

MAPS-GAD - studieprogramrapport 2012

Programme leader's assessments

The study programme; profile, structure, academic and social activities

The Gender and Development course is a Masters programme that admits students every two years. The last class graduated in June 2011, so the current class were in their second and third semesters in 2012. The current class consists of 16 students: 8 south Quota students (Bangladesh 2, Nepal 1, Ethiopia 2, Ghana 2, Tanzania 1), 1 East Quota student (Georgia), 3 self financing students (Iran, USA, Pakistan), 5 Norwegian students. All the students did in 2012 follow normal progression, and all passed all exams. Two students from the 2009 cohort who had postponed the submission of their thesis submitted and passed in 2012 (results: A and C)

The courses followed by the students in 2012 were all GAD courses that have been running over the last few years. Although regularly updated, there were no new courses taught during 2012.

GAD got a new Ph.D candidate in January 2012, Victor Chimhutu, and another one in October, Padmaja Barua. Both are former GAD master students.

Different kinds of social events for our students were organised during 2012, including a one day seminar spring and autumn terms and the annual Christmas party.

Practical realisation

Spring semester: The students followed classes in theory of science and methodology. Due to efforts at HEMIL to further develop cooperation between the master programmes at the institute, the theory of science course was reorganised so that an important part of the teaching took place together with the Child Protection students. This was a trial arrangement. A combination of different teaching schedules – Child Protection lectures intensively over 2-3 days a few times per semester, while GAD offer weekly lectures – and the main lecturer falling ill shortly before the dates when the lectures were to be given demonstrated how fragile such a cooperation is, and led to the decision to cancel further co-teaching in theory of science. Despite the challenges that occurred lectures and assessment took place according to schedule.

However, due to UoB exam regulations the theory of science course can no longer be assessed independently as before, and was therefore included in the GAD 303 Methodologies course portfolio. This posed considerable risks in case of students failing, as they could not be informed about this and reassessed until June, when they were supposed to leave for fieldwork. This situation led to a study plan revision to separate the theory of science course into an independent unit. This will be valid from the next course (spring semester 2014) onwards. After the theory of science GAD 303 continued with more practical training in

methods in preparation for the field work, assessed as usual with portfolio assessment. Marit Tjomsland was course responsible for GAD 303.

The course in project proposal writing (GAD 304) took place in parallel with the practical methods training. Cecilie Ødegaard was course responsible for GAD 304 in the absence of Haldis Haukanes. The students presented proposal drafts in weekly seminars, and also received individual supervision on the proposals. All students finished their courses on schedule and left for field work in June.

Autumn semester: The students returned to semester start mid September. For various reasons, a few students were delayed in their fieldwork and arrived a bit late. After a two days kick-off course the semester proceeded as usual with (approximately) monthly lectures introducing the work with the different parts of the thesis, and weekly project seminars (GAD 350). Haldis Haukanes returned after a sabbatical this semester and took up her teaching and supervisory duties as usual.

Number of applicants per study place, realisation, proportion of failed students, dropouts

Spring semester: All students passed all exams and assessments on time. Autumn semester: no exams, all students were on schedule per 31.12.12.

GAD did not admit any students in 2012.

Results

Spring semester:

GAD 303: A: 0 B: 7 C: 3 D: 4 E: 2

GAD 304: All passed

Access to resources

The problem of insufficient administrative support that was more thoroughly described in the 2011 programme report has not improved in the course of 2012 and remains unacceptable.

Except for the challenges on the administrative side, resource situation has been satisfactory.

Comments to student evaluations including assessment of students' experience of group belonging

Student evaluations in 2012 were generally positive. The students seemed to enjoy each other's company and functioned well as a group.

Students' access to information and documentation

There have been some problems related to lack of updated student information at Myspace, files at Kark, etc. The consequences of such problems have been made more severe by the lack of printed information and other alternatives than Kark for hand-ins etc.

Access to relevant literature

No problems with compendium production after we changed to Kopibutikken due to lacking and faulty service from Studia.

We are generally very pleased with the faculty's library services.

Programme leader's overall assessment, including suggestions for improvements

Considering that GAD was running without one of two senior staff through the first half of 2012, we are fairly satisfied with the year. New department policies and the complications with the theory of science/methodologies course GAD 303 has led to a restructuring of the second semester, where the main changes are an independent course in theory of science (10 cr), and elective courses (5 cr) offered at HEMIL (as opposed to the previous 10 cr elective courses that could be chosen among all suitable MA-level courses at UoB). GAD 304 (5cr) remains unchanged, while the course in Methodologies now is 10 cr. The changes will be effective from the next class onwards.

Apart from those changes, as our model for the master course by now is well established and runs well, we have not considered it desirable to make major changes in this model in 2012. We are satisfied both with the organisation of the students' thesis writing process, and with the organisation of the theoretical courses including written assignments. These are models that have been followed for several years, and both our own experiences and the student evaluations confirm that they have reached a constructive form.