



**Minutes from the meeting in  
Programme Committee for Global Health  
Monday 9 December 2024 at 14.30 – 16.00**

**Attendees:** Ingvild Fossgard Sandøy (head), Cecilie Gjerde Gjengedal (IKO), Karen Marie Moland, Ana Lorena Ruano, Simon N. Øverland (Head of CIH), Anna-Karin Hurtig (programme auditor), Isabella Clara Angiolina Dioli, Anna Teresa Spang (2<sup>nd</sup> year); Matilina Huart, Carol Esther Nabbanja (1<sup>st</sup> year), Linda Karin Forshaw (secretary)

**I Approval of the Agenda**

The agenda was approved.

**II Minutes from the Programme Committee meeting on 16 September**

The minutes were approved.

**III Matters arising from the minutes**

None

**Subject 23/24 Matters of information**

**Cheating on SDG303 exam**

One student was reported for cheating during the school exam. Thorkild Tylleskär and Kirsti Andrea Nordstrand had a meeting with the student, and the student was acquitted of cheating. Students who have not taken exams in Norway before may need to be better prepared. Kirsti recommends that we create a standard document in MittUiB to include in all courses. This document should clearly state the regulations, especially that phones must be switched off and that talking during the exam is not allowed. In the meeting we discussed that the UiB has web pages where the rules are clearly spelt out and the students have received information on the rules via email.

**Universal design**

The theme of the UiB learning conference 2024 was universal design. Several tips on how to achieve universal design were shared. See [Teaching students with disabilities | UiB Universal | UiB](#). Course coordinators should check out whether materials used in their course have a universal design.

**Subject 24/24 Declaring use of Artificial Intelligence (AI) in assignments**

Students need to learn how to handle artificial intelligence to understand both the opportunities and the ethical, legal, and security challenges with the new technology. The Faculty of Medicine would like students to understand what they can do in each course without fearing they are "doing something wrong" unintentionally. Thus [guidelines](#) have been prepared on when and what students

should declare when they use artificial intelligence in an assignment. Course coordinators need to make sure that their course descriptions clearly indicate whether and for what artificial intelligence can be used when working on course assignments. This is relevant for SDG303, INTH330B, INTH325A, INTH360, INTH921, INTH956, INTH317 and the master thesis.

**Subject 25/24 Guidelines for master examiners**

In 2022 we made guidelines for examiners to be used to assess the master thesis and the master exam. We discussed experiences with the guidelines and needs for any adjustments. Lorena indicated that the guidelines have a too strong emphasis on the IMRaD structure and that students who had been advised to follow another structure by their supervisor were punished for this. Lorena will share concrete suggestions for rewording which can be discussed in the next meeting.

We also agreed to include a space in the Supervisory confidential statement for comments on issues that the supervisor thinks deserves special consideration, e.g. reasons for deviating from the standard structure or particularly advanced analysis beyond what is expected at master's level.

Anna-Karin shared that in Umeå there is a special committee that is responsible for setting the final grade on all master theses to increase consistency in the assessments and to avoid that variations in external examiner's interpretation of the guidelines lead to unfair grading.

**Subject 26/24 Elective courses Spring 2025**

84 external students have been granted admission to CIH's elective courses. The student representatives asked if there are any courses on health systems or health policy that are offered at UiB. The only courses that the members were aware of are offered as part of the Bergen Summer Research School 2025, and they are meant for PhD candidates.

**Subject 27/24 Report from the student representatives**

The first-year students shared that the INTH315 course was too demanding with too many subjects to study. They suggested that the exam could be split in two, one focusing on theory of science and qualitative methods, and one focusing on statistics and epidemiology. They would have liked to receive automatic reminders about the compulsory Epidemiology quizzes. And some of the students has expressed that it would have been good to have the opportunity to attend the lectures online when they were sick. They would also have preferred to have a break between the SDG303 and INTH315 courses.

The second-year students requested that we organise a meeting in the Spring semester on career opportunities and invite alumni to present.

**Subject 28/24 Any other business**

None