaluation of GLGOV-courses offered in 2024.

Course	Teaching	Number of students	Evaluation
GOV355 Conceptualizing Global Challenges: Theoretical Advances	10 lectures + 2 research design seminars. 30 min. lectures, discussion of texts, Q&A, interactive learning methods	22	Student evaluation (18 respondents) positive on teaching, room for discussion and questions to lecturer, less positive on the seminars and some of the interactive methods. No students give full score, 29% score 4 and 71% less when asked to evaluate knowledge and skills gained from the course. 83% give medium score to the readings contributing to their learning. Challenge with students not prepared for discussions. Comments on the course being broad, much literature to read, hard to get oversight. Suggestions for better and clear information ahead of lectures and seminars.
GOV360-1 Global: Globally Organized Crime and Network Analysis	6 sessions, with a mix of student-led activities, seminars, methods, and lectures.	10	Student evaluation (six respondents) positive on readings and materials shared, as well as on the learning outcome of the different elements of the exam. 25% of the students give full score, 50% score 4 and 25% score 3 when asked to evaluate the course's overall contributions to learning outcomes. Time management was raised as an issue, as well as the workload for a 5 ECT's course.
GOV360-2 The Politics and Governance of Migration	6 sessions, blended learning approach	11	Both respondents evaluate (two students only) readings and materials shared positive and are mostly positive on the learning outcome of the three different elements of the exam (split opinion on preparing classes ...). One of the students give full score and the other one score 4 when asked to evaluate the

			course's overall contributions to learning outcomes. The workload for a 5 ECT's course was raised as an issue.
GOV360-3 Gendered autocratization as a global challenge	Student-led moderated seminar discussions, guest lectures, group work and reflection notes	9	Student evaluation (three respondents) positive on readings and materials shared, as well as on the learning outcome of the different elements of the exam. Of the two students answering this question, one gives full score and one give score 3 when asked to evaluate the course's overall contributions to learning outcomes.
GOV360-4 Global: China in Global Politics	Project-based learning, submission of reading memos, student-led activities	7	Student evaluation (five respondents) only partly positive on readings and materials shared. The view on the learning outcome of the different elements of the exam are mixed, with short research briefs or reading memos being most appreciated. None of the students give full score, 40% score 4, 40% score 3 and 20% score 2 when asked to evaluate the course's overall contributions to learning outcomes. Too much emphasis on history was raised as an issue, as well as tiering assignments more with the course syllabus; and the workload for a 5 ECT's course.
GOV371 Internship	Total workload in the internship workplace 12 weeks, 37,5 working hours per week. Midterm meetings with students and their internship organizations and course seminar.	16	Students evaluate (seven respondents) that the internship contributed to their learning (all but one respondent), and that they gained academically and in terms of new skills. Most students felt that knowledge from methodological courses was useful during their internship, whereas theoretical knowledge from previous courses was generally deemed of limited relevance. Students liked the practical work experience, and enjoyed seeing how their academic knowledge can benefit an actual organization.
GOV372 Self organized course	10 ECTS may be designated as self-organized study at the Department of Government where the student conducts a self-taught course supervised by the MA program.	1	The student evaluation point to limited choices as a key impediment. However, both the Phd course (lawtransform) and the course offered by Glode (gender and development) were rated very positively. The student also pointed out lack of repertoire with mentor/supervisor and a feeling of not being given enough direction.

As outlined in this overview, there are several specific pieces of feedback related to specific courses, which will be the responsibility of the designated course coordinator to address. Therefore, I will not delve into the specifics of individual subjects. The reports from course coordinators indicate that necessary changes will be implemented. The need for adjustments along the way is not surprising, but essential.

However, in terms of general issues across the courses raised in the evaluations, there is a clear need for better coordination between the GOV360 courses (5 ECTs). This includes a desire for a more uniform workload and expectations, as well as better alignment of assignment deadlines in the electives to prevent too many overlaps. There is also a concern about adjusting the workload to ensure that students are not required to undertake the same amount of work as they would for a 10-ECTs course. Additionally, there are comments regarding group dynamics that are not functioning well, possibly because not all students are equally prepared.

It is reported that the number of mandatory submissions was reduced in all 5 ECTs subjects in 2024, from two per subject to one, and thereby decreasing the workload compared to 2023.

It is evident that block teaching makes the training quite intensive. I had a brief discussion with the students' representatives about this, and it was noted that the model is vulnerable to illness – for

example, a two-week absence could result in missing a significant portion of the teaching. Moreover, the block model can be demanding as there are no breaks. Nevertheless, the students are pleased with the model and do not wish to change it. They also appreciate the variety of exam types available.

The program coordinator is aware that students find group work challenging. Efforts have been made to create a "code of conduct" for group work, which the students themselves have developed. Additionally, group compositions are changed over time, allowing students the opportunity to work with different groups. From the coordinator's perspective, learning to organize and excel in group work is a crucial part of the program's goal to provide students with work-life relevance. Thus, the stance is that students need to master group work, even if it is demanding.

Regarding the third semester, most students opted for an internship (GOV371), with only one student choosing the Self-organised Course (GOV372) and five selecting the mobility/study abroad option, spending time at partner universities with which the UiB has agreements. The department aims to achieve a more balanced distribution of student choices by autumn 2025. Notably for GOV372, Self-organised Course, an improved guide has already been created to give students a better overview of available courses to choose among at UiB. Additionally, the plan is to rename GOV372 from "Self-organised Course" to "Research Track," which may be particularly appealing to those interested in pursuing a PhD career – though it will be open to all students. The "Research Track" will consist of one mandatory course 10 ECTS in "Academic Writing", along with 20 ECTS of elective courses. The mentor assigned to students at the end of the second semester, who will also supervise their master's thesis, will have at least one meeting with the student during the "Academic Writing" course. I would like to point out that it might be advantageous if the timing of the "Academic Writing" course in the autumn semester does not prevent students from choosing one of the two 5 ECTS method tools courses currently being planned for the GOV master's program.

Below, further details are provided on student feedback concerning the quality of the subjects. Reflections on the implementation of the internship (GOV371) and the organization of the master's thesis work (GOV380) are addressed in points 3 and 4 below.

Students' feedback to program assessor

In the meeting with students' representatives, they expressed satisfaction with both the lecturers and the program itself. They are pleased with their fellow students and the social environment. This aligns with the program coordinator's impression from the feedback group for the Autumn 2024 cohort (this group meets two to three times per semester), which has provided positive feedback.

However, the program coordinator has experienced a significant demand for information. As the students hail from various countries, there is a need to enhance the introduction with a clearer presentation of "how we do things here". This need for improved information dissemination, particularly for international students on studying in Norway and at UiB, was echoed by the students' representatives during my meeting with them.

The students' representatives underline that their critical feedback is not primarily due to dissatisfaction, but rather because they care. However, they convey that they still feel like guinea pigs, with new and, for them, unfamiliar information arriving unnecessarily late. They are highly dissatisfied with unclear course formalities and changes occurring during the teaching period. Although this issue is not consistently reflected by students' feedback in the course evaluations reviewed above, the students' representatives report that inconsistent information across different courses and last-minute changes before exams have been particularly stressful. They desire standardization in assignment word/character counts rather than receiving varied instructions on line

spacing, font type, font size, and whether literature should be included in the word count. They wish for a setup similar to that of GOV students. When lecturers are new and unfamiliar with the program, the students' representatives also want them to receive training on how things are done, ensuring that all lecturers adhere to the formal framework established for the courses.

The students' representatives voice criticism regarding the first course, GOV351 Understanding Global Challenges. The criticism does not concern the lecturers or their delivery but rather the assessment methods in this course, which they believe are not acceptable at the master's level. They feel the assessment is not grounded in academic criteria and gives the impression that the grading was based on the lecturers' opinions rather than students' performance. The GLGOV program attracts students of a very high academic standard, so students believe this must change not to damage the program's reputation by suggesting a low academic standard. After taking this course, one of the students' representatives felt it would have been difficult to recommend the program to others, although the experience improved after finishing the first semester.

Another point of criticism concerns GOV353 Qualitative Methods, where students experienced significant overlap in the lectures, leading to poor use of time. They suggest that lecturers should better coordinate with one another. Additionally, NVIVO was highlighted as essential to the course, yet students felt that the introduction to this tool was insufficient (limited to two sessions of 10 and 15 minutes). Moreover, students did not have licenses to the software and used a free-trial version preventing them from saving their work, which rendered the tool useless. Despite its emphasis in teaching, NVIVO did not feature in the exam. Students believe they should either learn NVIVO thoroughly and use it, or the tool should not be emphasized significantly in the course.

Regarding the GOV321 course in quantitative methods, students from both the GOV and GLVGOV program are very pleased with how the course was conducted in the first block of spring 2025. Students perceive that feedback from the previous year's cohort has been heeded. They are impressed with the course coordinator's responsiveness to feedback and flexibility, which included offering students extra exam preparation. The course coordinator views the changes made as positive, with a greater emphasis on regression logic, the removal of quantitative text analysis and network analysis instruction, and the use of data and facilities at DIGSSCORE for programming in R.

The students' representatives also provided input regarding the sequence and focus of the courses. They suggested that GOV351 could benefit from having an even stronger emphasis as an introductory course. Meanwhile, they felt GOV352 might be more appropriately placed after the methodology courses. However, opinions on this matter were neither strong nor unanimous.

In terms of the social aspect, students' representatives point out that the joint master's committee between GOV and GLGOV indicates they enjoy being together. They share common social interests and elective subjects. While it is easy to obtain support for academic events, social events are not as readily supported. They note that students living at Fantoft tend to keep to themselves somewhat, but at the same time, there is no lack of opportunities for everyone to meet.

3. Internship (GOV371)

Students apply for internships among a list of host institutions provided by the department. The department recruits and contracts with each host institution, ensuring clear communication about the learning objectives and securing time for students to participate in mandatory activities and write their internship reports. Students submit their applications for designated internship positions to the department, which then forwards these to the hosts. Each host institution is responsible for the selection process and contracts directly with the student.

The following requirements are associated with the students' internships:

1. Complete the requirements of the Internship Agreement, with confirmation from the internship mentor at the host institution.
2. Attend a compulsory seminar at the home institution, where interns present their internship experiences. This involves presenting a 2500-word draft of the student's exam assignment/final internship report.
3. Submit the exam assignment: an internship report of 5000 words (+/-10%, excluding the title page, table of contents, references, tables, and all attachments) by the end of the internship semester.

According to information given from the course coordinator to the students, the expectation is that the report will "touch upon all three core requirements of the exam: (i) a description of the goals and expectations before the internship; (ii) a description of activities, tasks, methods learned, and professional experiences during the internship; (iii) a discussion of the results achieved, including a critical reflection on the experience". Furthermore, students are asked to develop a reflection on the work they did during their internship in light of what they were taught (and learned) in their previous master's courses.

In autumn 2024, the internship period lasted 12 weeks, with 37.5 working hours per week. This has been extended to 14 weeks starting in autumn 2025. Each student is contacted by their mentor/supervisor for a "midway discussion" and the department receives feedback from students in their internship reports. The internship reports from autumn 2024 indicated that students generally had difficulties connecting education with practice but provided good reflections and a critical perspective on their internship experience.

As shown in the table above, students are generally satisfied with their internships. The course coordinator has received positive feedback from students. The fact that all host institutions in the autumn 2024 wish to have students for internships in the coming autumn is an additional sign that this arrangement is successful.

In my conversation with students' representatives, it emerged that internships are perceived as important for the students. Internship is seen as a good way to integrate into Norway for those coming from abroad. However, students highlighted the need for priority access to Norwegian language courses for international students to make this integration genuine. As the situation stands, it is paradoxical that the GLGOV program simultaneously requires students going abroad on exchanges to take a language course in the host country.

There are an issue concerning the current prerequisite, which is the "completion of all first-year courses". The application deadline is at the beginning of April, students receive offers from host institutions during April, and contracts are signed in May—before the end of the semester. Therefore, students must apply before they have taken all first-year exams in the GLGOV program. The requirements should thus be adjusted to reflect what is realistic for the student to achieve before applying.

There is also an issue related to the number of internship positions and the distribution of students among them. In autumn 2024, all host institutions had applicants and hired interns. However, if there are too few students or too many host institutions, some host institutions may not secure a contract with a student, which could affect their motivation to offer internship positions in the future. Therefore, it is important to maintain a balance between the number of placements and students.

In line with the program assessment report for 2023, pointing to the fact that the internship period is quite long, this was discussed in the various meetings with staff. Everyone agreed that a 30 ECTS internship is extensive, and there might not be much to lose by reducing the internship period. We

will not understand the full implications of this long period until the first students complete the entire program in spring 2025. The current internship arrangement should definitely be evaluated.

Regardless of any evaluation, the question is whether such a long internship period ensures sufficient learning among students. Compared to other programs offering internships, allocating 30 ECTS for 12 or 14 weeks of work is generous. A whole semester absence obviously deprives students of the opportunity to delve into academic subjects in the same way as other students in the program. In my opinion, it might therefore be advantageous to reduce the internship period to 20 or 10 ECTS.

If the internship is reduced to 20 ECTS, for example, both the timing of the course in the autumn semester and what should be offered in the remaining 10 ECTS need to be discussed. It would likely be beneficial for students to gather for a common compulsory 10 ECTS course in the semester before starting their master's thesis. However, students on exchange programs often spend an entire semester abroad, meaning they would not be present in the third semester. This makes it more realistic to offer only elective courses during the third semester. One possibility would be to have the 10 ECTS as electives in the first block of the third semester, allowing for the offering of the two planned 5 ECTS method tools courses in the GOV master's program.

4. 30 ECT's master thesis (GOV380)

Regarding preparation for the master's thesis, mentors—who also serve as thesis advisors—were appointed in the second semester (June 2024), before the optional third semester. The arrangement is for the mentor to have a meeting with the student before the autumn semester, which those lecturers I spoke with find useful for discussing the potential focus of the master's thesis. However, contact between supervisors and students during the third semester was limited or absent. The interaction primarily served as a check-up to ensure students were doing well in their internships, rather than as a discussion about the thesis. One perspective presented was that students are fully occupied with their internships or other elective activities, so no significant effort related to the master's thesis can be expected during the third semester anyway.

In addition to individual supervision, the spring semester includes two mandatory supervision seminars, one in January and one in March, with the submission deadline at the beginning of June. During the January seminar, students' ideas for their master's projects were discussed, with a notable variation in how well-developed these ideas were. From the lecturers I met, a comment on the January seminar is that each student had limited time available to present and discuss their ideas. The GOV program also incorporates supervision seminars as part of the master's module, but here students receive considerably more time to discuss their projects. A question was raised also regarding the scale of supervision provided in the two master's programs. According to the supervision contract for GLGOV Master's thesis (30 ECTS), the supervisors *"shall offer the student a minimum of six meetings in total, of which one is to be held in the third semester of the program (with the exception of July and December)"*. For the GOV Master's thesis (60 ECTS), the contract states that *"the student is entitled to up to 10 supervision meetings in total, but no more than 2 meetings in the same month. Supervision can take place within research groups or through individual supervision meetings"* (translation by ChatGPT UiO). It might be advantageous to specify the extent of supervision that students are entitled to uniformly across both master's programs—either as a minimum, a maximum, or both. With the reduction to 45 ECTS in the GOV master's program, there is a need to evaluate the extent of supervision in relation to the GLGOV master's program.

In discussions with students' representatives, I found that they were anxious about how those who have spent the third semester in internships will adjust to returning to the academic demands of writing a master's thesis. Having been accustomed to the regularity of a work environment, they may benefit from maintaining a structured schedule, but the academic shift could also present challenges.

Supervisors have varying perspectives on the potential challenges of completing the master's project within one semester (30 ECTs). Those who have taught at institutions where this timeframe is common express little concern, while those transitioning from supervising students who had two semesters to complete their thesis recognize the stark difference. The primary concern is perhaps the limited time available for data collection.

Despite the tight timeline, it is emphasized that the requirements for the thesis will remain unchanged, meaning that all elements typical of a scholarly work of this nature must be included. The key will be to narrow the research question and limit data collection scope so that the project can be realistically completed within a semester. The number of pages/words will need to be reduced. Certain methods, such as "field work," may not be feasible. Additionally, the exact expectations need to be communicated to both students and supervisors.

5. Artificial intelligence (AI)

Over the past year, AI has been significantly more utilized, both among staff and students. It is noted that UiB does not have clear regulations in this area, and there has not been a particular emphasis on this at the department. Students do not receive systematic training in the use of AI tools.

There is currently no comprehensive approach to its use within the GLGOV-program. One lecturer has introduced a requirement for students to report any usage of AI in their internship reports and master's theses (excluding prompts). Another lecturer has developed a new 5 ECTs elective course discussing AI in the broader setting. Thus, there are obviously competencies in the field within the GLGOV-program. However, there has not been a broader discussion on the potential use or misuse of AI in examinations. It is not perceived as a major issue in the master's programs. The idea is to make any necessary adjustments to GLGOV as the department gains more experience with the implementation of this master's program.

Summary

GLGOV has established itself as a successful master's program. In 2024, significant efforts were made to recruit students from abroad. The department successfully obtained funding for international students through the NORSTIP program, initiated by the Norwegian Directorate of Higher Education and Skills. Moreover, it succeeded in securing funding for a more long-term program, running from March 2025 to December 2028, from UTFORSK, also initiated by the Norwegian Directorate of Higher Education and Skills. Additionally, there is a desire for more applicants from European countries to accept offers, and the department is actively working on this. Thus, the effort to attract a diverse range of students, as desired for the GLGOV program, remains an ongoing challenge requiring significant commitment from the department.

The atmosphere in the program is positive. The department communicates with students through a feedback group comprised of self-recruited students' representatives. The impression is that the 2024 cohort is satisfied with the lecturers and the program, and they appreciate the block teaching format. However, in my meeting with representatives from the first-year students, they were eager to convey what was not working well.

GLGOV is still a new program. After just starting up in the autumn 2023, the assessment report for 2023 emphasised the importance of providing clear guidelines regarding formalities for subjects before they commence. However, also this year's students are concerned that new and, for them, unfamiliar information arrives unnecessarily late. They are highly dissatisfied with unclear course formalities and changes occurring during the teaching period. Although this issue is not consistently

reflected in the feedback from students in the course evaluations presented in this report, the representatives for students hold that inconsistent information across different sources and last-minute changes before exams have been particularly stressful. They desire standardisation in assignment word/character counts. The evaluations of individual courses (presented in a table in this report) also show a clear need for better coordination between the GOV360 courses (5 ECTs), including a more uniform workload and expectations, as well as better alignment of assignment deadlines in the electives to prevent too many overlaps. Summing up, there is still important work to be done to coordinate the courses offered so that students experience a balanced workload, and there is an urgent need to coordinate lecturers and expectations to ensure that guidelines are agreed upon and clearly communicated to students.

The program coordinator points out that the pedagogy in the GLGOV program relies on group collaboration, being an important part of the learning outcome. Last year, an issue was made by the students' representatives on challenges concerning group work. This is not brought up as a significant problem by the 2024 cohort. Measures taken to create a "code of conduct" for group work and to change the group compositions over time seems to have given a positive effect.

In last year's assessment report, special attention was given to the third semester internship option, with a full 30 ECTs credit reward. The students are happy with their internships, and students' representatives find the option important. There is an issue concerning the current prerequisite and deadline for application that needs to be sorted out. The internship arrangement in the spring of 2024 should in my opinion be evaluated, but there are in any case good reasons for limiting the period and ECTs for internship. First, allocating 30 ECTs for 14 weeks of internship and the current requirements and exam (internship report) is generous. Second, it may be questioned whether the long internship period ensures sufficient learning, depriving students of the opportunity to delve into academic subjects in the same way as the rest of the students in the program. In my opinion, it will therefore be advantageous to reduce the internship period to 20 or 10 ECTs.

As regards the 30 ECT's master thesis (GOV380), supervisors have varying perspectives on the potential challenges of completing the master's project within one semester. Those who have taught at institutions where this timeframe has been common express little concern, while those transitioning from supervising students who had two semesters to complete their thesis recognize the stark difference. However, there are agreement that the requirements for the thesis will remain unchanged, meaning that all elements typical of a scholarly work of this nature must be included. The key will be to narrow the research question and limit data collection scope, and the method utilized so that the project can be realistically completed within a semester. The number of pages/words need to be reduced. Additionally, the exact expectations need to be communicated to both students and supervisors. Issues are raised about the mentor/supervisor role, that seems to be unclear for some of the lecturers, as well as the short time allocated to the students in the mandatory seminar (the first one organized in January 2025) and the scale of supervision provided. With this in mind, experiences from the first cohort of GLGOV students writing 30 ECTs master thesis should be evaluated in the spring 2025.

In terms of AI usage, there is currently no systematic approach being implemented at the department awaiting guidance from the central university administration. Though the GOLGOV program requires several mandatory assignments and oral presentations, the consequences of the rapidly increasing opportunities for students to rely on AI ought to be analysed and addressed appropriately. Training in this area—for both students and educators—should be prioritized. Additionally, a policy should be established regarding the impact AI should have on the types of coursework required and the forms of examinations used.

Lastly, I have not spoken with any second-year students from the GLGOV program and therefore cannot provide feedback on their experience of the optional third semester and the work begun on their master's thesis. Regardless of the annual program assessment, I assume that the intentions to evaluate the program after two years will be followed up in the spring 2025. As mentioned in the program assessment report for 2022: *“Issues like professional quality, students’ satisfaction, number of enrolled students and program completion would obviously be of interest, but the evaluation should also include the degree to which the program is dependent on increasing the number of fixed study places and the cost of the innovative pedagogical teaching methods.”*

Cohort 2023-2025

See: <https://www.uib.no/gov/174357/my-internship-rafto-foundation>.

This student is now employed at Rafto, and shared the following insights with us in December 2025:

«My internship was very educational. I was challenged both professionally and personally, as I had to step beyond my comfort zone. The internship also helped to make the world of work less intimidating, which gave me more self-confidence and a better understanding that you don't need to know everything when you start a new job, but it is an advantage to be willing to learn and to be open to new experiences.»

Cohort 2023-2025

See: <https://www.uib.no/gov/174367/my-internship-veyt>

This student is now employed at Veyt, and shared the following insights with us in December 2025:

“One year later, I look back on my internship at Veyt as a very valuable experience. The learning outcomes have been both subject-specific and more general. I learned about European energy and climate policy from experts in each field, while developing important interpersonal skills. The ability to communicate and collaborate with colleagues is one of the things I have benefited from the most as a new employee. I often think back on my time as an intern and am very glad that I had and took the opportunity to have an internship. I would recommend such a stay to any student who gets the chance.”

Cohort 2024-2026

«I am spending the semester at the UiB Brussels Office. It is very interesting and varied, and a workday here is never the same. This week we are hosting a group of researchers from the Faculty of Medicine and Haukeland Universitetssykehus. For them, I have planned meetings with the Norwegian delegation to the EU, the European Health Management Association, as well as the Norwegian Research Council, all of which I have attended. So, this week (and in the weeks leading up to it), I have really been challenged on what it means to work for a university with such a broad specter of fields. ... In general a very exciting semester, filled with many new impressions and hopefully growth, academically and professionally, as well as personally.»

Cohort 2024-2026

«Norad is a very diverse workplace. We have colleagues with 20 years of diplomatic experience from embassies around the world and colleagues with long careers from the Ministry of foreign affairs. Some colleagues are clearly interested in development work due to Norwegian interest, buuu. However, the majority is incredibly passionate about development and aid, and want to make the world a better place for all. Before Norad, many have worked been civil society actors, or worked for the UN, Amnesty, or other human rights organisations. The diversity in backgrounds is what makes it fun, although they should work on hiring more young people (the average age here is way too high, in my opinion hehe). However, they all have in common that they are very welcoming and friendly, and bring us

along to fun meetings, events and social activities.

Overall, the work environment at Norad is amazing, and we have a committee that ensures that there are frequent events and activities happening at the house.»

«One of the absolute highlights was joining a meeting with State Department of Economic Planning in Kenya. We discussed their challenges related to data management, corruption, and digitalization, and how Norway can support their efforts to build stronger systems. It was so inspiring to be part of such a dialogue, working closely with dedicated servants, and seeing how genuine collaboration can drive progress.»

«- Do you all recommend this internship to class of 25?

Yes! You get to work in an incredible environment, meet important actors from the whole world who work with incredibly important and difficult development questions. Especially now, when the playing field for civil society actors shrinks, democracies are backsliding, the USA have stopped funding, and conflict increases, Norad is an incredibly important actor. Therefore, and right now in light of the unstable geopolitical climate, Norad is a super interesting place to be an intern. As you can tell, we're genuinely excited about the opportunities we've had to dive into such fascinating topics here at Norad. We never expected to be given so much responsibility or to work so closely with the Norwegian Ministry of Foreign Affairs, embassies, and civil society organizations. We wholeheartedly recommend this internship and encourage everyone in the year below to apply. Norad is a fantastic place to learn and grow, surrounded by inspiring colleagues who bring a wealth of experience and perspectives from around the globe. It's also the perfect environment to build a strong professional network as we prepare to take our next steps into working life.»