



Guidelines for examiners

Master examination in Global Health

Learning outcomes: see course description for INTH395A (60 ECTS thesis) and INTH395B (30 ECTS thesis).

Instructions to the examiner:

For each section, draw a circle around the description that best matches your evaluation of the thesis. For a student to get an A, most sections should be at level 4. If someone is at level 1 for several sections, F is the expected grade. The overall description of what is required for each grade can be found on the last page. The text in the table below describing levels 2 and 3 are examples (not a complete list) of intermediate levels. When most of the sections are at level 3, the student should get a C, whereas a student who get an E when most sections are at level 2.

Thesis section	Fail 1	Pass 2	Pass 3	Pass 4
Title	Unclear or vaguely formulated.	Contains words that describe the aim.	Contains words that describe the aim and the study design* .	Contains words that describe the aim and the study design* and the main outcomes* .
Abstract	Missing or incomplete. Contains superfluous information.	Contains background, aim, method, results, and conclusion.	Contains background, aim, method, results, and conclusion, and these are proportional to the content relevance.	Contains background, aim, method, results, and conclusion, and these are proportional to the content relevance. Conclusion is clearly connected to the Aim.
Introduction/ background	Incomplete. The global health relevance of the topic, the knowledge gap and the relevance of the study in addressing this gap not sufficiently explained.	Unstructured text. Describes the global health relevance of the topic. Identifies relevant knowledge and knowledge gaps but old or less relevant literature is used. Weak rationale.	Introduction is structured. Describes the global health relevance of the topic. Identifies relevant knowledge and knowledge gaps with the support of scientific literature but does not go	Introduction is structured. Describes the global health relevance of the topic with local and global perspective. Identifies relevant knowledge and knowledge gaps with the support of

Thesis section	Fail 1	Pass 2	Pass 3	Pass 4
		When relevant, a hypothesis/research question is presented. The research question is not well linked to the rationale.	sufficiently in-depth or based on old literature. Provides a rationale for the study. When relevant, a hypothesis / research question is presented. The research question is linked to the rationale.	updated scientific literature and demonstrates advanced knowledge of the topic and critical reflections on the cited literature. Introduction provides a convincing rationale for the study. When relevant, a theoretical or conceptual framework and/or hypothesis is presented. The research question is linked to the rationale.
Aim	Aim is missing or incomplete.	The aim and specific objectives (when relevant) are described but not structured.	The aim and specific objectives (when relevant) are described and structured properly (specific, measurable/researchable, achievable, relevant, and time bound, i.e. SMART)	The aim and specific objectives (when relevant) are clearly described and structured properly (specific, measurable/researchable, achievable, relevant, and time bound, i.e. SMART) and clearly linked to the introduction and study rationale, research question and study design.
Method/ Materials	Unsuitable or poorly described method.	The method chosen is suitable for addressing the aim but not described in an understandable way. The description is far too superficial. The analysis methods not well described.	The method chosen is suitable for addressing the aim, justified and is described in an understandable and structured way. Where relevant sample size has been calculated. The description is too short to	The method chosen is suitable for the aim, justified and is described in an understandable and structured way. Where relevant sample size has been calculated. The description is sufficiently detailed to allow the reader

Thesis section	Fail 1	Pass 2	Pass 3	Pass 4
			enable the reader to understand exactly how the data was collected. The analysis methods are described at a basic level.	to understand exactly how the data was collected. Relevant methodological literature is cited and the text indicates advanced knowledge about methods. The analysis methods are suitable and clearly described.
Ethics (part of methods section)	Missing, or what is included is not relevant to the project.	Ethical considerations relevant to the project are described, but detailed description is missing.	Ethical considerations relevant to the project are described. Potential risks/benefits are described.	Ethical considerations relevant to the project are described and well explained. Potential risks/benefits are described.
Results	The results do not relate to the aim or are largely missing.	<p>The results are clearly linked to the aim, but the analyses are basic. The text describes the findings but is superficial and repetitive.</p> <p>For quantitative projects: tables or figures contain relevant characteristics of the study.</p> <p>For qualitative projects: correct presentation of results according to the chosen method. Quotes are superficial.</p> <p>For literature reviews: tables and figures contain relevant</p>	<p>The results presented are clearly linked to the aim and presented in a structured way. The analyses are relatively advanced. The text describes the findings without unnecessary repetitions.</p> <p>For quantitative projects: tables and figures contain relevant findings.</p> <p>For qualitative projects: presentation with categories and themes that correspond to the content. Quotes validating the text are provided.</p>	<p>The results presented are clearly linked to the aim and presented systematically in a logical structure in accordance with the stated research tradition. The analyses are advanced. The text describes the findings concisely.</p> <p>For quantitative projects: tables and figures are clear, informative and contain relevant findings.</p> <p>For qualitative projects: In-depth presentation with categories and themes that are explained and correspond to the</p>

Thesis section	Fail 1	Pass 2	Pass 3	Pass 4
		information about selection and characteristics of included studies.	For literature reviews: tables and figures contain relevant information about selection, characteristics of included studies and risk of bias within included studies, but certain information is missing.	content. Quotes validating the text and providing deeper insight are included. For literature reviews: tables and figures contain relevant information about selection, characteristics of included studies and risk of bias within included studies.
Discussion	Not relevant to the study or unstructured. The results are repeated without being discussed. No connection with other research. Lack of critical reflections.	Relevant discussion of results. The study's strengths and weaknesses are identified , but in - depth discussion is lacking, including lack of critical reflections on own contributions to the field.	Discussion is structured and follows a logical pattern . Relevant discussion of results in relation to the study aim and relevant scientific publications . The study's strengths and weaknesses are discussed . The student is able to reflect critically on own contributions to the field . Recommendations for policy and research are discussed .	Discussion is structured and follows a logical pattern. Discussion of results is in-depth in relation to the study aim, research tradition , recent and relevant scientific publications, and context and theory (if relevant). The study's strengths and weaknesses, and the uncertainties, reliability and validity/ trustworthiness of findings are discussed in-depth . The student is able to reflect critically on own contributions to the field. The results are put into perspective in relation to existing knowledge and future implications and

Thesis section	Fail 1	Pass 2	Pass 3	Pass 4
				recommendations for policy and research are discussed. All recommendations are based on own findings.
Conclusion	Missing, or unrelated to the results, or is not relevant to the aim of the study.	Describes the main conclusions but is unclearly phrased.	Is in accordance with the findings and describes the main conclusions and links them clearly to the aims.	Is in accordance with the findings and describes the main conclusions in relation to the study aims and summarizes in a critical manner whether the findings are likely to be valid/trustworthy.
References	Missing, irrelevant, too basic, or poorly organised references.	The largely relevant references are structured, in the correct order and are in the same format.	Relevant references listed in the correct order using a consistent style . All statements that could be contested are supported by references .	Relevant references are listed in the correct order using a consistent style and include all the details required . All statements that could be contested are supported by references. The majority of the references are peer reviewed publications .
Language	Frequent spelling mistakes and grammatical errors.	Occasional spelling mistakes and grammatical errors. The text is generally easy to understand . Most of the language in the text is scientific.	Proper grammar and correct spelling . The text is generally easy to understand. Scientific language according to publication standard is used.	Proper grammar and correct spelling. The text is generally easy to understand and precisely written . Scientific language according to publication standard is used.

Thesis section	Fail 1	Pass 2	Pass 3	Pass 4
Structure	The text is unstructured with lack of logical order of text, incomplete or very complicated sentences	The text follows the IMRaD structure. Sentences and paragraphs that are too short or long.	The text follows the IMRaD structure and has a logical sequence of paragraphs. Paragraphs are well structured. The text flows well with sentences and paragraphs that are of an appropriate length.	The text follows the IMRaD structure and has a logical sequence of paragraphs. Paragraphs are well structured, starting with a topic sentence and focusing on one topic. The text flows well with sentences and paragraphs that are of an appropriate length.
Overall impression of thesis	The work does not appear to constitute one year's work and is far too limited for a 30 or 60 ECTS thesis.	The thesis and its contribution to the knowledge field is limited.	The thesis is extensive enough and its contribution to the knowledge field is fair.	The work demonstrates creativity and/or contributes to new knowledge/innovation. It is extensive enough for a 30 or 60 ECTS master thesis
Supervisor's and student's confidential statements	The supervisor indicates that the student has not contributed much to most of the sections.	The supervisor (and fellow student if joint thesis) confirm that the student has done sufficient work on most of the sections but needed more inputs than is usually necessary on all sections.	The student clearly distinguishes own contribution from those of others. The supervisor (and fellow student if joint thesis) confirm that the student has done sufficient work on all sections, did some independent work but needed substantial inputs on most sections.	The student clearly distinguishes own contribution from those of others. The supervisor (and fellow student if joint thesis) confirm that the student has worked very independently and has taken the main (or substantial if joint thesis) responsibility on all sections.
Presentation during oral exam	The presentation is unstructured. The student speaks with an inaudible volume of voice.	The presentation is unstructured. The layout of the slides is appealing. The student speaks with an audible volume of voice. Presentation is	The presentation is structured. The conclusion reflects the aims. The presentation can be understood by a general academic audience. The	The presentation is well structured. The conclusion reflects the aims. The presentation can be understood by a general academic audience. Special

Thesis section	Fail 1	Pass 2	Pass 3	Pass 4
		within allocated time.	layout of the slides is appealing. Figures are clear and tables readable. The student speaks with an audible volume of voice, has an appropriate talking speed. Presentation is within allocated time.	terms and abbreviations are explained. The layout of the slides is appealing, and the amount of text is suitable. Figures are clear and tables readable. The student speaks with an audible volume of voice, has an appropriate talking speed. The tone of voice and the body language convey engagement and assertiveness. Presentation is within allocated time.
Discussion during oral exam	The student demonstrates limited knowledge of and skills in the global health area focused in the research. Does not appear to understand the methods used.	The student demonstrates basic knowledge of and skills in the global health area focused in the study. Appears to understand the basics of the methods used.	The student demonstrates in depth knowledge of the global health area focused in the study. Appears to understand well the methods and theories used. Able to explain the implications of the findings. Can place the results in the study context.	The student demonstrates in depth knowledge of and advanced skills the global health area focused in the study. Appears to have an advanced understanding of the methods and theories used. Can describe relevant rules and regulations on ethical research requirements. Able to explain the implications of the findings. Can place the results in a more extensive context. Can apply knowledge and skills in other

Thesis section	Fail 1	Pass 2	Pass 3	Pass 4
				areas of global health and propose innovative ideas for research in global health.

**May not be relevant for qualitative studies.*

For a paper-based thesis, the format of the article should be in accordance with the format and guidelines of the journal which the student plans to submit the paper to.

Procedures during oral Master examination

- Examiners' meeting: 30 minutes
 - The external and internal examiner meet half an hour before the oral exam, or whenever they agree, to discuss the strengths and weaknesses of the Master Thesis and agree on a grade. The grade is written on the Thesis Censor form. For a paper-based master thesis, the article should count 50-70% towards the grade – with a higher weight given when the student has worked very independently on the thesis according to the supervisor's Confidential statement. The cover-story will thus count 30%-50%.
 - The examiners agree on core issues to discuss with the student and how to divide the questions between themselves, making sure that all major parts of the thesis are covered.
 - The examiners may invite the supervisor into the meeting if there are issues that need clarification, e.g. regarding how independently the student has worked on the thesis.
- The oral exam: 60 minutes
 - The internal examiner acts as the chair during the oral exam and gives a brief introduction of the participants and the procedure.
 - The student has 15 minutes to present the Master Thesis.
 - This is followed by a 45-minute oral examination. The external examiner acts as the main examiner.
- Evaluation:
 - After the oral examination, the student and supervisor(s) leave the room for the examiners to discuss and agree on the final grade. Based on the performance during the oral exam, this grade can be adjusted with maximum one grade up or down compared to the grade set for the written Master Thesis.
 - The final grade is written on the Thesis Censor form and signed by the internal and the external examiner.
- The internal examiner summons the student and supervisor(s), and the external examiner conveys the final grade with a brief explanation.

Grading scale

Below you find the general, qualitative descriptions of the criteria used in the assessment of examinations.

A	Excellent	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a very high degree of independent thinking.
B	Very good	A very good performance. The candidate demonstrates sound judgement and a high degree of independent thinking.
C	Good	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.
D	Satisfactory	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
E	Sufficient	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
F	Fail	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.

University of Bergen's Rules for Education (applies to all students at UiB):

https://regler.app.uib.no/regler_en (mainly in Norwegian)