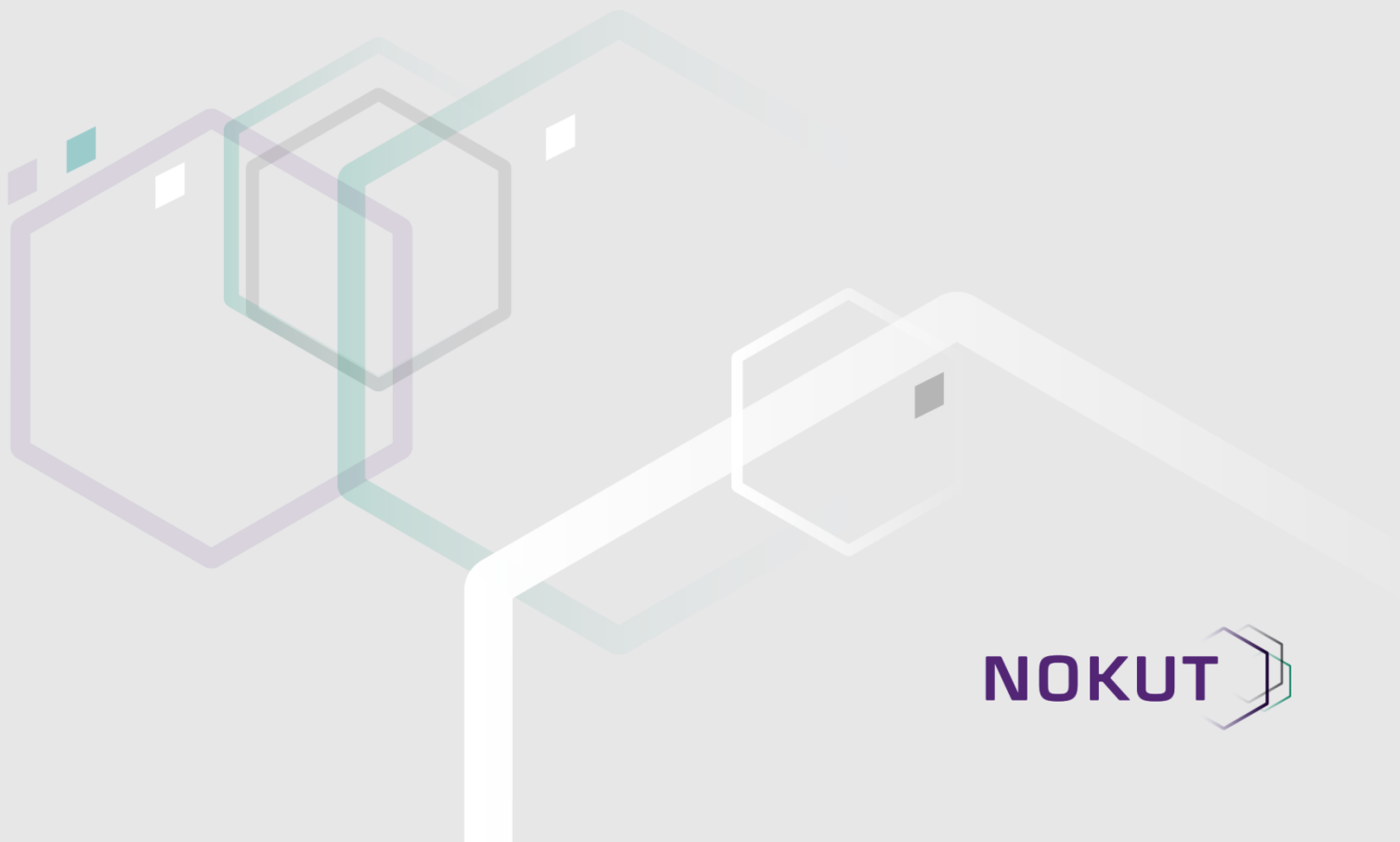


NOKUTs tilsynsrapporter

# Universitetet i Bergen

Revidering av mastergradsstudiet Gender and Development

Mars 2015



NOKUT 

NOKUT kontrollerer og bidrar til kvalitetsutvikling ved lærestedene. Dette gjør vi blant annet gjennom å føre tilsyn med eksisterende utdanninger. NOKUTs tilsyn med eksisterende studier består av flere deler. Innfris ikke kravene i de første fasene, starter NOKUT revidering av studiene. Revidering skjer i henhold til de nasjonale kravene for akkreditering av høyere utdanning og gjennomføres av en sakkyndig komité. Dersom en institusjon fremdeles ikke tilfredsstiller de nasjonale kvalitetskravene etter en revidering, trekker NOKUT tilbake akkrediteringen.

<b>Institusjon:</b>	Universitetet i Bergen
<b>Studietilbudets navn:</b>	Gender and Development
<b>Grad/Studiepoeng</b>	Master, 120 studiepoeng
<b>Studieform</b>	Stedbasert fulltids-studium
<b>Sakkyndige:</b>	Professor Helle Rydström, Universitet i Lund (leder for komiteen) Førsteamanuensis Christian Groes-Green, Roskilde universitet Førsteamanuensis Ingrid L. P. Nyborg, Norges miljø- og biovitenskapelige universitet Student Frithjof Eide Fjeldstad, Universitetet i Oslo
<b>Dato for vedtak:</b>	23. mars 2015
<b>NOKUTs saksnummer</b>	13/104

## Forord

Foreliggende tilsynsrapport er resultatet av NOKUTs revidering av mastergradsstudiet Gender and Development ved Universitetet i Bergen. Revideringen ble utført som en del av NOKUTs tilsynsprogram 2013-2014.

Tilsynsrapportens faglige vurdering ble oversendt Universitetet i Bergen for kommentar. Svaret er inkludert i denne rapporten. Med bakgrunn blant annet i denne revideringen, har Universitetet i Bergen besluttet å legge ned mastergradsstudiet i Gender and Development.

Institusjonens dokumentasjon, NOKUTs administrative vurdering og den faglige sakkyndige vurderingen utgjør beslutningsgrunnlaget for NOKUTs vedtak. NOKUTs styre konkluderer med at mastergradsstudiet Gender and Development ved Universitetet i Bergen ikke oppfyller kravene i forskrift om tilsyn med utdanningskvaliteten i høyere utdanning. NOKUT trekker tilbake akkrediteringen for dette studiet.

Oslo, 23. mars 2015



Terje Mørland  
direktør

## **Innhold**

<b>1. Om Universitetet i Bergen</b> .....	<b>1</b>
<b>2. Bakgrunn og saksgang</b> .....	<b>1</b>
<b>3. Expert assessment</b> .....	<b>2</b>
3.1 Summary of report.....	2
3.2 Basic prerequisites for accreditation.....	4
3.3 Plan for the programme .....	6
3.4 Academic environment associated with the programme.....	20
3.5 Conclusion.....	26
<b>4. Svar fra Universitetet i Bergen</b> .....	<b>30</b>
<b>5. NOKUTs vurdering og konklusjon</b> .....	<b>30</b>
<b>6. Vedtak</b> .....	<b>31</b>
<b>5. Dokumentasjon</b> .....	<b>31</b>
<b>6. Vedlegg</b> .....	<b>32</b>

## 1. Om Universitetet i Bergen

Universitetet i Bergen har ca. 14 000 studenter og ca. 3500 ansatte og er Norges tredje største universitet. Universitetet har seks fakulteter og ca. 40 institutter og faglige sentre. I 2012 tok Universitetet opp studenter til i alt 181 studieprogram, fordelt på 24 årsstudier, 63 bachelorprogram, 72 toårige masterprogram, ti femårige masterprogram og to seksårige profesjonsprogram. Institusjonen tilbød i 2012 i alt 99 videreutdanninger. Av UiBs strategiske plan framgår det at institusjonen ser på stor faglig bredde som et kvalitetsfortrinn både for grunnforskning og forskningsbasert utdanning, men universitetet har samtidig konsolidering av studietilbud som et hovedmål.

NOKUT evaluerte og godkjente system for kvalitetssikring av utdanningene ved Universitetet i 2013 – 2014. I NOKUTs tilsynsrapport (2014): Evaluering av system for kvalitetssikring av utdanningen ved Universitetet i Bergen fremgår det at Universitetet rapporterer om systematisk evaluering på emne- og programnivå. De emneansvarlige har ansvar for evalueringen av sine emner, mens leder for programutvalg/-styre har ansvar for programevalueringene. Alle programmer skal evalueres minst hvert femte år. Det er fakultetene som avgjør hvilke programmer som skal evalueres. Prosessene for opprettelse og nedlegging av studietilbud er relativt inngående beskrevet og regulert.

Kirke-, utdannings og forskningsdepartementet meddelte i et brev datert 04.03.99 at det under graden Master of Philosophy kunne opprettes et tverrfaglig mastergradsstudium i kjønn og utvikling ved Universitetet i Bergen. De første studentene på mastergradsstudiet Gender and Development (GAD) startet høsten 2000.

## 2. Bakgrunn og saksgang

Som en del av pilotprosjektet med utprøving av ny modell for tilsyn med eksisterende studier<sup>1</sup>, gjennomførte NOKUT en kartlegging og dialog, samt en oppfølgingsfase med risikovurdering av alle mastergradsstudier i historisk-filosofiske fag<sup>2</sup>.

NOKUTs styre vedtok, 28. februar 2013, å iverksette revidering av *mastergradsstudiet Gender and Development* ved Universitetet i Bergen for å få en sakkyndig, faglig vurdering av om kravene i lov og forskrifter for høyere utdanning er tilfredsstillende imøtekommet.

NOKUTs direktør har fullmakt til å oppnevne den sakkyndige komitéen. Komitéen skal vurdere om de kravene i studietilsynsforskriften som gjelder revidering av akkrediterte studietilbud, er tilfredsstillende oppfylt. I sine vurderinger skal komiteen legge vekt på institusjonens gjennomføringsevne og dokumenterte resultater knyttet til de enkelte kriteriene.

---

<sup>1</sup> Beskrivelse av modellen for tilsyn med eksisterende studier

<http://www.nokut.no/no/Universitet-og-hoyskoler/Kvalitetssikring-og--utvikling/Tilsyn-med-eksisterende-studietilbud/>

<sup>2</sup> Samlerapport for tilsyn med historisk filosofiske mastergradsstudier:

[http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Kunnskapsbasen/Rapporter/Revidering%20-%20h%c3%b8yere%20utdanning/2014/Tilsyn\\_HF\\_mastergradsstudier\\_2014.pdf](http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Kunnskapsbasen/Rapporter/Revidering%20-%20h%c3%b8yere%20utdanning/2014/Tilsyn_HF_mastergradsstudier_2014.pdf)

Komiteen skal basere sin vurdering på egenrapport fra Universitetet i Bergen om mastergradsstudiet Gender and Development og informasjon som fremkom under institusjonsbesøket. I tillegg har komiteen benyttet seg av anledningen til å be om tilleggsdokumentasjon både før og etter institusjonsbesøket.

Den sakkyndige vurderingen er utført av:

- Professor Helle Rydström, Universitet i Lund (leder for komiteen)
- Førsteamanuensis Christian Groes-Green, Roskilde universitet
- Førsteamanuensis Ingrid L. P. Nyborg, Norges miljø- og biovitenskapelige universitet
- Student Frithjof Eide Fjeldstad, Universitetet i Oslo

Institusjonens egenrapportering ble avgitt 2. september 2014. Det ble gjennomført et institusjonsbesøk den 27. og 28. september. Den sakkyndige komiteén hadde møter og intervjuer med ledelsen ved universitetet, - fakultetet, - institutt og - program, studenter, studenttillitsvalgte, vitenskapelig ansatte, uteksaminerte kandidater, arbeidsgivere og én sensor. Noen av intervjuene foregikk på Skype. Det ble gjennomført omvisning på instituttet der de sakkyndige har fått se og vurdere studentenes tilgang til bibliotek og arbeidsplasser.

Alle studentene og hovedvekten av kandidater som ble intervjuet, var fremmedspråklige. Intervjuene foregikk da på engelsk. Komiteen foretrakk også selv å skrive sin rapport på engelsk.

De sakkyndige sin rapport ble sendt til Universitetet i Bergen for kommentarer og tilbakemelding på faktiske feil og misforståelser 15. januar 2015. Universitetet i Bergen besvarte denne henvendelsen 24. februar. Deres konklusjon var å ta vurderingen til etterretning, legge ned studiet og utvikle et nytt tilbud med planlagt opptak av studenter høsten 2016. Svaret er integrert som kapittel 4 i denne rapporten.

### **3. Expert assessment**

This chapter is the expert committee's assessment. The term 'we' refers to the expert committee as such. The number preceding each heading refers to the corresponding provision in the Quality Assurance Regulation on Higher Education.

#### **3.1 Summary of report**

The expert committee has carefully reviewed the self-evaluation report and the supplementary material provided by the master programme Gender and Development (GAD) at the University of Bergen (UiB). The assessment is based on this material, the guidelines and information of standards delivered by NOKUT, and interviews conducted by the committee with relevant individuals at the University of Bergen. Although the committee recognises the many positive aspects and qualities of the master programme in Gender and Development at the University of Bergen, and the huge efforts invested by very dedicated staff members in the running of the programme, the committee also identifies a number of serious challenges in the programme. These challenges refer to a vulnerable teaching and research environment due to the staffing situation, unclear distinctions between courses, issues concerning the

fieldwork, and insufficient arrangements for student exchange. All of this leads the committee to make a negative conclusion. Below is a summary of the report which will be followed by the assessment of the programme in which each of the relevant criteria in the Academic Supervision Regulations has been addressed.

The requirements of applicable regulations and curricula set by the Ministry of Education and Research generally are fulfilled. However, the committee finds that the institution should address the gender imbalance among students. Moreover, 13 students is a minimum level to ensure a good academic environment. The recruitment of students to the programme is considered satisfactory in the sense that it can maintain a stable programme and learning environment.

The committee sees the title of the programme as satisfactory in the sense that it refers to an established field of research and lives up to standards set by similar educations. Yet, the committee also finds a lack of consistency between the programme's ambition to be recognised internationally as part of an established field and an insistence on going beyond the Global South and Global North relation in its focus (i.e. by including Scandinavia and Eastern Europe).

The learning outcomes as presented in the self-evaluation report were not in line with the National Qualifications Framework (NQF). Yet, in the supplementary report, the learning outcomes had been changed so they were in line with the terminology and standards in the NQF. However, the committee requires that the programme includes learning outcomes on theories of knowledge, ethics, methodologies, and methods so they accord with the coursework in these aspects offered in the programme. Also, the programme is required to re-define the learning outcomes in accordance with any changes made in the programme when the programme is revised in response to the demands and recommendations in this assessment report.

As regards content and structure of the programme, this is generally consistent with the description of learning outcomes. It does contain courses that enable students to achieve the knowledge, skills and general competences required and expected from such a programme. However, the committee sees a need for changing GAD 306 and 307, as discussed below.

In terms of work and teaching methods, these are evaluated as corresponding to and adapted to the learning outcome as it is described in the plan for the programme. Examinations and other types of evaluations at the programme also correspond to the learning outcomes.

The programme has a clear academic relevance for employment and/or further studies. The relevance is evident in alumni surveys showing that most students graduating after 2005 have found relevant jobs, even if procedures for monitoring employment numbers could be improved.

The programme has satisfactory links to research and academic development work, adapted to its level, scope and other characteristics. The committee finds the efforts and results sufficient as regards the links between research and teaching at the programme. To ensure a sound academic environment, the institution is advised to include students in larger research projects.

The programme does not offer any student exchange and internationalisation arrangements, adapted to its level, scope and other characteristics. Therefore, the institution is required to ensure that there are opportunities for student exchange as demanded by the Academic Supervision Regulations.

The institution has facilities, library services, administrative and technical services, ICT resources and working conditions for the students, which are adapted to the programme.

The composition, size and collective competence of the relevant academic environment is not currently adapted to the programme as outlined in the programme description or for adequately conducting relevant research and academic development work. To the committee, the programme seems to be balancing at the margin of existence due to limited resources. Remarkably few resources are allotted by the UiB to the programme which is too reliant on teaching and supervision conducted by Ph.D. students and post-doctoral fellows. In order for the programme to live up to common standards for a programme of its kind and to guarantee its future viability, the committee requires that more resources are allotted to the programme by the University in Bergen.

The academic environment is actively engaged in research and academic development work. The academic environment has documented results at a solid and high quality level. This, however, might be changing due to the staffing situation and dependency on external funding. The committee thus requires that the institution develops a research strategy with milestones, which lives up to the needs for specialisation, regionally and thematically to ensure future research. The institution is advised to publish together with international scholars with whom the programme already collaborates to strengthen its research profile. The committee also recommends that the UiB considers the vulnerability of the programme's research environment and the ways in which research could be strengthened as well as sustained in case of less external funding.

Overall, the academic environment actively participates in national and international collaborations and networks relevant for the programme. The institution is advised to explore possibilities of using existing networks and institutional collaboration agreements for initiating joint research and exchanges.

### ***3.2 Basic prerequisites for accreditation***

#### **7-1 1. Requirements laid down in the Universities and Colleges Act.**

These requirements have been evaluated by NOKUT in the initial administrative assessment.

#### **7-1 2. Requirements of applicable regulations and curricula set by the Ministry of Education and Research must be satisfied.**

##### **Assessment**

The master programme in Gender and Development is a master programme following § 3 in the Regulation on Master Degrees. Applicants for this programme needs to have completed a bachelor degree (180 ECTS) or similar. The applicants must in addition document academic specialisation equivalent to one and a half years of study (90 ECTS) within a field with thematic relevance for gender and/or development. A letter of motivation must be enclosed and the applicants must document knowledge of English language in accordance with standardised tests. These admission requirements are in line with the Regulation on Master Degrees.



The students at the programme write a master thesis equivalent to 60 ECTS. This is an individual task with 40 hours of supervision. § 6 in the Regulation on Master Degrees demands that a thesis should be in between the range of 30 to 60 ECTS. This demand is fulfilled.

As regards the recruitment of students, the committee notes a gender bias in terms of an overweight of female students. At the visit, the committee was even informed that preference is given to the admission of female students. The committee strongly advises the institution not to grant admission based on gender or other non-transparent and arbitrary criteria.

### Conclusion

Yes, the requirements of applicable regulations and curricula set by the Ministry of Education and Research are fulfilled.

- The institution is advised to ensure that students are not granted admission based on gender or other non-transparent and arbitrary criteria.

### **7-1 3. The recruitment of students to the programme should be large enough to enable the institution to establish and maintain a satisfactory learning environment and a stable programme.**

#### Assessment

The programme could grant admission to 20 students, but in the last three rounds of admission, only 13 to 16 students have been admitted. The reason for this, as stated in the self-evaluation report, is a vulnerable staffing situation.

Considering the composition and size of the student group, the committee finds that 13 students is a small group, and a minimum level to ensure a good academic environment for an international programme. Dropping below this level would in fact threaten the very existence of the programme. The programme staff and the University of Bergen expressed a wish to increase the number of students in the programme, something which the committee strongly supports. The efforts by the programme to ensure a diverse group of students (in terms of country of origin) are well appreciated by the committee. Feedback from the student interviews confirmed the importance of a diverse international group to create a stimulating learning environment and close unity between the students, as well as to better understand global gender and development issues.

The recruitment of quota students is stable, according to the self-evaluation report, and the same can be said for the recruitment of students who finance themselves. According to the self-evaluation report, the programme has three kinds of applicants:

1. Quota students from the Global South (developing countries) and Western Balkan, Eastern Europe and Central Asia.<sup>3</sup>
2. International applicants for a full degree.
3. Applicants residing in Norway (i.e. 'Norway category').

The committee concludes, however, that the programme would benefit from the participation of more students from the 'Norway category' as well as more male students to avoid the issues of gender and

---

<sup>3</sup> The Norwegian Quota Scheme is a funding scheme offered by the Norwegian Government to students from developing countries in the South and from countries in the Western Balkans, Eastern Europe and Central Asia.

development being considered as only *for* and *about* women, and as only relevant for students recruited from the Global South. Despite the programme's attempt to attract students from the 'Norway category', for instance, by advertising in topic-related journals, at this point there are no students from the 'Norway category' enrolled into the programme. In 2013, there were 45 applicants who resided in Norway.

The institution should increase its efforts to marketing the programme to students residing in Norway. By including more students from the 'Norway category', the programme could become a unique platform for cross-cultural pedagogical meetings between students from abroad and Norway, and thereby facilitate enriching exchanges of ideas and perspectives. Norwegian-based students interested in related international programmes offered at the UiB might be a relevant target group for this programme when being promoted.

The master programme is one out of two international programmes at the HEMIL centre. The second is a master programme in Health Promotion. Attempts are being made by the University of Bergen to connect these two programmes in order to benefit more efficiently from teaching staff and to integrate students into programme activities and thereby strengthen the learning environment. The following plan for integration of the two programmes was introduced to the committee during the visit:

Model A: Two separate programmes with the admission of 8 students for GAD and 10 for Health Promotion every year with more cooperation and partnership in the teaching of methods.

Model B: One integrated programme with 18 students admitted every year.

Each model has strengths and weaknesses. While Model A would mean integration at course level, it would also mean a reduction in number of students in the Gender and Development programme. This could adversely affect the quality of the programme. Model B would ensure an adequately sized programme, but could weaken the focus of the programme on gender and development issues unless enough courses and student retained this as a focus.

### Conclusion

Yes, the recruitment of students to the programme is large enough to enable the institution to establish and maintain a satisfactory learning environment and a stable programme.

The institution is advised to:

- Not grant admission to less than 13 students in every student group.
- Make a greater effort to attract students from the 'Norway category' to the programme.

### **7-1 4. For programmes including supervised professional training there must be adequate agreements regulating material issues of importance to the students.**

Not applicable at present. See 7-2.3 on organisation of fieldwork and internship and 7-2.6 on internship and its relevance for the labour market.

## **3.3 Plan for the programme**

## **7-2 1. The programme must have an appropriate title.**

### **Assessment**

The committee finds the title of the programme appropriate, though, with certain reservations. Gender and Development refers to an established field of study which is recognised internationally as a trademark by potential employers (e.g. international aid organisations) and by potential students. The programme has considered whether Gender and Global Studies, Gender and Social Justice, or Gender and Global Development would be a more adequate title for the programme. According to the self-evaluation report, staff members, however, decided against a change of the programme's current title because Gender and Development is associated with similar programmes across the globe.

During the committee's visit at the UiB, examiners ('sensorer') pointed out to the committee that development is a notion which should not be restricted to those who are living in the Global South. Various issues previously considered as national, today emerge as truly transnational and global phenomena. Development thus, it was explained, should be seen as a notion which goes beyond matters related to a division between the Global North and Global South.

Even though such arguments might be well-taken, it should be remembered that the programme wishes to be recognised as part of an established field of research and teaching which conventionally revolves around the complex power relations that tie together the Global North and Global South. In addition, the current name does not signal a research focus which encompasses regions such as Eastern Europe (Czech Republic) and the Nordic countries. The committee is concerned about the consequences for the coherency and teaching in the programme if a number of examiners, many of whom teach and supervise in the programme, tend to define development slightly different from the ways in which development is defined in the programme's teaching plans and in the self-evaluation report.

### **Conclusion**

Yes, the title of the programme is satisfactory.

The institution is advised to:

- Either (1) point out in course information and plans that the programme wishes to provide a critique by enlarging the ways in which established Gender and Development programmes approach development. Or (2) rename the programme. Gender and Globalisation or Gender and Global Studies might be a more adequate title for the teaching carried out at the programme and even for the ways in which a number of examiners understand the notion of development.

**7-2 2. The programme must be described with reference to learning outcomes, cf. National Qualifications Framework for Lifelong Learning. The overall learning outcome for each programme, defined in knowledge, skills and general competence, shall be described.**

**Learning outcome of the programme (from the supplementary report):**

A candidate who has completed his or her qualifications should have the following learning outcomes defined in terms of knowledge, skills and general competence:

***Knowledge:***

The candidate...

- has advanced knowledge about gendered patterns of social organisation on selected scales (household, community, national, transnational) and their interrelationships.
- has thorough understanding of the gendered aspects of poverty and vulnerability, their intersections with global socio-economic and political processes, as well as the role of the various institutional players involved.
- can analyse gender in a cross-cultural perspective and understand the potential of gender for empowerment and political mobilisation.
- has in-depth knowledge about development theories including their strengths and weaknesses.

***Skills:***

The candidate...

- can critically apply key concepts relating to gender analysis.
- can analyse and critically trace the conceptual and policy trajectory from economic growth to human development and beyond.
- can work independently on practical and theoretical gender and development problems.
- can scrutinise the gendered consequences of specifically targeted development policies.
- can formulate research questions, and plan, carry out and report on an independent research project.

***General competence:***

The candidate...

- can analyse critically the field of gender and development both at policy and academic levels.
- can identify and analyse ethical challenges in gender and development related research.
- can communicate extensively their own independent research and assess that of others.
- can engage in public debates on gender in a development context.
- can contribute innovatively to initiatives promoting gender equality.

**Assessment**

The learning outcomes as presented in the self-evaluation report were not in line with the National Qualifications Framework (NQF). In the supplementary report, the learning outcomes have been updated. They are now in line with the terminology in the National Qualifications Framework (NQF), and adequately reflect the nature of the programme as presented in the self-evaluation report and in the interviews conducted during the institutional visit. They do not, however, reflect the knowledge, skills and competence in general theories of knowledge, ethics, methodologies, and methods which form a significant part of the coursework in the programme. All of this leads the committee to make a negative conclusion.

Furthermore, the committee expects that several aspects of the GAD programme will be revised in response to the demands and recommendations in the committee's assessment, and therefore requires that the institution re-defines the learning outcomes according to any changes made in the programme.

### Conclusion

No, the description of the programme's learning outcome is not satisfactory.

The institution is required to:

- Include learning outcomes on theories of knowledge, ethics, methodologies, and methods so they accord with the coursework in these aspects offered in the programme.
- Re-define the learning outcomes in accordance with any changes made in the programme when the programme is revised in response to the demands and recommendations in this assessment report. This includes revising the learning outcomes at course level.

**7-2 3. The content and structure of the programme shall correspond to and be adapted to the description of the learning outcome so that the learning outcome is achieved.**

### Assessment of courses

#### **GAD 301: Gender Analysis: Critical Cross-Cultural Approaches**

The main aim of the course is to provide theoretical insight into key concepts of gender/feminist analysis, both in general and in relation to development issues. Emphasis is on students' ability to reflect critically on gender issues in their own research and to approach gender from a cross-cultural and comparative perspective. The course aims to provide an understanding of gendered power relations in a global and local perspective, gendered aspects of poverty and vulnerability and gender as a tool for political mobilisation. It also offers knowledge about important substantial domains in gender analysis. GAD 301 is broad in scope and the readings are above all meta-theoretical texts. Issues covered by the course concern a number of relevant themes in gender studies including Western feminist theorising, cross-cultural and comparative approaches, biology and the social, gender and its intersections, non-Western perspectives, masculinity, the body, especially reproductive issues, and youth and sexuality.

During the visit at the UiB, it became clear to the committee that students find the course challenging because of its focus on epistemology (i.e. feminist methodologies) and high level of abstraction. Staff members, on the other hand, stressed to the committee the importance of giving special priority to critical feminist epistemology. However, the institution is advised to take into account students' concerns regarding the level of difficulty of the course. The readings could be made more accessible for students if including more novel research in dialogue with classic debates on gender and feminism. In doing so, the readings could embrace both meta-theoretical level texts as well as mid-theoretical level texts informed by ethnographic research.

#### **GAD 302: Critical Perspectives on Development Processes: From Economic Growth to Human Development and Beyond.**

The broad definition of development referred to in the self-evaluation report, is not clearly reflected in the description of this particular course. Nevertheless, the course presents the central theories and perspectives on development in the Global South. The course is logically organised, however, the global aspects discussed in the second part of the course would be better understood if more global aspects of development were included in the first theoretical block on development theory. It could then also include examples from a broader sample of countries. There are clear links between this course and GAD 301, through for example the use of joint workshops and an emphasis on gender in the cases of development studies. GAD 301 and GAD 302 could be merged and the programme strengthened by integrating gender and development.

#### **GAD 304: Research Proposal**

This is a course which can provide students with valuable practical insights regarding the design and development of their research project. Such insights can be acquired through presentations, supervision and a peer-review process of drafts. The students interviewed by the committee felt that they were well prepared for their research and fieldwork. This indicates that the processes through which students learn how to design their research proposals and prepare their research are sufficient and adequate. There are no particular readings for this course but the literature included in the theory of knowledge and methods courses is of direct relevance for students when preparing their research proposal and outlining their research. The strength of this course lies in the ways in which it encourages students to define their proposals themselves as part of a learning process rather than inform students by the aid of reference literature about how to develop a proposal.

#### **GAD 306: Theory of Knowledge and Research Ethics**

This is a course which holds great potentials. The aim of the course is to provide insight into basic premises for knowledge production and scientific research. It offers training in evaluation of scientific literature and critical reflection on various methodological approaches and forms of interpretation. Specific attention is given to the variety of feminist critiques of science. The course also provides insights into basic principles for research ethics and how to apply them in practice.

GAD 306 is described as an abstract meta-theoretical course with a focus on the philosophy of social science (i.e. 'vitenskapsteori'). By the term methodology, the course refers to what is known as feminist methodologies, or more precisely, feminist epistemology. Ethics of research are also addressed in order to provide students with critical tools for the evaluation of quantitative and qualitative research. As specific attention is given to feminist critiques of science at this course, it seems to overlap with GAD 301: Gender Analysis: Critical Cross-Cultural Approaches. This impression is confirmed when scrutinising the literature of the two courses.

GAD 306 does not seem to have any particular focus. It gives an incoherent impression due to lax course design and it remains unclear whether the learning outcomes correspond with the course description. Theory of science, methodology and method are presented in an order which does not seem particularly well organised and the pedagogical progression of the course is not evident. During the visit, it became clear that the terms method and methodology are confused and even conflated with one another not only by students but also by staff members. The literature includes texts from social science and philosophy that are difficult to read and comprehend if one is unfamiliar with continental philosophy. As for the ethics, only a few texts seem to address the ethical questions related to research, data collection, fieldwork, and in regard to assessment of data and distribution of knowledge.

This might be the first time students at the programme encounter Western-produced scholarship on the philosophy of science, as also emphasised by students and staff when the committee visited the institution. Programme students generally find the course challenging and of dubious relevance the committee was told when meeting students. During the visit, staff members recognised that the programme's students have seen the course as difficult. Nevertheless, staff members also argued that this course offers an important foundation for students' critical thinking. Even though this might be true, course design, structure and readings should support and guide students rather than alienating them, something which might hinder a productive learning process. The committee thus requires that the course design is revised as it appears diffuse and unfocused.

From 2016, the course will be run together with the Health Promotion Programme. Staff members suggested that feminist methodologies (i.e. epistemologies/theories) in the future might be included in GAD 301 instead of being part of GAD 306. The committee supports a restructuring of GAD 306 to clarify the aim and focus of the course. Integrating it with GAD 301 might seem to be a helpful move, yet this would mean that feminist methodologies are somehow seen as separate from other theories and methodologies included in GAD 306 and would as well mean that GAD 301 and GAD 302 could not be easily merged.

The committee requires that methods, in terms of data collection techniques and ethics, are explored in the course concerned with methods. In other words, data collection techniques and tools, ethical dilemmas, challenges, access, systematisation and analysis of data collected in the field or through a discourse analysis should be addressed in the method course rather than in a course on the philosophy of science ('vitenskapsteori'). The committee recommends that GAD 306 is used as an analytical opportunity for students to critically consider the idea of a philosophy of the social sciences as a Western ontological and epistemological project. In doing so, a postcolonial perspective could be strengthened.

### **GAD 307: Practical Research Methods**

According to the self-evaluation report, GAD 307 provides knowledge on research ethics and quality in research to be used in individual projects. Qualitative research methods, data analysis and research design are introduced and students do practical exercises. Besides knowledge on methods, students are also recommended literature on reflexive perspectives from feminist epistemology and anthropology. The self-evaluation report states that gender is a central part of this course. GAD 307 thus creates continuity between the first and second semester and increased specialisation in the field of Gender and Development. All of these elements are highly relevant to the field of study and the programme.

However, the main focus of the course remains vague even if many relevant issues are dealt with. The description does not establish a logical connection and continuity between classes on ethics, quality in projects, qualitative methods, analysis and research design, as well as feminist and postcolonial epistemologies and gender aspects, which the course aims to cover. Also, there are overlaps between GAD 306 and GAD 307 when it comes to feminist epistemologies, ethics and theory of science which might mean unnecessary repetition in GAD 306. GAD 307 should logically follow after GAD 306, since theories and perspectives from GAD 306 are supposed to be applied in practical projects in GAD 307. In addition, both students and staff noted when interviewed by the committee that it would be an improvement to the programme if parts of GAD 306 were moved to an earlier stage; i.e. the first semester. The committee requires that such confusions in the programme are dealt with.

During the meeting with staff, members, it was explained to the committee that the qualitative methods taught include highly relevant tools for fieldwork such as interview techniques, participant observation, focus group discussions and interviews. It was less clear to the committee, though, whether students are taught quantitative methods, which might be both useful and relevant for the studies they undertake. The committee was told by teachers and students that a high quality of data collection and analysis is ensured through intense preparation of field studies and solid supervision and presentation of results immediately after students return from their fieldwork. The committee, nevertheless, advises that the programme considers the value of including quantitative methods in this course.

### **Elective courses**

During 2013-2015, two elective courses were part of the GAD programme. Students, furthermore, could choose courses offered at other institutes or faculties at the UiB. This, however, would demand a special application and approval. The two elective courses include:

#### **1) GAD308 – Social justice, Equity and Welfare in a Comparative Perspective (5 ECTS)**

According to the self-evaluation report, this course will examine current discourses on social justice and human rights, with a particular focus on their relevance for welfare and equity issues as they occur in different cultural/national settings. Political, economic and other causes of disparities in wellbeing and welfare between and within countries will be explored. Focus will be on factors that contribute to inequalities and inequities with a particular emphasis on inequalities as they occur in relation to gender, families and child welfare. The role of the state in meeting challenges related to equity, wellbeing and welfare will be a central issue in the course.

#### **2) MABARN310 – Childhood and Parenting in Diverse Contexts (5 ECTS)**

The main purpose for this course is to examine the child, childhood and parenting in different societies, both in the North and the South. The students will be presented with historical and cross-cultural perspectives on parenting and childhood. Children's own understandings of these subjects are also included. Insights obtained by dealing with the issues above will be applied to focus on the consequences of migration for children and families, and address society's responsibility for children and parent's well-being in an increasingly globalised world.

After having been introduced to different theoretical perspectives during the first semester, it is a good idea to offer students courses with an empirical foundation. The topics of both of the two elective courses are clearly relevant in relation to the GAD programme and could help students to sophisticate their understanding of Gender and Development. The students are given an opportunity to link theory and empirical areas of study which will be useful for their thesis work. The committee thus finds both of these two courses relevant for the programme and an interesting way in which students could broaden their views and analytical skills.

### **GAD 350: Master's Thesis**

The inclusion of a 60 ECTS thesis and the follow-up provided for its timely completion is thorough. It is unclear, however, exactly how the time in the field is counted into the 60 ECTS. In the self-evaluation report, it is stated that three months of fieldwork are included in the 60 ECTS of the thesis, and the fieldwork is conducted during the summer months. According to the supplementary



information provided by HEMIL, there is a total of 1744 working hours allotted to this 60 ECTS of study. Since the fieldwork is comprised of three months and conducted in the summer months, the workload remaining for the two semesters would necessarily be less than full-time. The information provided to the committee on the workload for the thesis work and how it is divided between the field and writing up is somewhat inconsistent.

The fieldwork, while considered to be three months, is only allocated 160 hours of work, defined only in terms of time reserved for carrying out interviews. In the committee's view, this underestimates the time and effort actually used during these three months, which would involve much more than merely interviewing including organising field visits, identifying interview subjects, traveling, and various practical issues. It seems more realistic to transfer a certain number of hours from the 1600 hours the students use for self-study and writing-up of the thesis to the fieldwork period. If one, for example, takes the 1744 hours total (stated on the supplementary information), and divides this by 10 months, this would be 174.4 hours per month, which would comprise about 44 hours per week of full-time study. Three months of fieldwork would then comprise about 522 hours total. This would leave 1222 hours during the following two semesters (i.e. 7 months) for the writing process. Since lectures and advising comprise 84 hours, a student's self-study would be 1138 hours after return from fieldwork. The committee considers this amount of hours to be sufficient for writing a thesis of high standard. Calculating in this way would mean that the thesis remains within the permitted workload for the students for 10 months of study.

According to the students, there is a wish for more flexibility in the timing of the fieldwork. With some flexibility students could be allowed to move their fieldwork so it comes either a little earlier or later in the months of June-August in accordance with their research design as well as vacation plans. The committee requires that the fieldwork course is restructured. One way in which the course could be changed so students get time for vacation could be by delaying the start of the lectures to October 1<sup>st</sup>, so students could have an extra month with which to organise their fieldwork. To compensate time-wise, the following spring semester could be extended to end later. The extra time gained in the summer could at the same time allow for a short exchange with one of the partner institutions in combination with students' conduction of fieldwork.

### Assessment of the programme's structure

The structure of the programme is in general well-designed with respect to the logic of providing a strong theoretical base in the first semester, methods and research planning in the second semester, followed by fieldwork, and then analysis and writing of the thesis under close supervision in the two last semesters. There are ways, however, that the structure of the programme could be adjusted to strengthen the coherency and quality of the programme.

The first two courses are offered separately, and the committee has the impression from its visit at the UiB that it is a challenge to ensure that these courses complement each other well. At the same time, the committee was told that the two courses have come closer to each other in terms of content. Furthermore, the committee was informed in the supplementary report that the study plan and the course content of all the courses in the programme will be revised. One possibility for ensuring a good progression in the programme, and at the same time improve the content, could be to revise the course

content and merge GAD 301 and 302 into one course. By doing so, gender and development could be integrated more profoundly and overlaps between the two courses avoided.

The committee was provided with supplementary information on the structure of the programme as planned for 2015, where plans for merging GAD 306 and 307 into a 15 ECT course, and increasing the elective courses to 10 ECTS was illustrated for the second semester. The committee, however, recommends that the two courses are kept apart, each with a distinct profile.

By expanding the amount of mid-level theory texts based on ethnographic studies from various parts of the Global South and Global North, at the various courses, the readings would reflect the research frontier more profoundly and appear as more appealing to students. Films and media do not appear on the reading lists as useful pedagogical tools for students' learning; tools which usually are appreciated by students. The programme would benefit from including to a larger extent recent ethnographic research regarding, for instance, climate changes, child studies, queer, sexualities, surrogacy, sex work, trafficking in people and body parts, colonial and contemporary violences, conflicts, security, disabilities ('crip' theory), governmentality, diaspora, economics, and remittances. In its current form, and despite an announced masculinity perspective, the programme mainly seems to be concerned with Women-in-Development (a preface to today's Gender and Development).

When it comes to the work demanded of the students, which according to the ECTS norm should be between 1500 to 1800 hours per 60 ECTS, this is fulfilled for the first year. However, when it comes to the second year, there are problems with the fourth semester not least due to the fieldwork.

## Conclusion

No, the content and the structure of the programme do not correspond and/or are not adapted to the learning outcome as it is described in the plan for the programme.

The institution is required to:

- Re-define the learning outcomes according to any changes made in the programme when the programme is revised in response to the demands and recommendations in this assessment report. This includes revising the learning outcomes at course level.
- Make changes to GAD 306 (Theory of Knowledge and Research Ethics) to make the course more focused and specify its profile vis-à-vis GAD 307 (Practical Research Methods).
- Create a better logical connection between GAD 306 and GAD 307.
- Make changes to GAD 307 to make the course more focused and avoid overlapping between GAD 306 and 307.
- Adjust GAD 306 and 307 so methods and ethics are explored where they belong; i.e. in the methods course.
- Make sure that the students' expected workload does not exceed 1800 hours per 60 ECTS. This includes a restructuring of the fieldwork.

In addition, the institution is advised to:

- Avoid overlaps between GAD 301 (Gender Analysis: Critical Cross-Cultural Approaches) and GAD 306 (Theory of Knowledge and Research Ethics).

- Consider to merge GAD 301 and 302 (Critical Perspectives on Development Processes: From Economic Growth to Human Development and Beyond) into one course.
- Consider how GAD 301 can be adjusted by including both mid-level and high-level theory texts.
- Consider how GAD 306 can be made more accessible for the students whilst also learning about critical epistemology.
- Use the Theory of Knowledge course as an analytical opportunity to critically consider the idea of a philosophy of the social sciences as a Western epistemological project (i.e. to strengthen a postcolonial perspective).
- Consider teaching quantitative methods as a compulsory element in the GAD 307 course.
- Include a larger spectrum of development perspectives including LGBT, sexuality, race/ethnicity and class issues.

**7-2 4. The work and teaching methods shall correspond to and be adapted to the description of the learning outcome so that the learning outcome is achieved.**

**Assessment**

There is a great variety of work and teaching methods in this programme, which are appropriately distributed over the different courses and adapted to each course.

The courses which have a theory-laden content (e.g. GAD 301, 302 and 306) are based on lectures and seminars, while the more practical courses (e.g. GAD 307) are based on lectures and seminars with practical assignments (interview techniques, managing focus groups, the analysis of text and images etc.). The students are required to complete a group assignment in fieldwork as part of GAD 307. Hence, both group work and individual work is part of the programme. The latter is prominent in GAD 350, where the students both conduct a fieldwork and writes a thesis during the programme's last two semesters.

The way teachers follow up on students' work seems good to the committee, as students get frequent feedback on their work both from the academic staff and their fellow students. Peer discussion and comments amongst the group of students are an integrated part of the programme. This more student-centred way of working encourages students' engagement. This goes for both lectures and seminars. In addition, students are trained in analytical as well as writing skills. They also take a course in literature search and reference techniques, which is offered by the library.

Based on the self-evaluation report, supplementary information and interviews with staff and students, the committee finds that the work and teaching methods are relevant to the learning outcomes specified in the programme.

**Conclusion**

Yes, the work and teaching methods correspond to and are adapted to the learning outcome as it is described in the plan for the programme.

**7-2 5. Examinations and other types of evaluation shall correspond to and be adapted to the description of the learning outcome so that the learning outcome is achieved.**

## Assessment

The self-evaluation report explains the examination types and forms clearly in relation to each course and reflect the effectiveness of these examination types in terms of their role in both evaluating performance and ensuring a relevant learning process. One example of the attention given to identifying the best form of examination is the switch in the Theory of Knowledge course from an examination to a term paper, which was deemed more effective as a learning tool, and as a way of evaluating rather heavy, theoretical concepts. The committee finds that the increased use of term papers and presentations as method of evaluation rather than written exams is a good choice, both in terms of attaining the learning outcomes of the program and considering the analysis and writing skills needed for a future in academics and professional employment.

As per university regulations, grading is done by both internal and external examiners, depending on the course and type of exam. The grading levels for the theses are ensured mainly through the use of external examiners, and exhibit a realistic curve of results in line with other comparable master programmes in Norway.

## Conclusion

Yes, examinations and other types of evaluation correspond to and/or are adapted to the learning outcome as it is described in the plan for the programme.

## **7-2 6. The programme must have a clear academic relevance for employment and/or further study.**

### Assessment

According to the self-evaluation report, alumni surveys have been carried out. These show that most students graduating after 2005 have found relevant jobs in development organisations, academic institutions, the UN and public administration in Norway and abroad. Yet, the report also observes that getting a job might be challenging and that it might take some time before students find relevant and stable jobs.

Out of 42 graduated students from the period 2007-2013, GAD has provided information about the employment situation of 35 of this group of students. Of these 35 graduated students, three work as research assistants, one teaches at a higher education institution and five teach at university level. Six of them have become Ph.D. students and two are studying at a master programme while one third of the graduated students work in NGOs and development organisations in the Global South. After graduation, students from the 'Norway category' also find work in development organisations, in the public administration or as social workers in Norway.

The programme's staff members explained to the committee during its visit at the UiB that there are no permanent arrangements as regards student internship. Students are neither offered any information about internship. During the interviews with the committee, students mentioned the lack of opportunities for internship as a problem. Such an opportunity, they believed, could increase their chances for finding a job after graduation and they thus considered it as an important means by the aid of which they could be able to improve their qualifications. Students were thus interested in carrying out an internship in Norway or abroad.

The committee notes that the programme does not have an advisory board consisting of representatives of sectors in which students might find a job after graduation. Such a board could be useful for the programme, as possible employers could advise the programme about how to build solid bridges between the programme and various relevant job sectors. Such bridging could be of great benefit for students and even strengthen the programme.

## Conclusion

Yes, the provision has a clear academic relevance for employment and/or further study.

The institution is advised to:

- Improve the procedures for monitoring employment and unemployment numbers for students in Norway and abroad. This could be ensured by establishing alumni networks to keep in contact with students after graduation.
- Create opportunities for internships, which will facilitate students' access to relevant jobs in Norway and internationally.
- Establish an advisory board of possible employers.

## **7-2 7. The programme must have satisfactory links to research and academic and/or artistic development work, adapted to its level, scope and other characteristics.**

### Assessment

Staff members have been granted external funding for an impressive number of research projects. Many of those have been finalised recently, though, and it is unclear to which extent external funding can be ensured in the future (as always is the case with external funding). Associated scholars in charge of externally funded research projects also teach in the programme. Funded research projects cover areas such as the Czech Republic, Ethiopia, Norway, Peru, Sudan, Tanzania and Tunisia. Generally, the teachers at the programme give an impression of being experienced beyond the regional areas and themes which are in the fore of their research projects.

According to the self-evaluation report, the research projects in which staff members are engaged greatly enrich the teaching at the programme. Generally, connections between research and teaching are made by staff members when selecting course literature, illustrating theoretical arguments and understanding various gender and development phenomena. The committee finds the efforts and results sufficient as regards the links between research and teaching in the programme. It is less clear, however, to which extent students actually become part of larger research projects at the institution, which might facilitate supervision and make supervision research-based in more direct ways.

Each year, the programme organises a number of guest lectures for students. Previously, scholars from Institute of Development Studies (IDS) and den Haag, amongst other places, were invited to teach thematic seminars focusing on, for instance, 'The Ethnography of Aid' and 'Gender and Violence'. However, due to limited resources the programme has been unable to offer any thematic seminars for the last couple of years. The programme wishes to re-introduce the thematic seminars held by high-profiled scholars and the committee strongly supports this vision for future activities.

## Conclusion

Yes, the programme has satisfactory links to research and academic and/or artistic development work, adapted to its level, scope and other characteristics.

The institution is advised to:

- Include students in larger research projects to facilitate the supervising process and make supervision more research based.
- Work for the re-introduction of thematic seminars at which high-profiled scholars present their work.
- Make a strategic plan regarding applications for external research funding.

## **7-2 8. The programme must have student exchange and internationalisation arrangements, adapted to its level, scope and other characteristics.**

### **Assessment**

In the self-evaluation report it is mentioned that the programme does not have student exchange in line with the demand in the Academic Supervision Regulations. This is neither something which is under preparation, the committee understands. The programme has no student exchange because of its international profile it was explained to the committee during its visit at the UiB. As an international study programme at which the majority of students are incoming students (i.e. quota students and other international students for the full degree as well as international students who take specific courses at the programme) exchange is somehow built into the programme, it was pointed out to the committee.

Various agreements facilitate the incoming of students from institutions with which the programme has established collaborations, but there are no agreements which offer students an opportunity to go abroad (i.e. out of Norway) on an exchange, for instance, to take relevant courses. The staff members believe, as it became clear during the interviews at the UiB, that the students at the programme need time to accustom themselves to study in Norway, build a sense of solidarity in the student group and follow the master programme's structure. For these reasons, the committee was told, student exchange is not considered suitable.

The committee has identified what seems to be a technical barrier to student exchange in the GAD programme. According to the University of Bergen's application procedures for exchange abroad applications should be submitted in January in order for a student to be part of an exchange in the coming autumn or spring. Available places for exchange are listed in August meaning that students who wish to go on exchange as part of their theoretical courses must apply for exchange before they begin with their studies.

The Academic Supervision Regulation is clear; the institution must ensure the possibilities for student exchange within the programme. The committee thus requires that the institution identifies appropriate solutions to address this problem, for instance, by investigating if students whilst on fieldwork can have a formal affiliation with a higher education institution located close to the fieldwork location, or visit another institution for a short exchange during the writing phase (e.g. for the use of library facilities). This might also help to attract more students from the 'Norway category' to the programme. These students might recognise how such international experiences could benefit their educational portfolio and improve their qualifications in general.

In the self-evaluation report, the institution does highlight that the programme has a high level of internationalisation despite the absence of opportunities for exchange. Fieldwork is here mentioned and so is the diversity of the student group as such. These conditions of the programme are positive and indicate a high level of internationalisation but could, however, be enhanced through closer research and teaching cooperation with the many institutions with which the UiB already has formal agreements of collaboration.

### Conclusion

No, the programme does not have student exchange and internationalization arrangements, adapted to its level, scope and other characteristics.

The institution is required to:

- Make sure that there are opportunities for student exchange as demanded by the Academic Supervision Regulations.

The institution is advised to:

- Look into how students can benefit from the many already existing formal agreements and collaborations of UiB to facilitate student exchange.

## **7-2 9. The institution must have facilities, library services, administrative and technical services, ICT resources and working conditions for the students, which are adapted to the programme.**

### Assessment

In general, the facilities for students are good. During its visit, the committee inspected the facilities offered to the programme's students. At the Faculty of Psychology, all together there are 585 study places; i.e. small separated study booths for students. According to the self-evaluation report, 80 master students are annually enrolled into the programmes under the Faculty of Psychology including the Gender and Development programme. The GAD students have access to 68 study booths, which are clustered in a number of larger study rooms in the Faculty building. In these rooms, students have access to facilities such as Wi-Fi, a number of stationary computers and printers. Students with special needs would be guaranteed access to a booth.

Students are frequently expected to prepare their work in groups and thus need meeting places. Very few places are available for group meetings and work, though. Students thus referred to 'the sofa' as a prominent meeting place. The committee was told at the UiB visit that international students do not use the study places to the same extent, as do the students from Norway.

All students share a restricted number of lockers, yet at the time of the committee's visit, many of the lockers were free. The Faculty does not offer equipment for video conferences. IT tools and platforms for distance learning do not seem to be used at the GAD programme.

At the Faculty library, students have access to hard copies of critical reference literature in gender, development, anthropology, feminism and gender and development. Literature which is not included in the body of hard copies at the library can be ordered. Students have access to databases and hence electronic copies. In particular international students tend to use the library facilities, the committee

was told. The library runs an introductory course, held in English for the GAD students, at which they are introduced to relevant databases, academic writing, EndNote and plagiarism. For plagiarism control, Euphorous is used for screening of first drafts of students' master thesis. The course is valued by both staff members and students according to the interviews conducted by the committee.

#### Conclusion

Yes, the institution has facilities, library services, administrative and technical services, ICT resources and working conditions for the students, which are adapted to the programme.

The institution is advised to:

- Consider how international students can be encouraged to use the study room facilities to a larger extent than they currently do.
- Consider if more places for group meetings could be offered to students.

### ***3.4 Academic environment associated with the programme***

**7-3 1 The composition, size and collective competence of the relevant academic environment must be adapted to the programme as described by the programme description and also adequate for conducting relevant research and academic or artistic development work.**

#### Assessment

It is apparent from the self-evaluation report and the interviews conducted by the committee with staff members and students during its visit at the UiB that the programme has a very dedicated and motivated staff committed to providing high quality support to students in order to ensure as good results as possible for the students and the programme in general. The programme staff and associated researchers have so far also produced high quality research that seems to have impacted the quality of the teaching significantly.



2	3	4	5	6	7	8	9	10	11	
Stillings- betegnelse <sup>1</sup>	Ansettelses- forhold <sup>2</sup>	Faglige årsverk i studiet				Årsverk i andre studier oppgi studium og inst. navn	Formell pedagogisk kompetanse <sup>4</sup>	Undervisnings- /veilednings- område i studiet	Ekstern praksiserfaring <sup>5</sup>	
		Total <sup>3</sup>	U&V	FoU	Annet				Antall år	årstall
Professor	H Fast	1,0	0,46 *	0,46	0,08		KHP	U: foreleser og seminarleder V: masteroppgaver		
1.amanuensis	H Fast	1,0		1,0						
1.amanuensis	H Vikar Midlertidig	0,5	0,35**	0,1	0,05			U: seminarleder V: masteroppgaver		
Post. doc	H Midlertidig	1,0	0,25.	0,75				U: foreleser og seminarleder V: masteroppgaver		
PhD-kandidat	H Midlertidig	1,0	0,15	0,75		0,1 på HEMIL		U: seminarleder V: masteroppgaver		
PhD-kandidat	H Midlertidig	1,0	0,1	0,9				U: seminarleder V: masteroppgaver		
PhD-kandidat	H Midlertidig	1,0	0,01.			Hovedsakelig knyttet til master i barnevern]		V: masteroppgave		

**Table 1: Academic staff contributing to GAD for 2014-2015.<sup>4</sup>**

It also was apparent, however, that the level of staffing was below that which would be necessary to sustain both quality and stability of the teaching in the programme in the future and the long-term research production levels. The programme has too few permanent staff members to ensure that the teaching is adequately covered and that research is able to be pursued at high levels, particularly in the event of illness, sabbatical, or participation in larger research projects. According to staff members, research tends to suffer as teaching obligations must be given highest priority to guarantee the running of the programme.

While the programme staff has been drawing on a wider pool of teachers and advisors at the institute as well as relying to a large extent on Ph.D. students and post-doctoral fellows for teaching activities, teaching and research seem to be organised in a rather ad hoc manner. The committee does not find such solutions sufficient for the long-term sustainability of the programme. The committee was informed during the interviews that 50% of a position (possible due to retirement) was being considered to be linked to the programme. However, it was not clear whether this would be a permanent commitment (this is neither clarified in the supplementary report). The institution informed the committee that the resource issue in regard to the GAD programme would be considered in connection with an upcoming evaluation of development focused research and teaching carried out at the University of Bergen more generally. Nevertheless, a 50% position is not considered to be adequate by the committee as this would not solve the issue concerning the programme's vulnerability. The committee thus believes that a full-time position is needed; particularly one which

<sup>4</sup> Ph.D. students' contribution to teaching and supervision has been considered by the committee. Doctoral students' research (as part of their Ph.D.) is not to be counted as part of the total FTEs of research in the GAD programme. One '1. Amanuensis' (i.e. Associate Professor) is on sabbatical abroad throughout this academic year. This person's teaching and supervision therefore is not listed in the table.

would ensure a strengthening of teaching and supervision competence within the field of the Global South.

During the institution visit, the committee was presented with a preliminary plan from the institution in which different models were explored to integrate various international programmes at the UiB. While the committee sees this as a positive move towards making the GAD programme more firmly anchored within the institute, there are several aspects which the committee would like to comment on:

Model A suggests an annual intake where student levels would drop to 8 students (in the accompanying document the number was 10 for each study). As stated earlier, this would not satisfy the requirements for the size of the student group to ensure an adequate learning environment.

Model B, on the other hand, combines the two international programmes with intake every other year, but at a level of 18, where students could define their own study direction. This could be an important way to capitalise on the synergy between the programmes both academically and in terms of efficient use of teaching resources. It is not clear in this model, however, how a high quality academic focus on Gender and Development can be ensured when integrated into a joint programme.

The committee notes that if the GAD programme were to be offered every year, at a level of for example 15, additional teaching and advising resources should be made available. One could envision, however, that the programme could be opened up to more students with additional advising resources for the thesis made available through student participation in research projects.

Programme staff and associated researchers have relevant competences in various fields relating to Gender and Development issues, in terms of methods, theory and thematic specialisation. The specialisation of Ph.D. students and post-doctoral fellows as well as the professor and lecturers, cover central elements of the programme. However, due to the lack of permanently employed academic staff, it is uncertain how the programme will maintain the necessary competences to ensure a high level of teaching and research. As also mentioned, the committee has observed that GAD has not linked students to on-going research projects, which might facilitate the supervising process and make supervision research-based in more direct ways.

A research focus on Eastern Europe (Czech Republic) and Nordic countries might mean that less priority is given to the Global South even though similar programmes on Gender and Development have the Global South as their primary regional focus. As students have explained to the committee, they expected an exclusive focus on the Global South in teaching and research conducted at the programme. Also, the name of the programme points to a regional specialisation in the Global South (i.e. Africa, Asia, and Latin America). The existing staff members cover some parts of the Global South but specialisation, for example, in Latin America is vague. If, as staff members have argued, Eastern Europe is equally important as a region of focus, the programme might consider changing its name accordingly.

Thematically, the staff covers many central areas concerning gender, identity and cultural practice as well as development, health, education and rights. Staff shows activities within central parts of the programme and which connect core issues of Gender and Development. One staff member covers relevant themes such as the connection between gender and identity and belonging, and connections between gender and food, the environment and reproductive health. Another member covers the

connection between gender and education and its contribution to change among women. A third staff member covers policy making on Gender and Development, young people's visions of the future and work prospects in young women in different countries in the Global South and North. Yet, some themes are given little attention, as compared to similar programmes in other European countries. For example, there is little focus on LGBT issues, sexuality, race/ethnicity, security, and class issues.

### Conclusion

No, the composition, size and collective competence of the relevant academic environment is not adapted to the goals of the programme as described by the programme description nor adequate for conducting relevant research and academic or artistic development work.

The institution is required to:

- Increase the number of teaching staff by at least one full-time position.
- Ensuring that the profile of the programme and the profile of the academic environment and their areas of specialisation correspond with one another. If Gender and Development concerns the Global South in relation to the Global North, this should be reflected in the composition of the staff and their qualifications.

The institution is advised to:

- Link students to current or future research projects. This might be one way of minimising the burden of supervision by the permanent staff.
- (As already mentioned earlier). Either (1) point out in course information and plans that the programme wishes to provide a critique by enlarging the ways in which established Gender and Development programmes approach development. Or (2) rename the programme. Gender and Globalisation or Gender and Global Studies might be a more adequate title for the teaching carried out at the programme.

## **7-3 2. The academic environment must actively participate in national and international collaborations and networks relevant for the programme.**

### Assessment

The programme staff participates actively in several networks, both nationally and internationally, which are relevant to both their teaching and research projects. The programme has formal collaborations with these networks, but it is not clear to the committee the extent to which the programme is using these beyond providing a source for recruitment of applicants to the programme. Students do not seem to connect with these institutions during their fieldwork, nor is there evidence of joint research with these institutions, despite some of the graduates are employed in relevant departments. These institutions and networks could also be available for shorter exchanges either connected to the fieldwork period or the writing period.

### Conclusion

Yes, the academic environment actively participates in national and international collaborations and networks relevant for the programme.

- The institution is advised to explore possibilities of using their networks and institutional collaboration agreements for initiating joint research and exchanges.

**7-3 3. At least 50 per cent of the academic FTEs allotted to the programme must be staff with their primary employment at the institution. Of these, teachers with competence at the level of at least associate professor must be represented among those who teach the core elements of the programme. For the different cycles, the following additional requirements apply:**

- b) For second cycle programmes, at least 10 per cent of the collective academic environment must be professors or docents, and an additional 40 per cent with competence at the level of at least associate professor.

#### Assessment

At a first glance (see table 1), the programme seems to meet the minimum standards requirement for the quality of staff allotted to the programme. At least 50% of the academic staff has their primary employment at the programme (in fact 53%). Of these, at least 10% are at the level of full professor (i.e. 26%) and an additional 40% has the competence at the level of at least associate professor (i.e. 66%). Of the seven staff members included in the programme, 3.76 full-time equivalents are allotted to the programme.

Two of these positions are permanent; i.e. one full professor and one associate professor meaning that 53% of the academic FTEs allotted to the programme are staff with their primary employment at the institution. In addition, a temporary associate professor is employed at the programme. During 2014-2015, the permanently employed associate professor is not teaching, but conducting research only (i.e. on sabbatical). The temporarily employed associate professor substitutes the permanently employed associate professor by teaching to an amount similar to 50% of a full-time equivalent. For the period 2014-2015, only one permanently employed staff member thus teaches at the programme while the other permanently employed staff member is focusing on research. The committee notes that during 2014-2015, in practice only 1.32 full-time equivalents have been allotted to teaching and supervision at the programme, while 2.31 full-time equivalents have been allotted to research and educational development work. The limited number of full-time equivalents allocated to teaching, in tandem with only few permanently employed staff members, makes in the committee's view the programme highly vulnerable and jeopardises the sustainability and future of the programme. To the committee, the programme seems to be balancing at the margin of existence because of the remarkably few resources allotted by the University of Bergen to the programme.

Teachers with competence at the level of at least associate professor teach at the core elements of the programme. The permanent staff members are involved in most teaching activities and teachers from HEMIL even teach at the programme, as do visiting scholars and Ph.D. students. In fact, the programme seems quite dependent on Ph.D. students' teaching contribution. Their teaching counts for 0.26 full-time equivalents, while a post-doctoral fellow holding a temporary position teaches to a degree equivalent to 0.25 full-time equivalents.

Based on the information at hand, the committee does not consider it likely that all courses could be offered during periods where the programme might not have Ph.D. students and post-doctoral fellows

to count on in the running of the programme. In order for the programme to live up to common standards for a programme of its kind and to guarantee its future viability, the committee requires that more resources are allotted to the programme by the University of Bergen.

### Conclusion

No, the criteria and the demands specific to the cycle of the present programme are not fulfilled.

- The institution is required to employ at least one more full-time permanent staff member at the associate professor level in order to guarantee the sustainability and future of the programme.

### **7-3 4. The academic environment must be actively engaged in research, academic and/or artistic development work. For the different cycles, the following additional requirements apply:**

- b) For second cycle programmes, the academic environment must have documented results at a high level of quality.

### Assessment

The programme's staff has until recently shown a high productivity in terms of publishing peer-reviewed articles in national, regional and international journals as well as books and edited volumes. These publications address many of the key elements of the programme and there is generally a close and logical connection between research and programme content as well as courses. The productivity has been high in spite of limited resources for research and few permanent positions at GAD. Some publications have been published in internationally high ranked journals like Journal of the Royal Anthropological Institute, Focaal and Ethnos. However, the high productivity has mainly been a result of the work of a few members of staff, one of whom has left the programme recently. Thus the question is how this high productivity in terms of research publications could be maintained in the future.

The committee notes that the majority of peer-reviewed articles and books are published in journals and publishing houses (of medium or lower rank) some of which are more local in character (based in Norway and Scandinavia). The committee also observes that there are few publications written together with international researchers for example with those scholars with whom the programme already collaborates, although this would ensure a better output of publications of a high international academic standard. Moreover, there are only a limited number of publications within research areas that are central to the programme, such as journals specialised in gender, femininity, masculinity, development, and the Global South.

There is no explicit research strategy for the programme and it is, therefore, unclear how publishing is planned, organised and coordinated. Furthermore, there are few publications which have been published together with international colleagues and guest teachers (with outstanding publication records). A prolific staff member has left the programme recently and it remains unclear to the committee how the research productivity, in terms of research activities and high-standard international publications, can be ensured in the future. Finally, it is not clear to the committee to which extent staff members would be able to conduct research if external funding were not obtained for a period of time.

On this backdrop, the institution is required to develop a research strategy with milestones, which lives up to the needs for specialisation, regionally and thematically to ensure future research. The programme is advised to choose specific research areas of specialisation, which correspond with the themes covered in the courses and the overall programme description. The committee also recommends that the UiB considers the vulnerability of the programme's research environment and the ways in which research could be strengthened as well as sustained in case of less external funding.

### Conclusion

No, the academic environment is not actively engaged in research, academic and/or artistic development work. The academic environment has documented results at a high level of quality.

The institution is required to:

- Make a research strategy with milestones, which lives up to the needs for specialisation, regionally and thematically.

The institution is advised to:

- Choose specific research areas of specialisation, which correspond with the themes covered in the courses and the overall programme description.
- Publish together with international researchers with whom the programme already collaborates.
- Produce more peer-reviewed articles in international journals (including at the highest international level) and in journals that are specialised in key areas of the programme.
- Publish books and volumes with well-estimated publishing houses and university presses.
- Ensure that staff is recruited who has published in journals of a high academic standard within the areas central to Gender and Development.

### **7.3.5 For programmes with supervised professional training, the academic environment and external mentors must have appropriate experience in the field of practice.**

Not applicable at present. See 7-2.3 on organisation of fieldwork and internship and 7-2.6 on internship and its relevance for the labour market.

## **3.5 Conclusion**

Based on the written self-evaluation report with attached documentation and information from the site visit, the expert committee concludes the following:

**The master degree in Gender and Development at the University of Bergen does not fulfil all the demands in the Regulations concerning supervision of the educational quality in higher education.**

The expert assessment states which demands the institution is required to meet in order to achieve accreditation. In addition, the committee has provided advice for the further development of this educational provision.

*The following demands are not met:*

**7-2 2. The programme must be described with reference to learning outcomes, cf. National Qualifications Framework for Lifelong Learning. The overall learning outcome for each programme, defined in knowledge, skills and general competence, shall be described.**

**7-2 3. The content and structure of the programme shall correspond to and be adapted to the description of the learning outcome so that the learning outcome is achieved.**

**7-2 8. The programme must have student exchange and internationalisation arrangements, adapted to its level, scope and other characteristics.**

**7-3 1. The composition, size and collective competence of the relevant academic environment must be adapted to the programme as described by the programme description and also adequate for conducting relevant research and academic or artistic development work.**

**7-3 3. At least 50 per cent of the academic FTEs allotted to the programme must be staff with their primary employment at the institution. Of these, teachers with competence at the level of at least associate professor must be represented among those who teach the core elements of the programme.**

**7-3 4. The academic environment must be actively engaged in research, academic and/or artistic development work.**

**The following demands must be met in order to achieve accreditation:**

The institution is required to:

- Include learning outcomes on theories of knowledge, ethics, methodologies, and methods so they accord with the coursework in these aspects offered in the programme.
- Re-define the learning outcomes in accordance with any changes made in the programme when the programme is revised in response to the demands and recommendations in this assessment report. This includes revising the learning outcomes at course level.
- Re-define the learning outcomes according to any changes made in the programme when the programme is revised in response to the demands and recommendations in this assessment report. This includes revising the learning outcomes at course level.
- Make changes to GAD 306 (Theory of Knowledge and Research Ethics) to make the course more focused and specify its profile vis-à-vis GAD 307 (Practical Research Methods).
- Create a better logical connection between GAD 306 and GAD 307.
- Make changes to GAD 307 to make the course more focused and avoid overlapping between GAD 306 and 307.
- Adjust GAD 306 and 307 so methods and ethics are explored where they belong; i.e. in the methods course.

- Make sure that the students' expected workload does not exceed 1800 hours per 60 ECTS. This includes a restructuring of the fieldwork.
- Make sure that there are opportunities for student exchange as demanded by the Academic Supervision Regulations.
- Increase the number of teaching staff by at least one full-time position.
- Ensuring that the profile of the programme and the profile of the academic environment and their areas of specialisation correspond with one another. If Gender and Development concerns the Global South in relation to the Global North, this should be reflected in the composition of the staff and their qualifications.
- Employ at least one more full-time permanent staff member at the associate professor level in order to guarantee the sustainability and future of the programme.
- Make a research strategy with milestones, which lives up to the needs for specialisation, regionally and thematically.

**The committee offers the following advice to develop this educational provision further:**

The institution is advised to:

- Ensure that students are not granted admission based on gender or other non-transparent and arbitrary criteria.
- Not grant admission to less than 13 students in every student group.
- Make a greater effort to attract students from the 'Norway category' to the programme.
- Either (1) point out in course information and plans that the programme wishes to provide a critique by enlarging the ways in which established Gender and Development programmes approach development. Or (2) rename the programme. Gender and Globalisation or Gender and Global Studies might be a more adequate title for the teaching carried out at the programme and even for the ways in which a number of examiners understand the notion of development.
- Avoid overlaps between GAD 301 (Gender Analysis: Critical Cross-Cultural Approaches) and GAD 306 (Theory of Knowledge and Research Ethics).
- Consider to merge GAD 301 and 302 (Critical Perspectives on Development Processes: From Economic Growth to Human Development and Beyond) into one course.
- Consider how GAD 301 can be adjusted by including both mid-level and high-level theory texts.
- Consider how GAD 306 can be made more accessible for the students whilst also learning about critical epistemology.
- Use the Theory of Knowledge course as an analytical opportunity to critically consider the idea of a philosophy of the social sciences as a Western epistemological project (i.e. to strengthen a postcolonial perspective).
- Consider teaching quantitative methods as a compulsory element in the GAD 307 course.
- Include a larger spectrum of development perspectives including LGBT, sexuality, race/ethnicity and class issues.
- Improve the procedures for monitoring employment and unemployment numbers for students in Norway and abroad. This could be ensured by establishing alumni networks to keep in contact with students after graduation.



- Create opportunities for internships, which will facilitate students' access to relevant jobs in Norway and internationally.
- Establish an advisory board of possible employers.
- Include students in larger research projects to facilitate the supervising process and make supervision more research based.
- Work for the re-introduction of thematic seminars at which high-profiled scholars present their work.
- Make a strategic plan regarding applications for external research funding.
- Look into how students can benefit from the many already existing formal agreements and collaborations of UiB to facilitate student exchange.
- Consider how international students can be encouraged to use the study room facilities to a larger extent than they currently do.
- Consider if more places for group meetings could be offered to students.
- Link students to current or future research projects. This might be one way of minimising the burden of supervision by the permanent staff.
- (As already mentioned earlier). Either (1) point out in course information and plans that the programme wishes to provide a critique by enlarging the ways in which established Gender and Development programmes approach development. Or (2) rename the programme. Gender and Globalisation or Gender and Global Studies might be a more adequate title for the teaching carried out at the programme.
- Explore possibilities of using their networks and institutional collaboration agreements for initiating joint research and exchanges.
- Choose specific research areas of specialisation, which correspond with the themes covered in the courses and the overall programme description.
- Publish together with international researchers with whom the programme already collaborates.
- Produce more peer-reviewed articles in international journals (including at the highest international level) and in journals that are specialised in key areas of the programme.
- Publish books and volumes with well-estimated publishing houses and university presses.
- Ensure that staff is recruited who has published in journals of a high academic standard within the areas central to Gender and Development.

## 4. Svar fra Universitetet i Bergen

Universitetet i Bergen viser til brev av 15.01.15, vedlagt rapport fra sakkyndig komité med vurdering av masterprogrammet i Gender and Development. Universitetet mener at komiteen har hatt en grundig gjennomgang av tilsendt dokumentasjon og institusjonsbesøk, og tar til etterretning at komiteen har besluttet å konkludere negativt.

*«I oversendelsen blir vi bedt om å påpeke eventuelle faktafeil eller misforståelser i rapporten, før den ferdigstilles og behandles videre i NOKUT-styret. Vedlagt dette brevet er noen få momenter fagmiljøet har identifisert i så måte.*

*Vi vil benytte anledningen til å takke komiteen for en grundig rapport med mange konkrete oppfølgingspunkter. Fagmiljøets sårbarhet er en av flere viktige påpekninger i rapporten som det tar tid å rette opp i. Universitetet har derfor kommet til at det er mest formålstjenlig å legge ned studieprogrammet. Universitetsstyret fattet i møte 12.02.15 følgende vedtak: Masterprogram i Gender and Development legges ned med virkning fra 2015. Studenter som er tatt opp på programmet, gis mulighet til å fullføre dette.*

*Studentene på programmet er inne i sitt siste semester av studiet. I tråd med Kvalitetshandbokas krav har de likevel fått informasjon per epost og i eget møte at de ikke vil bli påvirket av dette vedtaket, men vil få den veiledning og oppfølging de har krav på ved ferdigstilling av en masteroppgave. Det blir heller ikke opptak av nye studenter.*

*Å kunne tilby studieprogram på engelsk er likevel viktig for at UiB skal kunne opprettholde en internasjonal profil innenfor utviklingsrelatert forskning og utdanning. Fakultetet har i møte med sakkyndig komité og overfor fakultets- og universitetsstyret beskrevet ulike modeller for en eventuell ny internasjonal master, med bredere profil enn Gender and Development. Sentralt i disse planene er å se et nytt tilbud i sammenheng med fagmiljøet tilknyttet det tilstøtende masterprogrammet i Health Promotion. Forslaget er å legge ned også dette studieprogrammet og tilsette nye fagpersoner innen utviklingsforskning.*

*En forutsetning for å opprette et nytt masterprogram er likevel at fakultetet kan godtgjøre at alle tilsynsforskriftens krav er oppfylt, og at oppfølgingspunktene fra sakkyndig komité er tatt hensyn til i utviklingen av det nye tilbudet. Et nytt studietilbud vil med dette tidligst kunne lyses ut for opptak til høst 2016 eller 2017.»*

## 5. NOKUTs vurdering og konklusjon

I prinsippet har Universitetet i Bergen, på lik linje med alle universiteter, rett til selv å opprette og nedlegge studier på alle nivåer. NOKUT har i oppgave å utføre tilsyn med all høyere utdanning, uavhengig av institusjonenes fullmakter. Når NOKUT finner at utdanningskvaliteten ikke er i tilfredsstillende samsvar med gjeldende kriterier i studietilsynsforskriften, er det NOKUTs myndighet å trekke tilbake akkrediteringen for dette studietilbudet uavhengig om institusjonens fullmakter. Institusjonen må i slike tilfeller iverksette tiltak, godkjent av NOKUT, som gjør det mulig for studentene å fullføre studiet.

I henhold til forskrift om kvalitetssikring og kvalitetsutvikling i høyere utdanning og fagskoleutdanning kan NOKUT gi institusjonen en frist på inntil 2 år for å iverksette forbedringstiltak når kvaliteten ikke er tilfredsstillende.

For di UiB selv har valgt å nedlegge studiet umiddelbart, er det ikke relevant å innvilge tid til oppretting av mangelfull kvalitet.

UiB tar opp studenter til dette studiet hvert annet år. I øyeblikket er det 13 studenter i studiet, og disse avslutter studiet etter planen sommeren 2015. Av hensyn til studentene, anbefales at styret vedtar utsatt iverksetting av vedtak om tilbaketrekking av akkreditering for mastergradsstudiet «Gender and Development» til 30. juni 2015. Dersom det på det tidspunktet fortsatt er studenter i dette studiet, anbefales at UiB gis tillatelse til at disse studentene kan fullføre, noe som er i samsvar med UiBs eget vedtak om nedlegging.

Vedrørende UiBs planer om å etablere en ny internasjonal master, fremstår dette ikke som å etablere det samme studiet på nytt. NOKUT kan derfor ikke forvente en søknad om akkreditering av slikt studium.

## 6. Vedtak

NOKUTs styre fattet i møte 23. mars 2015 følgende vedtak:

1. Mastergradsstudiet «Gender and Development», 120 studiepoeng, ved Universitetet i Bergen oppfyller ikke følgende kriterier for studier i 2. syklus, jf forskrift om tilsyn med utdanningskvaliteten i høyere utdanning, studietilsynsforskriften:
  - a. Plan for studiet §§ 7-2 2, 7-2 3 og 7-2 8
  - b. Fagmiljø knyttet til studiet §§ 7-3 1, 7-3 3 og 7-3 4
2. NOKUT trekker tilbake akkreditering for mastergradsstudium «Gender and Development» ved Universitetet i Bergen med virkning fra 30. juni 2015.
3. Studenter opptatt til studiet i 2013, som ikke har fullført studiet innen 30. juni 2015, skal gis anledning til dette. Etter dette skal universitetet umiddelbart trekke tilbake mastergradsstudiet «Gender and Development».
4. NOKUT ber universitetet å legge til grunn studietilsynsforskriftens bestemmelser og de sakkyndiges vurderinger, krav og oppfølgingspunkter ved utvikling av nytt studietilbud.

## 5. Dokumentasjon

Universitetet i Bergen, 26. august 2014: Egenrapport, Mastergradsstudiet i Gender and Development (120 studiepoeng), NOKUT-sak 13/104 – 13

Universitetet i Bergen, 15. oktober 2014: Supplerende informasjon, 6 dokumenter, NOKUT-sak 13/104 – 21

Universitetet i Bergen, 11. november 2014: Supplerende informasjon, 3 dokumenter, NOKUT-sak 13/104 – 25

## **6. Vedlegg**

Oppnevning av sakkyndig komité

Program for institusjonsbesøk

## Fullmaktssak

Dato: 15.08.2014

Saksbehandler: Ingvild Andersen Helseth

Vår ref: 13/104-9

### Oppnevning av sakkyndige - revidering av mastergradsstudium i Gender and Development ved Universitetet i Bergen

#### Bakgrunn

NOKUTs styre vedtok 22. mai 2014 revidering av mastergradsstudium i Gender and Development ved Universitetet i Bergen. Etter fullmakt gitt av NOKUTs styre 17. desember 2007, er det direktøren som fatter vedtak om oppnevning av sakkyndige i forbindelse med revidering.

NOKUTs forslag til sakkyndige er:

#### **Adjunkt Christian Groes-Green, Roskilde universitet, Danmark**

Groes-Green er antropolog og avla doktorgraden i kjønnsforskning ved Universitetet i København. Han har forsket på kjønn og utvikling siden 2007, og har i denne sammenhengen utviklet teori om maskulinitet og femininitet. Maktforhold mellom og på tvers av kjønn er også et viktig tema i forskningen, særlig i forbindelse med tiltak for forebygging av HIV i sørlige Afrika og sosioøkonomiske og kulturelle forhold i storbyen Maputo i Moçambique. Videre har Groes-Green bidratt med vitenskapelige artikler om kjønn i utviklingssammenheng i en rekke internasjonale tidsskrifter og deltatt som *key note speaker* på flere internasjonale konferanser. Som del av dette har han anvendt postkolonial, feministisk teori og utviklet sensitive metoder for studier av kjønn og intime temaer. Groes-Green har de siste fem årene undervist i kjønn, seksualitet, utvikling og HIV-forebygging, samt kvalitative metoder (feltarbeid/etnografi, intervju og diskursanalyse) ved Roskilde universitet. I tillegg har han vært med på å bygge opp og utvikle Center for Køn, Magt og Mangfoldighed ved Roskilde universitet, som er et sentrum for Danmarks fremste kjønnsforskere. Han har også fungert som rådgiver for DANIDA, FN og AIDS Foundation på områder som kjønn, vold mot kvinner, menns risikoatferd, anti-diskrimineringskampanjer og advocacy.

#### **Professor Helle Rydström, Universitetet i Lund, Sverige**

Rydström er professor i *genusvetenskap* ved Universitetet i Lund der hun har vært ansatt siden 2007. Tidligere har hun også vært ansatt ved blant annet Linköping universitet. Det var ved sistnevnte institusjon at hun avla doktorgraden i 1999 i sosialantropologi/Child Studies. Rydström har en mastergrad i internasjonale utviklingsstudier og en bachelorgrad i statsvitenskap. Videre har hun solid erfaring med undervisning og forskning innen utviklingsstudier, sosialantropologi og kjønnsforskning, blant annet har hun utarbeidet, og i årevis undervist, et emne på mastergradsnivå med tittelen Gender, Development and Postcolonialism. Rydström er medlem av programrådet for bachelorgradsstudiet ved Genusvetenskapliga institutionen og forskerutdanningsutvalget ved Samhällsvetenskapliga fakulteten i Lund. Videre har hun veiledet en lang rekke master- og doktorgradsstudenter, deltatt i bedømmelseskomiteer for ansettelser og doktorgradsavhandlinger, og vært prosjektleder på flere forskningsprosjekter. Geografisk er Asia, spesielt Vietnam, Nepal og India, i fokus i Rydströms forskning. For eksempel har Rydström skrevet artiklene *Gendered Corporeality and Bare Lives: Sacrifices and Sufferings during the Vietnam War* (Signs) og *Politics of Colonial Violence: Gendered Atrocities in French Occupied Vietnam* (European Journal of Women's Studies). Kommende publikasjoner inkluderer *Gender, Migration, and the Search for Welfare in India*, *Conducting Fieldwork in Vietnam* og *Masculinity and Violence*.

**Førsteamanuensis Ingrid L. P. Nyborg, Norges miljø- og biovitenskapelige universitet**

Nyborg er førsteamanuensis ved Institutt for internasjonale miljø- og utviklingsstudier, Noragric, ved Norges miljø- og biovitenskapelige universitet. Dette siden hun i 2002 avla doktorgraden i utviklingsstudier ved samme institusjon. Bachelor- og mastergrad ble avlagt ved University of California, USA. Hennes interessefelt inkluderer utvikling og bistand, sikkerhet i postkonfliktområder, kjønn og maktaspekter i utvikling, ressursforvaltning og kvalitative metoder. Nyborg er leder for forskningsgruppen «Conflict, Human Security and Development» ved Noragric, og leder av et avsluttende NFR-prosjekt med tittelen «Gender, Human Security and Development in Post-Conflict Pakistan». Geografisk har det meste av Nyborgs arbeid vært rettet mot Afghanistan og Pakistan, og hun er involvert i pågående forskningsprosjekter som vil involvere videre feltarbeid i de nevnte landene. Hun har også arbeidet tidligere i en rekke afrikanske land. Når det gjelder undervisning, er Nyborg emneansvarlig og hovedlærer for emnene «Development Policy and Theory. Core course for Development Studies students» og «Gender and Development», begge på mastergradsnivå. Hun underviser også på bachelorgradsnivå, og har veiledet doktorgradsstudenter.

De sakkyndige har erklært at de ikke har oppgaver ved institusjonen eller studiet de skal vurdere, eller har andre tilknytninger til institusjonen som gjør dem inhabile. Institusjonen har fått anledning til å uttale seg om NOKUTs forslag om sakkyndige. Institusjonen har ingen merknader til forslagene.

I tillegg til de tre vitenskapelig ansatte, vil komiteen inneholde en student (studietilsynsforskriften § 2-4). Denne oppnevnes først av Norsk studentorganisasjon (NSO), deretter NOKUT. NSO har foreløpig ikke lyktes med å finne en studentsakkyndig. Studenten vil derfor bli oppnevnt på et senere tidspunkt. Universitetet i Bergen vil få mulighet til å uttale seg også om vårt forslag til studentsakkyndig.

**Vedtak:**

Christian Groes-Green, Helle Rydström og Ingrid L. P. Nyborg oppnevnes som NOKUTs sakkyndige i forbindelse med revidering av mastergradsstudium i Gender and Development ved Universitetet i Bergen.

Terje Mørland  
Direktør

## **Fullmaktssak**

Dato: 24.09.2014

Saksbehandler: Ingvild Andersen Helseth

Vår ref: 13/104-15

### **Oppnevning av studentrepresentant i sakkyndig komité - revidering av akkreditering av Gender and Development**

#### **Bakgrunn**

NOKUTs styre vedtok 22. mai 2014 revidering av mastergradsstudium i Gender and Development ved Universitetet i Bergen. Etter fullmakt gitt av NOKUTs styre 17. desember 2007, er det direktøren som fatter vedtak om oppnevning av sakkyndige i forbindelse med revidering. 15. august 2014 vedtok NOKUT å oppnevne Christian Groes-Green, Helle Rydström og Ingrid L. P. Nyborg som sakkyndige i denne saken. I tillegg skal komiteen ha studentrepresentasjon, og NOKUTs forslag er at Frithjof Eide Fjeldstad går inn i komiteen.

#### **Student Frithjof Eide Fjeldstad, Universitetet i Oslo**

Fjeldstad studerer på mastergradsstudium i sosiologi ved Universitetet i Oslo. I sin fagkrets fra bachelorgradsstudier ved Universitetet i Tromsø har han sosiologi, psykologi og tverrfaglige kjønnsstudier. Han har hatt en rekke studentpolitiske verv; han har sittet i Nasjonalt fagråd for kvinne- og kjønnsforskning i tre perioder og sitter også i styret ved Senter for tverrfaglig kjønnsforskning. Fjeldstad er nå administrativ sekretær for Fett – feministisk tidsskrift. I 2011 vant han Universitetet i Tromsø (UiTs) likestillingspris på bakgrunn av at han som student der var en profilert røst i universitetssamfunnet på kjønn- og likestillingsrelaterte tema. Som representant for Kvinnestyret deltok han i diskusjoner og planarbeid i forbindelse med etablering av kjønnsstudier ved UiT.

Fjeldstad har erklært at han ikke har oppgaver ved institusjonen eller studiet de skal vurdere, eller har andre tilknytninger til institusjonen som gjør ham inhabil. Institusjonen har fått anledning til å uttale seg om NOKUTs forslag om sakkyndige. Institusjonen har ikke kommet med merknader til forslaget.

#### **Vedtak**

Frithjof Eide Fjeldstad oppnevnes som sakkyndig i forbindelse med revidering av mastergradsstudium i Gender and Development ved Universitetet i Bergen. Fjeldstad inngår i komiteen sammen med Groes-Green, Rydström og Nyborg.

Terje Mørland  
Direktør

## Program for institusjonsbesøk ved Universitetet i Bergen

Dato: 27. og 28. oktober

Møterom: Styrerrommet, Muséplass 1

DAG 1:			
Tid	Starttids- punkt	Tema	Deltakere
30 min	08.30	Formøte med komiteen	
45 min	09.00	Møte med <b>ledelsen (rektor, evt direktør, prorektor for utdanning, dekan, evt. fakultetsdirektør, prosjektleder for selvrapporingen)</b>	4 personer
		<i>Pause</i>	
60 min	10.00	Møte med <b>faglig ledelse</b> på avdeling/institutt (inkludert programansvarlig)	2 personer
		<i>Pause</i>	
45 min	11.15	Møte med <b>studenter</b> (begge år)	4 personer
<i>Ca. 45 min</i>	<i>12.00</i>	<i>Lunsj</i> <ul style="list-style-type: none"><li>○ <i>NOKUT alene</i></li></ul>	
45 min	13.00	Møte med <b>timelærere, gjestelærere, eksterne sensorer og ev. tilsynssensor for studiet</b>	1 person på Scype + 4 personer
		<i>Pause</i>	
45 min	14.00	Møte med <b>faglig/vitenskapelig personale</b>	3 personer
		<i>Pause</i>	
45 min	15.00	Møte med <b>studenttillitsvalgte på studiet/instituttet</b>	3 personer
		<i>Kort pause</i>	
45 min	16.00	<b>Møte med arvtakere/arbeidsgivere</b>	1 person på telefon



	20:00 Lokal tid i Dhaka		
	16.45	Komiteen oppsummerer dagen	

<b>DAG 2:</b>			
<b>Tid</b>	<b>Starttidspunkt</b>	<b>Tema</b>	<b>Deltakere</b>
45 min	08.30	<b>Besiktelse av infrastruktur<sup>5</sup></b>	2 personer
		<i>Pause</i>	
45 min	09.30  13:30 Lokal tid i Dhaka  10:30 Lokal tid i Tanzania	Møte med <b>kandidater</b>	1 person på telefon 1 person på skype + 2 personer
		<i>Pause</i>	
30 min	10.30	Møte med <b>administrativt personale</b> (utvekslingsansvarlig, opptaksansvarlig, bibliotekstjenester, evt. andre)	3 personer
120 min	11.00	<b>Pause – komitemøte:</b> oppsummering og forberedelse til avsluttende møte	
	12.30	<i>Lunsj</i>  ○ <i>NOKUT alene</i>	
30-60 min	13.30	Avsluttende møte med <b>ledelsen og faglig ledelse</b>	5 personer
	Ca 14.30 -	Oppsummering for komiteen, videre arbeid med rapporten	

<sup>5</sup> Relevant infrastruktur for komiteen å se vil være bygninger, teknisk utstyr, støttefunksjoner og annet utstyr som er nødvendig for at studentene skal kunne oppnå læringsutbyttet. Det er viktig at komiteen får se biblioteket og arbeidsrom hvor stipendiatene skal sitte, eventuelle spesialrom som laboratorier eller annen infrastruktur som dere mener er viktig for studiet.

