



## IGS Education Strategy 2024-2028

### Introduction

IGS is responsible for over a hundred courses at all levels within all the educational programs at the Faculty of Medicine, in addition to four master's programs (Global Health; Health and Society; Manual Therapy; and Health Management, Health Economics, and Quality Improvement). There is a wide range in the educational programs, which requires a corresponding breadth in expertise in scientific fields and pedagogical methods. The academic content is research-based, and teaching methods are supported by research in modern university pedagogy. Both types of research are conducted by our approximately 100 permanent scientific staff. This staff is primarily responsible for our teaching, with significant contributions from a number of staff in 20% positions, post-doctoral fellows, PhD candidates, and technical staff. Our teachers also facilitate contributions from health trusts, municipalities, general practitioners, pharmacies, manual therapists, and staff at other universities and knowledge institutions.

From 2024 to 2028, the teaching at IGS will undergo major changes. The study program for medical education, Vestlandslegen, will be significantly expanded and we will be responsible for a national health manager education. This requires rethinking when it comes to our teaching. For example, we should involve students more as teachers, and we should collaborate on teaching tasks and methods across teaching groups and organizations. In addition, we will have students who have been through several years of "pandemic teaching" in junior high and high school. IGS is responsible for ensuring that all our students experience a safe and positive learning environment.

This strategy document is structured through one overarching goal, several sub-goals, and measurable actions related to one or more sub-goals. The strategy focuses on goals and actions that staff at IGS can work towards and improve without being dependent on external resources (such as the Faculty of Medicine, UiB centrally, health trusts, the parliament, the government). Goals and actions mandated through laws, regulations, and rules are not included in the strategy, but these must be taken into account during the implementation of the strategy and for assessments of the overall educational capacity at IGS.

Our staff is our most important resource. The goals and actions in this strategy should also support a sustainable and robust work environment.

### Goal

#### Overarching Goal

Improve the relevance and quality of teaching at IGS and promote a safe and positive learning environment.

## Sub-Goal 1

**Increase the competence of our teachers.** This will contribute to innovative and experimental teaching and assessment, elevated status for educational competence and teaching efforts, limiting student absence in teaching, and securing the students' learning environment.

## Sub-Goal 2

**Increase student participation and involvement** in the development and implementation of teaching and assessment. This will improve learning, enhance information flow between instructors and students, and secure the learning environment.

## Sub-Goal 3

**Increase teaching collaboration across** disciplines at IGS, in the Alrek health cluster, and at the Faculty of Medicine. This will strengthen the quality and working life relevance of teaching and assessment in a sustainable way that is less dependent on individuals.

Actions	Sub-Goal		
	1	2	3
Develop an overarching plan ensuring staff (permanent and adjunct) to meet the requirements for basic pedagogical competence within two years of employment. Such a plan should account for differences between teaching groups.	X		
Develop an overarching plan ensuring that staff (permanent and adjunct) meet the requirements for language competence. Such a plan should account for differences between teaching groups.	X		
Offer inspiration lectures, experience sharing, seminars, and learning workshops on pedagogy for and with staff across Alrek and the Faculty of Medicine every semester.	X	X	X
Reward initiatives to test new methods in teaching and assessment.	X	X	X
Develop an active collegial forum for mutual inspiration and competence enhancement related to how artificial intelligence and digitalization can be used in teaching.	X	X	X
Introduce the development of one's own teaching by adding this topic as a point in appraisal interview ("medarbeidersamtale").	X		X
Support applications for research on education.	X	X	X
Increase the use of students as teaching resources, and ensure student participation in councils, committees, and in the development processes of courses and programs, including the development of internships and other types of practice in working life.		X	
Create routines to inform students about expectations and requirements at the start of their studies and semesters regarding, for example, academic effort and participation, use of spaces, and routines regarding safety and reporting of deviations.		X	
Implement the project by the Committee for Necessary Review of Coordination of Teaching (UNGSAU).			X
Develop a plan to improve learning and increase the utility of student internships for both students and sites used for working life practice.			X