



**Minutes from the meeting in  
Programme Committee for Global Health  
Monday 29 November 2021 at 14.30 – 16.00 p.m.**

**Attendees:** Ingvild Fossgard Sandøy (head); Thorkild Tylleskär; Cecilie Svanes; Ingunn Marie S. Engebretsen, Cecilie Gjerde Gjengedal (IKO); Sven Gudmund Hinderaker; student representatives: Susmita Neupane (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 18 October 2021**

The minutes were approved.

**III Matters arising from the minutes**

None

**Subject 41/21 Matters of information**

***UiB's Quality assurance system for Studies and Education – annual evaluation of courses***

[UiB's quality assurance system for studies and education](#) includes a number of cyclical processes at the faculties and the departments. Until now, the Faculty has focused on implementation and follow-up of the three-year course evaluations and the five-year program evaluations. After the last revision of the quality system, the course coordinators must also carry out a short self-assessment of their courses once a year. The Faculty requests that the Departments and Program Committees follow up this system.

***Appointment of a learning design group at the Faculty of Medicine***

When starting processes such as program revisions or major course revisions, the Faculty requests that the relevant program committee informs the faculty of this, so that the learning design group can be involved in the work if necessary.

### **Subject 42/21 Statement of co-authorship**

The Committee discussed if the drafted form “Statement of co-authorship” should be implemented. The suggestion is that the main supervisor submits the form when students submit their Master Theses (20 May).

**Decision:** The Committee thought the title of the document was confusing. Is it meant as supervisors confidential statement to the examiners only? Instead of asking supervisors to fill in text, there should ideally be responses that can be ticked to save time. We should also make a form that the students can fill in. The head will revise the document and send it to the Committee members for comments and approval.

### **Subject 43/21 SHOT - Students' health and well-being survey**

**Decision:** Considering that since this report was published, Norway has opened up again and the courses at CIH are run on campus as normal, the committee do not see a need for special measures now apart from organizing “our ordinary” social activities for the students such as welcome lunch (done in September) and Christmas party (scheduled for 13 December).

The student representative informed the Committee that *Sammen* has a lot of events/arrangements, such as speed friending and trips. She thought there should be more interaction between first and second year students. If the student representatives hear about such initiatives, they should tell us so we can inform the students on Mitt UiB.

We must find out if the survey is available in English.

### **Subject 44/21 Self-evaluation of SDG303**

Sven Gudmund shared experiences from this semester’s course.

The Assessment form has been changed to 60% written exam, 20% for each of the assignment. The seminars are compulsory (80% attendance). Students do not wish to use the group work for the grading as it is challenging to determine the investment of each student in the group. It is also difficult to evaluate how independently the students have worked on their individual assignment. The group work didn’t push the grade up or down as intended. Thorkild – it is not an easy thing to assess. Not happy how it worked out in this course. Especially this time with the hybrid solution, some online, some physically. Mental effort on the grading, which deteriorate their performance. Ingvild – this could be an argument for both written and oral exams. Thorkild – instead of oral exams we could consider asking each student to make video submissions – two minutes each. Present something – as part of the assessment. Bente – important to find the weak students who need help. Sven Gudmund – what should be the basis for the grades. Thorkild – before the students’ were overloaded with exams – now there are just two. Ingvild – pedagogical warning against only having written exams. Some feedback to the students underway would be useful for the students. Sven Gudmund – the health system game received full score from everybody and is greatly appreciated, it is hard work but not tested..

### **Subject 45/21 Quality assurance of exams and standardization of pass threshold**

In other education programmes all exams must be approved by a committee before it can be given to the students. This implies that questions and marking criteria go through peer review to make sure they are clear and that the exam is testing knowledge and skills at an adequate level. Such a quality assurance process can improve both the validity and the inter-rater reliability of the exam. We do not currently have such a system in the Global health programme. We also have substantial differences between courses in how the threshold for passing a course is set. This can be regarded as unfair and haphazard. A standardization of how we set the pass level could make the grading fairer.

**Decision:** We will establish examination committees for all courses with written exam as (one of) the assessment method(s) with at least two examiners for each course, one being external (defined as not being involved in the teaching of a course). The course coordinators should share questions with the committee members at least three weeks before the exam. The examination committee should discuss and approve an exam at least 10 days before the exam date in order to give sufficient time to make improvements and set up the exam in Inspira. They should use the tool “track changes” in a Word document. Linda will send reminder at the same time as she sends the information to course coordinators before the course starts.

The threshold for passing the exam should be agreed on by the examination committee but should as a minimum be substantially higher than what a student could expect to achieve by just picking random answers.

### **Subject 46/21 Revision of the course description of INTH326A**

The list of learning outcomes for this course contains several repetitions. Learning outcomes should also include a specification that presentation skills include the use of voice and non-verbal communication. The description should also mention that students should be opponents for each other. (Encl. 6)

We discussed that the students should ideally rehearse with the supervisor before the presentation. We should ask the opponent to give feedback on how well the presentation worked pedagogically and whether it was engaging. It would be nice to offer sessions with the Speech lab to practice use of voice and body language, but this will be too expensive for the whole group. Some general information about how to present is included in Sven Gudmund’s presentation. and a form for peer feedback will be made which includes these points.

**Decision:** The proposed changes in the course description were approved.

### **Subject 47/21 Meetings spring semester 2022**

**Decision:** The Committee agreed on the following dates: 24 January, 7 March and 30 May.

**Subject 48/21 New programme examiner**

Maria Emmelin's term has expired, and we need a new programme examiner. Ingvild has approached Anna-Karin Hurtig from Umeå and we are waiting for a response from her.

Maria will attend the Strategy Day 6 and 7 December to give feedback about the Programme Evaluation.

**Subject 49/21 Report from the student representatives**

The student would like to have all the classes before the lunch break. The session after lunch could be a quiz. They prefer individual work rather than group work. Ingvild commented that there are pedagogical and evidence-based reasons for having group work with discussions. In INTH315 there were practical sessions after lunch, such as exercises in statistics and epidemiology. Most of the students did the Statistics exercises on their own, so they could just have well done them at home.

**Subject 50/21 Any other business**

Ingunn asked if a Student Committee should be established, where the representatives could meet and discuss with each other before Programme Committee meetings, rather than individual representatives, who can be uncomfortable presenting challenges. At the Faculty there are student committees at two levels; one committee for each study programme and one joint committee (MEDSU) for all the study programmes at the Faculty. Thorkild said there are two issues; meetings in the joint student committee are operating in Norwegian language, and ours is a short programme. It will be difficult for our student representatives to participate in the main committee due to the language barriers, but they could have their own committee. Ingunn said she thought there should be more interaction across programmes. Ingvild will organize a meeting with the student representatives to discuss the establishment of a Student Committee.