

Årsrapport for 2018

Kopi sendes instituttleder

1. Det viktigste studiekvalitetstiltaket for programmet i 2018. <i>Beskrivelse: Tiltak, gjennomføring, resultat, sterke og svake sider</i>
<p>In 2018, the program could profit considerably from continuity its administrative and scientific staff. With an experienced study officer and a rather bright situation concerning teaching personnel, we could offer teaching of a consistently high quality.</p> <p>Some improvements with regards to organization and content were implemented: In the first semester, students were generally given more time for self-study and to prepare for home exams. Project planning that had been introduced before was continued and is still considered a very successful innovation. In the second semester, we streamlined the timeline: Students were now given a choice between an additional qualification in either qualitative or quantitative methodology. In the portfolio of elective classes, we viewed possible changes in relation to student demand. A newly introduced course of Water and Food in Global Health was a great success; the class that we had earlier on “New Directions in HIV/Aids” was changed into a broader course, which is now called Global Epidemics.</p> <p>The program has had substantial expansion in numbers of admissions, going from 20 to 27. Our interest has been to maintain the personal approach and high quality that have characterized the program in the past and that we see as the main reason behind our good numbers in study completion. With another increase to 40 admissions imminent, it is obvious that the program is facing a dire need for additional resources in particular in administration, exams and supervision.</p>
2. Evalueringer som er foretatt (kort om typer og gjennomføring)
2.1. Hovedtrekk fra alle evalueringer <i>Sterke og svake sider ved utdanningstilbudet. Hvilke deler fungerer bra, hvilke problemer har blitt rapportert?</i>
<p>Judging from feedback received, exams completed and other evidence, there is a high degree of satisfaction amongst our students. There are also suggestions for improvements: Students tend to ask for free time to prepare exams and we have answered to that. Students ask for support in finding supervisors and projects. In relation to this, the head of program has practiced an open-door policy and through a large number of conversations has helped them along.</p>
2.2. Hvilke tiltak er iverksatt
<p>s.a. The study program, presumably like many other in the medical faculty, started using Canvas in teaching and Inspira in exams. Given the minimal amount of training that most of the staff had, it went rather well. However, Inspira can hardly be called a system that lives up to needs and expectations. It is clumsy in handling and some features, like the plagiarism check, were insufficient in performance. The latter produces lots of false positives, t.i. very high scores based on properly identified quotes!</p>
2.3. Hva skal iverksettes
<p>We continue to work with providing comprehensive lists of required reading.</p>
2.4. Begrunnelse for at enkelte studentevalueringer ikke tas til følge
3. Bruk av tilsynssensor.
4. Læringsmiljø. Fysisk og psykososialt. Klager, tiltak etc
<p>A few filed complaints in relation to grades, all handled. The PC facilities available for students in the so-called PC-Lab in Holst's House are not going to be sufficient for an expanded class of 40.</p>
5. Antall studenter tatt opp (samt kjønnsfordeling) frafall og studieavbrudd.
<p>Admission autumn 2018:</p> <p>The program had 234 applicants in total on the two admission and gave admission to 20 from the SFM admission and 44 in total on the UIO Master admission (including early answer and supplementary admission). This goes to say that the number of qualified applicants continues the slow upwards trend that it has shown over the past years. Of those offered a place on the program 35 said yes and 22 showed up. Several of those that did not come said it was due to visa difficulties or due to personal situation. Of the 22 who came, 7 are men and 15 are women. The students comes from USA, Pakistan, Nepal, Norway, Hong Kong, Bangladesh, Sudan, Iran, Ireland, Zambia, India and Chile. We also had two Erasmus Global in the first semester from Tanzania.</p> <p>Delayed students:</p>

2 students from class 19 who started in autumn 2016 have still not handed in their theses, mainly due to sickness, but we expect them to hand in this autumn (one year delayed). 9 student from class 20 who started in autumn 2017 and who should have finished this spring have received permission to hand in next semester (1 semester delayed). For some of them the reason is beyond their control, for instance that the supervisor could not continue to deliver supervision or that they had to change project and start all over again. For others it is due to delay in data collection. We follow them up and expect them to hand in their thesis in the autumn semester.

6. Antall uteksaminerte, karakterer og stryk.

Det er først og fremst **korrigeringer og kommentarer** som er interessante.

19 students did their final examination in 2018.

The grades were as follows:

A: 10

B: 8

C: 1

7. Rekruttering. Tiltak for å få søkere til programmet.

Numbers in applicants are steady; they have been rising slowly over the last years and still by far exceed what we can admit. However, following the abolition of the quota scheme, numbers of applicants from LICs and i.e. Africa have dropped, while they have gone up for applicants from MICs from South East Asia and also from the USA and Canada. Looking at the field of applicants, the program is attracting students from HICs and MICs to a higher degree that we thing is desirable.

Another issue is that the some pedagogical principles of the program are difficult to reconcile with the admission rules as defined by UiO. The program aims at what is called the international class-room, consisting of students from a variety of professions and regions. However, the system practiced by UiO is over reliant on average characters. In the case of applicants coming from many different countries and traditions in character setting, even the best of attempts to make transcripts comparable on a standardized scale is bound to deliver results of indeterminable quality (which it does). Additional information gathered from CVs and SOPs can help with evaluation of applicants. It remains a problem, though, that we are not able to prioritize applicants for any other criterion than gender. A possibility for weigh in accordance to region and profession, which is not permitted under the current rules, would help to not just admit the best applicants but also keep an eye on a classroom's composition.

We have tried to balance weaknesses of the system and have for instance accepted exchange students from LICs.

Another challenge has been the increasing number of students not showing up after having received an offer of admission. In this case we are overbooking considerably with regards to international students and use a waiting list for local ones.

8. Internasjonalisering. Mulighet for utreisende og innreisende.

The program recruits about two thirds of its students from outside of Norway or the EU (Self financing). Even amongst local students, many have an immigrant family background or are immigrants themselves. This could suggest that nothing could possibly be done to increase internationalization. That, however, is not the case. Ever since the abandonment of the Quota program, the number of students from LICs has dropped and there are now very few applicants from Africa. Partially this has been balanced by participating in student exchange programs with Ethiopia and Tanzania but there could have been done more. Helsam, however, has decided to use available resources for targeted advertising in for instance social media on study programs which struggle to attract enough applicants. That is of course quite justified but ICH could profit from some advertising the direction of LICs Beyond that all we can do is saying a prayer for the Quota. There have been rumors that it might rise from the dead.