



**Minutes from the meeting in**

**Programme Committee for Global Health**

**Monday 25 January 2021 at 14.30 – 16.15 p.m. (on Zoom)**

**Attendees:** Karen Marie Moland; Thorkild Tylleskär; Bente Moen (Head of CIH); Tehmina Mustafa; Ingunn Marie S. Engebretsen, Sven Gudmund Hinderaker; Ingvild Fossgard Sandøy; student representatives: Mudasar Iqbal and Marta Wysocka (1<sup>st</sup> year)

**Secretary:** Linda Karin Forshaw

**I Approval of the Agenda**

The agenda was approved.

**II Minutes from the Programme Committee meeting on 9 November 2020**

The minutes were approved.

**III Matters arising from the minutes**

- Re. Subject 49/20 - Meeting point for 2<sup>nd</sup> year master students in the autumn semester. These meetings were not led by a scientific employee as planned, but *Research seminars* (INTH326) has just started up this semester and both for 1<sup>st</sup> and 2<sup>nd</sup> year students, so this is no longer an issue.

One of the student representatives asked if the seminars would be on campus or online. As long as the pandemic is going on, we will provide a link to Zoom for these and other courses. Regarding the course INTH321A; Thorkild has informed Global Health students that there will possibility be on campus sessions, but we have to follow the restrictions and it may not be possible. Intensive group work, introductions, computer lab and some other sessions will be live (real time).

Regarding the course INTH360; Ingunn said that it is planned on campus, but last year she had to change it to online. It is difficult to combine all the elements. It can be lengthy and tiresome for the students. Laurie Blair's recommendation is that one should use pre-record snapshot lectures, with tasks in between (flipped classroom). Online sessions often make passive students even less active. Ingunn recommends that teachers are available for live sessions, so the students feel they are seen. Karen Marie recommends discussion sessions on Mitt UiB. Tehmina has a lot of experience from INTH328B and she thinks the quizzes with prereading are very effective to get the participation from most of the students, similar to flipped classroom and they count towards the final grade. This is quite demanding when planning and designing online courses, it takes time the first time, but is easier to build on later. The student representatives thought live session are very helpful because it guides them how to approach the subject and how they are supposed to think. They think it is a good idea to keep Zoom meetings available after class even though the teachers are not

available, the students can exchange experiences and help each other. Group work is not always fair, everyone should be responsible for something.

## **Subject 1/21 Matters of information**

### ***New student representative***

Marta Wysocka will replace Camilla Brox as one of the student representatives.

### ***SAFE server and RETTE***

The IT-department at UiB has developed a solution for secure processing of sensitive personal data in research, SAFE (secure access to research data and e-infrastructure). SAFE is based on “Norwegian Code of conduct for information security in the health and care sector” (Normen) and ensures confidentiality, integrity, and availability are preserved when processing sensitive personal data. Through SAFE, the IT-department offers a service where employees, students and external partners get access to dedicated resources for processing of sensitive personal data.

Administrative Research coordinator Anne Berit Kolmannskog gave the Committee information about SAFE and registration in RETTE (Personal Data and Privacy Gateway). All projects handling personal data/sensitive information should be registered here at least when you store and process them. This also applies to Master projects. SAFE is a desktop with software you can use when registering data, the supervisor/project manager is responsible for this. According to Ingunn it is not so user-friendly because there are too many manual steps. User interface is very dependent on one-to-one contact with a person at the IT division in order to make a project folder, which is a cumbersome process. This contact is via *UiB hjelp*. Anne Berit will send the Committee a presentation from the IT division.

RETTE (Health related issues) is on *Personvernportalen* – it is difficult to find, Anne Berit thinks this is because it is not completed yet. NSD and REK projects will be uploaded to RETTE, the project owners have to add missing information manually.

Totally anonymized data is not considered as personal data and does not have to be registered. However, if the data can be identified through a key it has to be registered.

This is all part of the GDPR process to safely store and keep track of data.

Ingvild thinks this information should be shared at a meeting with all the supervisors. Karen Marie informed that we are planning on having more regular meetings with the supervisors.

### ***Elective courses at CIH***

The first two elective courses started Monday 4 January (ELMED311/INTH328B/INTH928 and INTH314/INTH914). There are 30 new tropEd and project students this semester.

Thorkild pointed out that there must have been something wrong with the admission procedure since there are so few tropEd students. The courses INTH323O, INTH321A and INTH360 were reaccredited at the tropEd

General Assembly meeting in October. We discovered that the courses were not updated on the tropEd course repository, so these courses were announced very late.

### ***Delayed examination results for INTH315***

Due to the Christmas holidays and to technical problems in Inspira, 5 days delay was approved by the Faculty.

### ***Master projects***

All the Master students now have projects and supervisors. Bente has updated the list.

### ***Admission requirements Master Programme in Global Health***

The Division of Student and Academic Affairs now have the main responsibility for admission to the Master Programme in Global Health. They have made a working list with the requirements for admission, incl. a list with bachelor's degrees which qualify for admission or not. When they are in doubt the Admission Committee at CIH must evaluate the applicants' educational background. The list will be continuously updated.

### ***Admission to Master programme in Global Health, autumn 2020***

*Self-financing International applicants (INTGRAD):* 601 persons have applied for admission. The Division of Student and Academic Affairs (SA) at UiB will screen the applications to check who qualifies for admission. SA will offer admission to the ones with the highest average grades. Admission letters will be sent in April.

### ***New, common student form for application and notification of leave***

Together with the faculties and the Department of Studies, the Section for Documentation Management has developed a common leave form with automatic archiving in ePhorte. The form is used for both notification of unjustified leave and application for justified leave (including leave for professional reasons). It replaces all leave forms used today.

## **Subject 2/21 Exam results INTH315**

The exam results for *Methods in Global Health Research* (INTH315) were on average lower than expected, unfortunately with six students with the result "Fail". The exam questions had to be adjusted to replace the ordinary school exam with a home exam. According to a previous decision in the Committee the exam questions should have been assessed by the Programme Auditor Maria Emmelin, but she was not available when these were ready. The Committee should discuss the reasons for the poor outcome and suggest how to follow up students who failed before the new exam which will be set up at the end of April.

Ingvild, who is the course coordinator, was uncertain what caused this, and what to do to avoid the same thing happening next year (learn from this experience). The students did well in statistics, but not so well in epidemiology.

When grading the exam, the examiners took into account that there were technical problems with the pdf documents and that this may have prevented the students from doing their best within time frame. Therefore, they excluded two questions that most of the students did very poorly on (6c and 9d) and reduced the total points on three other questions that most of the students struggled with in order to make them count less towards the total percentage (6c, 8d and 9e). In addition, they reduced the thresholds for the different grades.

The student representatives said it was important for the students that this issue is addressed in the Programme Committee. They were planning on a joint complaint but decided to wait and see until after this meeting. The students felt traumatized after the exam, which was very long, originally 6 hours, but due to technical issues extended to 7 hours, which not all students were aware of. Still there was not enough time to answer all the questions. They think there should have been designated breaks, because the students were very stressed, and this probably compromised the results. It is not just about the students' endurance, most of them studied hard for the exam. They mainly looked at previous exams and studied material on *Mitt UiB* and tried to fit their knowledge into this, but they were totally unprepared for this kind of exam, which was very different from the previous exams. The students did not feel they had enough time to process two articles before the exam, they were given 48 hours. The main issue was the structuring of the questions. The students needed a long time to think of these questions, the students were not used to answer this type of questions. The majority of students do not have English as their first language, so it takes time to read, understand and process the questions and articles. They also felt that a new exam at the end of April was too far away, they would prefer to have it at the beginning of April. After the exam many of the students felt uneasy about the announcement from Ingild. They felt that it was insinuating that the students were to blame, they were disappointed on how they were treated in this situation. However, some students appreciated that the grades were being adjusted.

The course coordinator explained on behalf of the team that had planned the exam that questions were constructed in a different way due to transformation from school to home exam. It was planned intentionally by her and her team to avoid the possibility of students cooperating, the questions were more comprehensive. This was announced on *Mitt UiB* a couple of weeks before the exam. The reason why the exam time was extended was to give those with problems some more time. She has learnt from this experience that nothing should be uploaded in pdf format on the exam platform *Inspira Assessment*. When the problem occurred, we had to handle the situation as best we could. She did not mean to offend the students; she was trying to reach out and take responsibility. She realized that some of the questions might have been too difficult and was trying to help them. She also admitted that the articles might have been too advanced. This is the reason why she has offered a new exam to all the students, normally is that it only offered to those who fail. The new exam will a similar format, otherwise it will be unfair for those who choose not to repeat. They should know what to prepare for. They will take into consideration what has been said when choosing articles.

The students need feedback about the follow up of this issue, Ingild will include a question in the evaluation.

Ingunn, who was the previous course coordinator, said that it seems there have been some «teething problems» due to reorganization of course and can partially be explained by Ingvild being a new course coordinator.

The student representatives were asked what they thought about the course. They said that they learnt a lot of statistics. They were surprised about subjects such as philosophy and qualitative research.

**Decision:** The course coordinator will look very closely at the student evaluations and take into account the feedback from the student representatives to ensure that the exam runs smoothly next time.

**Subject 3/21    A guide for students and supervisors on fulfilling the requirements for the degree of Master of Philosophy in Global Health with internship**

Bente, Sven Gudmund and Karen Marie have drafted *A guide for students and supervisors on fulfilling the requirements for the degree of Master of Philosophy in Global Health with internship*. The Committee should read these carefully and give feedback if anything is unclear or missing.

**Decision:** There was not enough time to discuss the subject, so it was sent to the Committee for comments and approval.

**Subject 4/21    Guidelines for examiners – Master examination in Global Health**

Follow-up Subjects 58/20, 44/20 and 45/20 from last year. Karen Marie and Ingvild have continued to work on the drafted *Guidelines for examiners*.

**Decision:** There was not enough time to discuss the subject, so it was sent to the Committee for comments and approval.

**Subject 5/21    ECTS credits for courses/activities**

There is an imbalance in the ECTS credits for compulsory courses/activities versus elective courses. Almost all our Master students have too many ECTS credits when they take the Master exam, the requirement is a total of 60 ECTS credits. The Faculty has criticized this and has asked us to reorganize our courses. The compulsory courses/activities add up to 46 ECTS credits, so there are only 14 ECTS credits left over for elective courses. The head and secretary suggest that the 6 ECTS credits for *Research Seminars* (INTH326) is reduced to 5 ECTS credits and that the 10 ECTS credits for *Proposal development* (INTH330A) is reduced to 5 ECTS credits. The Committee should discuss if these or other measures should be taken.

**Decision:** There was very little time to discuss the issue, so the discussion and decision will continue at the next Programme Committee meeting.

**Subject 6/21    Information regarding the Master programme**

We have made a webpage for the students called *Being a Master Student at CIH* (<https://www.uib.no/en/cih/111434/being-master-student-cih>), however it seems the students have difficulties finding the information they need. The administration suggests gathering useful information on the programme page

on *Mitt UiB* to either replace the webpage or have in addition. The Committee should discuss the issue, input from the student representative is especially important.

Tehmina thought it was difficult to find information on the website, so it should be revised. One of the student representatives prefers *Mitt UiB*. The other one did not think there was a clear distinction between the two Master theses. Karen Marie said we have made Thesis guidelines for both (one on the Agenda for discussion).

**Decision:** The Committee decided that the information should be both on CIH's website, which should be revised, and on *Mitt UiB* (links to website).

**Subject 7/21    Report from the student representatives**

The students were concerned because the Research seminars were not announced to first year students. Linda will ask the administrative coordinator Elinor Bartle.

**Subject 8/21    Any other business**

The head will suggest dates for meetings the rest of the semester and circulate these to the Committee.