

## 5-årig programevaluering for masterprogrammet i filosofi

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## Krav til studietilbudet i UiBs system for kvalitetssikring av utdanningene

### Opptakskrav og opptakstall

- Veiledning: Gi en kort vurdering av studieprogrammets resultater når det gjelder opptak. Fyller studieprogrammene studieplassene sine? Planlegger fagmiljøet eller har fagmiljøet gjennomført tiltak for å øke rekrutteringen til og/eller inntakskvaliteten på programmet?

The number of applicants to the master's programme has fluctuated somewhat over the past 5 years, from 32 in 2019 to 93 in 2021. This is mirrored by fluctuations in the number of offers made, from a low of 9 in 2019 to a high of 33 in 2021. Of these offers, the number of students that register has varied between 5 in 2019 and 16 in 2021. With sustained recruitment efforts with an emphasis on attracting international students, we anticipate that student numbers will stabilize at the higher end of this spectrum over the next few years and that we will continue to fill all of the study places, which have been reduced from 15 to 11 since 2019.

For more detailed data, see appendix, Figure 1: *Søker- og studenttall MAHF-FILO 2017 - 2021*

### Gjennomføring, frafall og kandidatproduksjon

- Veiledning: Gjør en vurdering av programmets resultater i perioden etter forrige programevaluering når det gjelder gjennomføring, frafall og kandidatproduksjon. Rapporter fra Tableau skal benyttes ved vurdering av programmet. Omtal kort relevante tiltak som er gjennomført i perioden og hvilke tiltak som skal gjennomføres i kommende periode.

Credit production per student was relatively stable over the period from 2017-2019, with a slight increase in 2020. While only around 30% of students complete the degree within the recommended time frame, the overall completion rate in the period from 2015-2019 is over 60%. While we have the aim of increasing the overall completion rate, our first priority is to improve the rate of completion within the recommended time frame (four semesters). One measure that has been implemented to this end in the past five-year period is the introduction of the required course FIL342 - *Thesis Development and Methodology*, which is taken in the first semester. This course is normally taught by the master's programme director. This has the advantage of establishing a relationship between the programme director and students from the beginning of their studies. The programme director is also responsible to ensure that students are assigned a supervisor within their first semester. Upon completing this course, students are

therefore well-supported as they progress through the programme. The introduction of two further required courses on the master's programme (FIL343 and FIL344) has also contributed to fostering community among the students, which provides a further pillar of support.

For more detailed data, see appendix, Figure 2: *Fullføring og fråfall MAHF-FILO 2017 - 2019*

### Vurdering av læringsmiljø

- **Veiledning:** Gi en vurdering av det faglige og sosiale læringsmiljøet på programmet, og beskriv tiltak og eventuelle tilbakemeldinger på eller undersøkelser om læringsmiljø som er gjennomført i perioden. Eksempler på læringsmiljøtiltak: egne lesesaler, filmklubb, sosiale tiltak osv. Mulige kilder: SHOT, Studiebarometeret e.l.

The philosophy department offers a supportive learning environment for master's students, including an active student association (fagutvalg), social activities, and shared study space. The student association involves both bachelor's and master's students, and receives financial support from the department to organize various social activities such as film nights. During the pandemic, there were, naturally, significant constraints on social activities in the department, but these will resume as restrictions are lifted. There were too few Studiebarometeret responses from master's students on our programme for the results to be reported, but informal feedback suggests that they are satisfied with the social and learning environments.

We plan to further improve the social and learning environment for students by adding more extra-curricular activities. In 2021/2022, funding has been granted to a recent graduate to organize a series of panel discussions and debates involving members of the department as well as colleagues from other departments and universities. These events are being held at USF Verftet and have so far been very well-attended by students and staff. And in the upcoming spring semester (2022), there will be an informal seminar series held at the department on *Obscure Philosophers*. In these seminars, students will be acquainted with the work of philosophers not typically covered in the standard curriculum. This will be an occasion to talk about philosophy over a cup of coffee and also to socialize with each other and staff members.

### Krav til studietilbudet i Studietilsynsforskriften

#### System for kvalitetssikring

##### *Kvalitetssikring*

Rapporten skal inneholde forslag til forbedringer der det er behov for det.

- Hvordan har de årlige egenvurderinger, emneevalueringer, programevalueringer og evalueringer fra eksterne fagfelle blitt fulgt opp og hvilke tiltak har blitt iverksatt?
- Forslag: Hvilke forhold påvirker kvaliteten på programmet (ressurser, infrastruktur osv.) og hva bør endres for å heve kvaliteten? Er det behov for å heve kvaliteten i programmet? I så fall, hvilke tiltak bør gjennomføres?

Since 2019, the master's programme in philosophy has been subject to annual evaluation by the programme director, and individual courses are evaluated by the course coordinators. Individual courses have also been subject to student evaluations at irregular intervals. As of 2021 individual courses will be subject to student evaluations in every semester they are taught.

At the end of each semester, course coordinators for each of the courses offered that semester complete evaluation forms in which they are prompted to provide a general evaluation of the course and comment on results from student evaluations of the course. They are also asked to identify aspects of the course that could be improved and to propose changes in light of this. The course evaluation forms are read by the members of the programme's committee. The programme's committee then assesses whether any changes are called for that require approval at the faculty level, and submits any such changes for the faculty's consideration. Recent examples of this are changes to compulsory activities, such as attendance requirements or small assignments, and changes to assessment methods.

A challenge we have encountered is that there is often little time between the submission of individual course evaluation forms and the deadline for submitting proposed changes for approval by the faculty board. Because of this, there have been some cases in which changes requested by course coordinators were not submitted to the faculty on time for implementation the next time the course was offered. In order to avoid this happening in the future, we plan to ensure that the course evaluation forms are sent out and collected as close as possible to the end of teaching each semester so as to allow adequate time to process requests for changes.

As of 2021, courses are subject to student evaluation in every semester they are taught. They were previously subject to student evaluations once every three years. Course coordinators receive student evaluations for each of their courses, and the teaching committee receives student evaluations for all of the courses on offer each semester. Course coordinators are asked to include reflection on student evaluations in their course evaluations (see above), and to propose changes to their courses in response to this feedback. The teaching committee also

notes any significant issues that arise in student evaluations and can propose changes to courses as a result.

Student evaluations of individual courses reflect a high level of satisfaction. It is, however, notable that there is a relatively low response rate. We take student feedback seriously, and we are working on how to increase the response rate on course evaluations in order to improve the quality of feedback. Notably, we will be participating in a pilot project (EvaluationKIT) involving software solutions intended to facilitate the implementation and management of course evaluations and increase response rates.

The master's programme is currently undergoing external evaluation. Elisabeth Schellekens Dammann from Uppsala University has been contracted to serve as external peer evaluator from 2020-2023. Her initial reports were expected in 2021, but because of the pandemic, the process has been delayed. She is now scheduled to visit the department in the spring of 2022, and will submit her initial reports later that year 2022.

Resources have a significant impact on the quality of our master's programme. Two key contributors to the quality of the master's programme are the range of courses on offer and the support given to students in individual courses. Limited teaching resources mean that these two things often need to be balanced against each other. In order to make the most efficient use of our teaching resources while maintaining a wide selection of elective courses, we have recently started offering some courses once every two years rather than every year. Still, in order to maintain the current range of courses, we have had to reduce the number of lectures and seminars on all of our master's-level courses from 12 to 10, and substantially reduce individual supervision many courses. While we believe these solutions are the best for our students in light of the resources available, it is notable that we now offer fewer hours of instruction per credit than other philosophy programmes in Norway. This does not mean that students can earn credits more easily than their peers at other institutions, but rather that doing so involves more independent study. In order to support this, we are working on increasing asynchronous support for students, including expanded use of digital tools; but this too requires resources.

### *Studentinvolvering*

- Veiledning: Hvordan involveres studentene i utvikling av programmet, og tilbakemeldinger på programmet?

There is a student representative on the teaching committee (utvalg for fagstudiet i filosofi) and three on the department council (instituttrådet). Student representatives are appointed by the student association. They regularly attend meetings and provide input on decisions regarding the bachelor's and master's programmes.

Another important source of student involvement in programme development comes from student evaluations on individual courses, as described above. Not only does this provide valuable feedback for course coordinators on the development of individual courses, but it allows the teaching committee to notice patterns across courses, and at the programme level.

#### Tilhørende forskrifter

- Veiledning (om relevant): Dersom utdanningen er underlagt rammeplaner, krav til å tildele titler (sivilingeniør osv.), RETHOS, sertifiseringskrav eller andre krav utover ordinære krav til bachelor- og mastergrader, må dette spesifiseres. Det må også gjøres en vurdering av om kravene er oppfylt.

This is not relevant for MAHF-FILO

#### Studieplan

- Veiledning: Oppdatert versjon av studieplan for programmet må legges ved. Gi en kort vurdering av om punktene omtalt i paragrafen er oppfylgt.

The study plan for MAHF-FILO can be found in Figure 4 of the appendix.

The master's degree with a specialization in philosophy requires that students complete 120 credits in advanced philosophy courses. There are three core courses that all students must complete: Thesis Development and Methodology (FIL324, 10 ECTS), Master Topic in Theoretical Philosophy (FIL343, 10 ECTS), and Master Topic in Practical Philosophy (FIL344, 10 ECTS). Students can then choose to take 30 ECTS credits worth of elective courses in philosophy and write a master's thesis worth 60 ECTS credits, or to take 60 ECTS credits worth of elective courses in philosophy and write a master's thesis worth 30 ECTS credits. We offer 16 elective courses, although only around 10 are taught each year. The required courses are all taught in English, while some elective courses are offered in Norwegian and others in English. Students may write their thesis in either Norwegian or English. The 30 ECTS thesis option requires students to produce a thesis of 20.000-25.000 words, and the 60 ECTS thesis options requires students to produce a thesis of 25.000-40.000 words.

Accurate information about the programme structure and requirements for the and master's programmes is easily accessible online through these links:

<https://www.uib.no/studier/MAHF-FILO>

These pages are easy to find starting from the UiB homepage or a popular search engine (e.g. Google).

Nivå på læringsutbyttet

*Nasjonalt kvalifikasjonsrammeverk*

- Veiledning: Vurder om læringsutbyttet er i samsvar med og på rett nivå i henhold til Nasjonalt kvalifikasjonsrammeverk (NKR). Nivåbeskrivelser for bachelor og master i NKR:

<https://www.nokut.no/en/norwegian-education/the-norwegian-qualifications-framework-for-lifelong-learning/beskrivelser-av-laringsutbytte-for-nivaene-i-nkr/>

The learning outcomes for MAHF-FILO can be found in found in Figure 4 of the appendix.

According to NKR, the learning outcomes for each programme should be divided into three categories: knowledge, skills, and general competences. The learning outcomes stated on the master's programme website generally conform to the NKR guidelines, but require some revisions. Within the 'knowledge' category, we need to introduce a learning outcome related to the ability to 'apply knowledge to new areas within the academic field'. The 'skills' category should be expanded to reflect the wider range of skills students can expect to acquire in the programme, with an emphasis on analysis and independence. The 'general competences' category also requires expansion in order to reflect a broader range of general competences students can expect to gain, including analysis of problems, application of knowledge and skills in new areas, communication, and contribution to innovation in the field. Revisions to the programme learning outcomes will be undertaken in 2022.

*Navn*

- Veiledning (om relevant): Gi en kort redegjørelse for endringer i studieprogrammets navn i perioden og vurder om studiets navn er dekkende.
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The name of the master's programme has not changed over the past five years.

Læringsutbytte og infrastruktur

*Innhold og oppbygging*

- Veiledning: Uttrykker læringsutbyttet på programnivå på en god måte de kunnskaper, ferdigheter og generell kompetanse studenten har oppnådd i emnene som inngår i

programmet? Redegjør for eller legg ved et studieprogramkart som viser hvordan emnene, sammen med progresjonen fra semester til semester, fører fram til læringsutbyttet for studiet.

The learning outcomes for individual courses are regularly assessed by course coordinators and the programmes committee to ensure that each course contributes to students' achievement of the programme learning outcomes. The programmes committee is also responsible to ensure that the structure of the bachelor's and master's programmes and the progression of courses enables students to achieve the programme learning outcomes.

In the first semester of the master's programme in philosophy, students take one elective research course in philosophy and two of the required courses: Thesis Development and Methodology (FIL342) and Master Topic in Theoretical Philosophy (FIL343). In FIL342, students attend seminars in which they are provided with guidance in choosing a thesis topic, formulating a research question, finding relevant literature, and writing a thesis proposal. During the second half of the course, students present their thesis proposals to the class and prospective supervisors. Students get experience presenting their work, as well as feedback on their project proposals, which they then develop further before the final submission. In FIL343, students participate in a research seminar on a current debate in theoretical philosophy (e.g. epistemology, philosophy of language or philosophy of science). They develop a research article applying the methods from FIL342.

In the second semester, students take two elective research courses in philosophy and the final required course, Master Topic in Practical Philosophy (FIL344). In this course, students engage closely with a key topic in moral, political, or legal philosophy or aesthetics. The course has a relatively narrow focus, allowing students to gain deep knowledge and understanding of the topic. During the course, students receive support in planning and writing a research article.

For students writing the 60 ECTS credit thesis (FILO350), the final year (semesters 3 and 4), are devoted to researching and writing under the guidance of one or two supervisors. Students writing the 30 ECTS credit thesis (FILO351) take three further elective research courses in philosophy in the third semester, and in the fourth semester, they research and write their thesis under the guidance of one or two supervisors.



While this is the recommended programme structure, there is some flexibility to the order in which students complete the programme requirements.

### *Infrastruktur*

- Veiledning: Har studiet tilstrekkelig tilgang til nødvendig og egnet infrastruktur? Med infrastruktur menes egnede lokaler, utstyr, bibliotek tjenester, administrative og tekniske tjenester, tilstrekkelige og egnede IKT-ressurser, nettstøtte, egnet læringsplattform etc. som understøtter studentens læring og læringsmiljø og den faglig ansattes undervisning og forskning og/eller kunstneriske utviklingsarbeid og faglige utviklingsarbeid.

The philosophy department has a few teaching rooms that can be used for small lectures and seminars, but with the current room-booking system, we do not have priority in booking these rooms. It would be a benefit to our students if philosophy courses were given priority in these rooms. If more philosophy courses were taught in these rooms, this would draw students to the department, where they would encounter other philosophy students and staff, thereby contributing positively to the social and learning environment. Such opportunities for informal interactions with fellow students and staff are important in fostering a sense of community among our students, especially in light of the aforementioned lack of dedicated study and social spaces for bachelor's students, and limited study space for master's students.

Although many of the teaching rooms available for our courses are adequate, some create obstacles for the application of valuable teaching methods. Many of our instructors try to employ interactive and group-based teaching methods. These methods are well-supported by research in pedagogy, and are especially important in teaching philosophy, due to its inherently discursive nature. Among the skills that we aim to foster in our programmes is the ability to discuss and debate philosophical views, and to work in groups to solve problems. Interaction in small groups is therefore an integral part of teaching in philosophy. The configuration of some teaching rooms is an obstacle to this, in particular when the chairs and tables cannot be easily moved around.

Many of our instructors use slides and other audio-visual supports in their teaching, but the equipment in some rooms is out of date and does not function properly. While we recognize the temporary nature of solutions brought in to accommodate restrictions under the pandemic, we would like to note that some arrangements were particularly sub-optimal, such as holding large lectures in cinemas where instructors were unable to make use of audio-visual equipment.

Our instructors are also increasingly making use of digital technologies such as Kahoot, Quizlet, and Padlet. Institutional subscriptions to these and other digital teaching tools would be beneficial.

Library resources are adequate. There are plenty of journals available online, and an increasing collection of digital books, providing students with a wide range of materials that are free and easy to access.

#### Undervisnings- og vurderingsformer

- Veiledning: Hvilke undervisnings-, lærings- og vurderingsformer benyttes i studiet? Gjør en vurdering av om disse i tilstrekkelig grad legger til rette for at studentene oppnår læringsutbyttet som er beskrevet for studiet.
- Gi en kort omtale av eventuelle gjennomførte eller planlagte endringer i undervisnings-, lærings- og vurderingsformene. Gi en beskrivelse av hvordan fagmiljøet legger til rette for at studentene kan ta en aktiv rolle i læringsprosessen.

The three required courses on the master's programme in philosophy are taught over ten weeks, and involve one weekly seminar. As mentioned above, the number of teaching weeks has been reduced from 12 to 10 as of 2021. Course coordinators have been trying out various solutions to ensure that students have sufficient support for independent learning in the weeks where they do not receive instruction, for example making additional material and learning supports available on mitt.uib.

The elective research courses are offered alongside corresponding 200-level courses. This is done in order to maximize use of teaching resources in light of the small number of master's students, while still offering master's students a wide range of electives to choose from. As with their corresponding 200-level courses, students in 300-level elective courses were previously required to submit a draft of their assignment and attend an individual supervision session to receive feedback. These requirements were dropped in 2020, but the teaching committee has recently proposed that they be reinstated for 300-level elective courses. This is part of an effort to make a clearer distinction between the 200- and 300-levels of corresponding courses, in particular by offering students in the 300-level more support in producing an independent research article.

With the exception of FIL342, all master's courses are assessed on the basis of a final assignment, which usually takes the form of a research article. FIL342 is assessed on the basis of the thesis proposal and presentation, and students either pass or fail, and do not receive letter grades. There has been some discussion about incorporating more continuous forms of assessment into our courses. We recognize that assigning grades on the basis of a single exam or assignment has a number of shortcomings, but because continuous assessment generally requires more academic and administrative resources on account of involving more grading, it is challenging to implement. It is nevertheless something we will continue to discuss in an effort to find solutions that better serve the students. In the meantime, a partial solution employed on many of our courses involves requiring students to complete one or more smaller formative assignments in order to be eligible for final assessment. These assignments are not factored into students' final grades, and are assessed as complete or incomplete and therefore require less time to assess. They serve well as low-stakes opportunities for students to practice producing the kind of work on which they will ultimately be assessed, and can be used as a basis for feedback from their peers or the instructor.

## Faglig innhold

### *Faglig oppdatert studietilbud*

- Veiledning: Beskriv kort hvordan fagmiljøet arbeider for å sikre at programmet er relevant i forhold til kunnskapsutviklingen innen fagområdet og i arbeids- og samfunnsliv. Er det foretatt endringer i programmet som følge av endringer i kunnskapsutviklingen og/eller i arbeids – og samfunnsliv?

The introduction of core courses in the master's programme was informed by looking at comparable programmes internationally, including in the United States and the United Kingdom.

### *Relevans*

- Veiledning: Gi en kort beskrivelse av programmets arbeidslivsrelevans og studentenes karrieremuligheter, og beskriv hvordan denne relevansen formidles til studentene på programmet. Gi også en kort beskrivelse av studiets relevans for videre studier, og av ordninger for samhandling med arbeids- og samfunnsliv.

The study of philosophy helps students to better understand many of the societal and global challenges we face today, such as climate change, health, welfare, intercultural communication, and inequality. Graduates of the master's programme acquire knowledge, skills, and competence relevant for further studies and careers in research and teaching philosophy, but they also gain transferable skills that are relevant to a wide range of careers in the public and

private sectors. Notably, through the study of philosophy, students learn to analyse and synthesise complex texts, to communicate ideas clearly and straightforwardly both orally and in writing, to consider a plurality of perspectives, to notice subtle distinctions, to think critically, and to come up with creative solutions to problems.

Again, there were not enough respondents among master's students in philosophy for Studiebarometeret results to be reported, but we can reasonably use the results from the bachelor's students as a proxy. Philosophy bachelor's student respondents to Studiebarometeret give low scores on the parameter 'tiknytning til yrkeslivet'. This suggests that students may not recognize the many ways in which they gain skills relevant to future work and careers through their study of philosophy, and that this is something that should be better communicated to them. In order to address this, instructors will be encouraged to highlight knowledge and skills that students are acquiring in their courses that may be relevant to their future endeavours. The programmes committee also plans to hold career sessions in which students will be provided with information about career prospects and guided in reflecting on how their studies are relevant to their future endeavours. Sessions of this kind have been offered to master's students, who were also offered an information session on academic careers paths. These sessions will be offered more consistently to both bachelor's and master's students as of 2022.

#### *For mastergradsstudier*

- Veiledning: Beskriv kort studiets profil og faglige bredde.

The master's programme in philosophy builds on the knowledge, skills, and competences acquired by students during their bachelor's studies. It provides them with guidance in deepening their knowledge and understanding of core topics in philosophy and honing their research skills.

#### Arbeidsomfang

- Veiledning: Gi en vurdering av arbeidsomfang i studiet, herunder om det er enkelte emner, semestre e.l. der det er behov for å fordele arbeidsbelastningen. Hvordan sikres samkjøring av arbeidsbelastning i undervisning, arbeidskrav og vurdering mellom emner som er obligatorisk i samme semester? Der disse tallene finnes på studieprogrammet: Kommenter tall fra Studiebarometeret om hvor mye tid studentene oppgir å bruke på studiet.

According to the European Credit Transfer System, one semester of full-time studies (30 credits) corresponds to 750-900 hours of work, including time spent in organized learning activities and independent study. Our semesters are around 20 weeks long, which means that a full-time student should expect to spend at least 37.5 hours per week on their studies.

Responses to individual course evaluations indicate that our master's students generally find their course workloads appropriate. There were not enough responses to Studiebarometeret from master's students for the results to be reported, but there might be something to learn from the results for the bachelor's students in philosophy, which suggest that students are spending less time on average on their studies than they should be in order to achieve the learning outcomes for their courses. According to Studiebarometeret results, the bachelor's students who responded spend on average 7.4 hours per week in organized learning activities (including class time and supervision) and 13.9 hours per week on independent study outside of class (including reading, working on assignments, and attending student-led colloquia). This amount of time spent in organized learning activities is reasonable, but the amount of time spent on independent study falls considerably short of what is expected of full-time students. One reason for this might be that the expectations for independent study are not well communicated to students. The following information is provided on the master's programme website:

Dei to første semester vel du emne på til saman 60 studiepoeng. Du kan rekne med å bruke minst 8 timar på førelesingar og seminargrupper per veke. Resten av tida skal du bruke til å lese og arbeide med masteroppgåva.

Det to siste semestera bruker du til å skrive masteroppgåva (60 studiepoeng).

It might help to make the total expected workload, including independent study time, more explicit on the website and to communicate it in other contexts such as in the orientation session at the beginning of each semester. It might also be helpful to make more explicit in the course descriptions for each individual course approximately how many hours students should expect to spend on independent study. This will be taken up by the teaching committee in 2022.

Kobling til forskning

- [Veiledning: Beskriv kort hvordan studentene møter forskning og faglig utviklingsarbeid i studieprogrammet](#)

Students on the master's programme encounter current research and disciplinary development at various points in their studies. Notably, the programme includes a thesis component, which constitutes a supervised research project in which students are expected to show knowledge of up-to-date research on the topic of their project. Students are provided with guidance and support in finding and engaging with relevant and current literature on their topic.

We place strong emphasis on research-led teaching in the master's programme. Many of our courses are given by leading experts who have international publications on topics related to their teaching. Preserving this arrangement is part of our motivation for offering a wide range of elective courses. This enables our staff to develop courses on topics closely connected to their own research. The reading lists for elective courses at both the 200- and 300-level are regularly revised in order to incorporate the latest developments on the topics covered.

Master's students are included in many of the activities of the various research groups in the department. The department has a regular research seminar in which staff and visitors from other institutions present their current research, which are open to and often attended by bachelor's and master's students. Students can easily find out about departmental research activities on the website as well as on digital displays located in the department.

### Internasjonalisering

- Veiledning: Gi en kort redegjørelse for status for internasjonalisering, og eventuelle tiltak for å øke omfanget og relevansen av internasjonaliseringen.
- Veiledning: Hvordan tilrettelegges det for faglig relevant utveksling i studieprogrammet?

One way our master's programme promotes internationalization is by supporting student mobility. Students have the opportunity to do part of their degree abroad. We have student mobility agreements in place with over 30 universities across Europe through the ERASMUS+, NORDPLUS, and ARQUS networks, and we have also helped students to arrange exchanges with universities outside of these networks. Courses taken abroad must be approved by the programme director in advance of the study exchange period and any credits earned must be approved for inclusion towards the degree once the courses are completed. Relatively few students take advantage of this opportunity (see Figure 3 for details), so we are looking into ways to encourage more students to go on study exchange. One measure we have implemented recently is the appointment of a designated student mobility coordinator for the

department from among our current staff. This role involves communicating with students about opportunities for study exchange and making sure they have important information such as eligibility requirements and application deadlines. We will also be looking into making the information about study exchange more prominent on our website, and reminding instructors to encourage students to apply.

We also support staff mobility, and have teaching exchange agreements with a number of European universities. Over the past five years, several members of staff have gone on teaching exchanges and we have hosted several visiting instructors. We will continue to encourage our staff to take advantage of these opportunities, and to welcome colleagues from partner institutions.

Another way we promote internationalization is through international recruitment to our master's programme. The master's programme is an international programme and can be completed entirely in English. In recent years, the programme has received a relatively large number of international applicants, although many do not meet the minimum requirements for admission. Over the past few years, we have made efforts to promote the programme internationally through the production and wide circulation of posters containing information about the programme and admissions process. In upcoming years, we plan to improve the quality of our promotional materials and targeted recruitment.

## Praksis

- Veiledning (om relevant): Gi en kort beskrivelse av praksis, praksisens faglige relevans, andel studenter som har praksis og eventuelle planer for utvikling av tilbudet.
- Veiledning (om relevant): Gi en kort vurdering av fagmiljøets kompetanse og erfaring fra praksisfeltet.

Our programmes do not include a practicum.

## Krav til fagmiljø i Studietilsynsforskriften

### Fagmiljøets størrelse

- Veiledning: Gi en kort vurdering av om fagmiljøet tilknyttet studietilbudet har en størrelse som står i forhold til antall studenter og studiets egenart, er kompetansemessig stabilt over tid og har en sammensetning som dekker de fag og emner som inngår i studietilbudet.

- Har fagmiljøet den sammensetningen som er beskrevet i § 2-3 (4)?

The philosophy department currently has 11.74 permanent positions dedicated to teaching philosophy (fagstudie) courses, and from January 2022, it will have 11.5. When we correct for the 30% of teaching resources for these positions coming from ExPhil, the number goes down to 8.22. And when we remove the Head of Department and one staff member (Alois Pichler) whose 50% position does not involve teaching, we reach an adjusted total of 7.25 permanent positions dedicated to teaching philosophy courses.

We currently have the expertise among our permanent staff to cover all of the courses offered as part of our master's programme. For each of the required courses, there are at least two members of staff with competence to teach them. As mentioned above, we have had to make some adjustments in the past few years in order to accommodate the large number of elective courses we offer. We do not have sufficient resources to offer each of our elective courses on an annual basis, so some have been put on a two-year rotation. This allows us to operate within our means whilst maintaining a wide selection of elective courses with an emphasis on research-led teaching.

#### Fagmiljøets utdanningsfaglige kompetanse

- Veiledning: Har fagmiljøet tilknyttet studietilbudet godkjent utdanningsfaglig kompetanse iht UiBs regelverk? Hvordan jobbes det for å ivareta kravene til utdanningsfaglig kompetanse i fagmiljøet?

All of the instructors for philosophy courses have taken the basic training courses in University Pedagogy offered by the Department for University Pedagogy at UiB, or similar courses offered at other institutions, and many have completed UiB's University Pedagogy programme.

From 2022, the teaching committee will be organizing seminars in pedagogy for course coordinators and instructors in the department once per semester. Members of the University Pedagogy programme or other experts will be invited to lead the seminars.

#### Faglig ledelse

- Veiledning: Har studieprogrammet en tydelig faglig ledelse med ansvar for kvalitetssikring og utvikling som definert i kap. 2.3 i UiB sitt kvalitetssystem for utdanning?



The philosophy department has a single committee that serves the dual function of teaching committee and programmes committee for the bachelor's and master's programmes. The committee has a leader from among the academic staff, and includes two further members from among the academic staff, one member from among the administrative staff, and a student representative. The committee meets around 6-8 times per year, sends regular communications to the department council (instituttrådet), and the committee leader attends regular meetings with the Head of Department and the leaders of other departmental committees. The committee leader normally occupies the role of bachelor's and master's programme director, although the role of master's programme director is sometimes delegated to another member of the committee. The committee leader (or a substitute from among the other committee members) attends studiestyret meetings and reports back to the committee on relevant items.

The teaching and programmes committee is responsible for teaching quality assurance. It oversees the administration of course evaluations by course coordinators and students, collects results from studiebarometeret and other relevant surveys, and the committee leader produces an annual report on the bachelor's and master's programmes in their capacity as programmes director. The committee is also responsible for overseeing the external peer evaluation of the programmes by contracting and communicating with a peer evaluator.

#### Fagmiljøets fagspesifikke kompetanse

- **Veiledning:** Gjør en kort vurdering av fagmiljøets fagspesifikke kompetanse, med vekt på sammenhengen mellom fagmiljøets forskningsfelt og programmets innhold og nivå.

The subject-specific competence of our instructors is excellent. All of the instructors for courses on the master's programme hold PhDs in philosophy, and most are actively involved in research on topics connected to those on the curriculum. As mentioned above, master's courses are often taught by leading experts with international publications on related topics. There is also relatively little variation in who teaches each course from year to year, which allows instructors to develop their expertise on the topics they teach.

#### Internasjonalt og nasjonalt samarbeid

- **Veiledning:** Gi en kort vurdering av internasjonalt og nasjonalt samarbeid og nettverk som er relevante for programmet.

At the national level, we regularly cooperate with members of philosophy departments at other Norwegian universities for the purpose of assessment. Master's theses in our programmes are

evaluated by a panel including one member internal to our department and an external member from another Norwegian university. The same is true of other master's programmes in Norway, so our staff are also regularly asked to serve as external examiners.

At the international level, as mentioned above, we have student and staff mobility agreements with over 30 universities across Europe in the ERASMUS+, NORPLUS, and ARQUS networks.

## Appendix

Figure 1: Søker- og studenttall MAHF-FILO 2017 - 2021 \*

**Velg studieprogram her!**

MAHF-FILO Masterprogram i filosofi

### Søker- og studenttall

Søkning og opptak

Studieprogram	Årstall	Termin	Studieplasser	1.prioritet	1. pri søker per studieplass	Fått tilbud	Svart ja	Registrert	Andel registrert av tilbud
MAHF-FILO Masterprogram i filosofi	2017	HØST		46		12	10	8	66,7%
	2018	HØST	15	75	5,0	26	18	13	50,0%
	2019	HØST	15	32	2,1	9	5	5	83,3%
	2020	HØST	12	60	5,0	30	16	14	82,4%
	2021	HØST	11	93	8,5	33	21	16	61,5%

Poenggrense

Studieprogram	Årstall	Termin	Registrert			Kvote	Min. Poenggrense		
			Ordkvote	RMAS	Ukjent		Ordkvote	RMAS	Ukjent
MAHF-FILO Masterprogram i filosofi	2017	HØST		7		1			
	2018	HØST		8		5			
	2019	HØST	5			0			
	2020	HØST	14			0			
	2021	HØST	11			5			

\* The figures for 'Andel registrert av tilbud' for 2019, 2020, and 2021 do not appear to be correct. We are unable to make changes to the table, but we will bring it to the attention of the faculty administration.

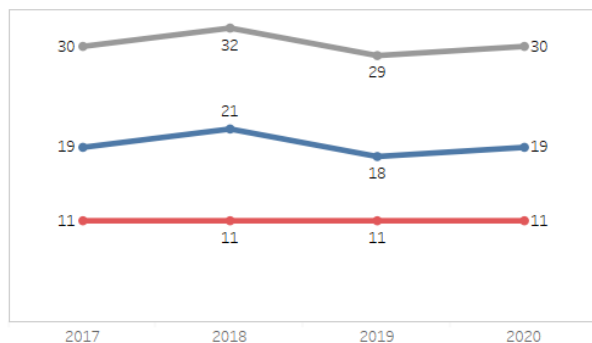
Figure 2: Fullføring og fråfall MAHF-FILO 2017 - 2019

MAHF-FILO Masterprogram i filosofi

**Velg studieprogram her!**

## Antall studenter - fullføring og frafall

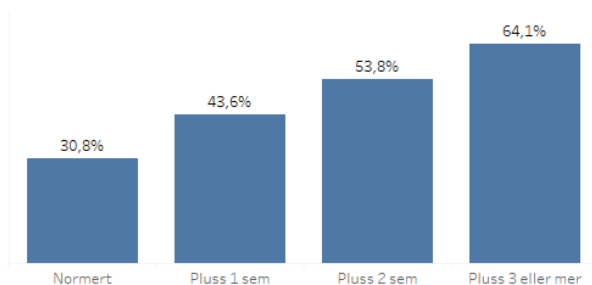
Antall studenter



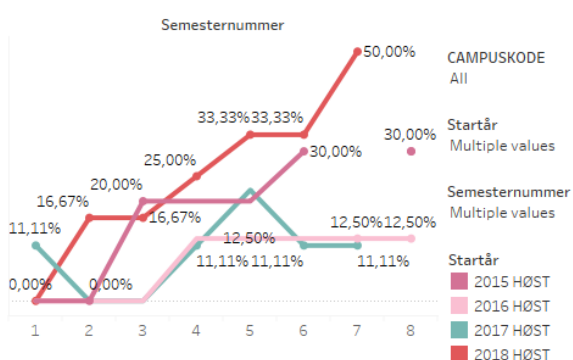
Kvalifikasjoner og utveksling

	Antall kvalifikasjoner	Antall kvalifikasjoner med utveksling	Andel kvalifikasjoner med utveksling	Årstall Multiple values
2017	11	2	18,2%	Termin HØST
2018	6	0	0,0%	STUDIERETNINGNAVN_B.. All
2019	9	0	0,0%	Kjønn K M

Andel studenter som fullfører en grad



Andel frafall



Beståtte studiepoeng

Årstall	Termin / Studieprogram					
	VÅR			HØST		
	MAHF-FILO Masterprogram i filosofi			MAHF-FILO Masterprogram i filosofi		
	Studiepoeng	Aktive	Beståtte studiepoeng per stu..	Studiepoeng	Aktive	Beståtte studiepoeng per st..
2017	515,0	30	17,17	530,0	29	18,28
2018	545,0	26	20,96	460,0	30	15,33
2019	490,0	30	16,33	535,0	26	20,58
2020	645,0	25	25,80	475,0	28	16,96

Figure 3: Utreisende utvekslingsstudenter MA 2017 - 2021

Utreisende utvekslingsstudenter med avtale

Studieprogram	Årstall		Land	Uttekslingsopphold over 3 mnd	Uttekslingsopphold under 3 mnd
	Årstall fra	til			
MAHF-FILO Masterprogram i filosofi	2018	2018	IT Italia	1	
	2019	2019	JP Japan	1	
			IT Italia	1	
			NL Nederland	1	
	2020	2020	DK Danmark	1	

Figure 4: Studieplan for MAHF-FILO Filosofi, master, 2 år, gyldig haust 2021

### Namn på grad

Master i filosofi

### Omfang og studiepoeng

120 studiepoeng

### Undervisningsspråk

Norsk og engelsk

### Mål og innhald

Ein mastergrad i filosofi skal gje studenten ei djupare forståing av sentrale filosofiske problemområde. Det blir lagt vekt på at studenten kan arbeide sjølvstendig med filosofiske problem og vise forståing for desse i ein systematisk og historisk samanheng. Mastergradsstudiet gjev ein brei kompetanse, m.a. til undervisning i den vidaregåande skulen. Studiet danner og grunnlag for forskarutdanning utover masternivå.

### Læringsutbyte

Kunnskap:

Ein masterkandidat i filosofi skal ha

- brei oversikt over filosofiske problemstillingar både i teoretisk og praktisk filosofi.
- fordjupning i eitt filosofisk hovudområde knytt til masteroppgåva.
- oversikt over sentrale filosofar og problemstillingar i samtidsfilosofien.
- kunnskap om aktuelle forskingsspørsmål innanfor tema knytt til masteroppgåva.

Dugleik:

Ein masterkandidat skal kunne

- setje seg inn i forskingslitteraturen på sentrale område av filosofifaget.
- vurdere ny forskingslitteratur på sitt spesialområde.
- bruke sine filosofiske kunnskapar til å ta føre seg aktuelle problemstillingar i andre fag og i samfunnsspørsmål.

Kompetanse:

Masterstudiet i filosofi vil gi kompetanse

- til å utarbeide eitt sjølvstendig forskingsprosjekt.
- i kombinasjon med praktisk-pedagogisk utdanning som kvalifiserer for undervisning i filosofi i vidaregåande skule.
- som kan gi opptak til doktorgrad i filosofi,

### Opptakskrav

Masterprogrammet i filosofi byggjer på ein bachelorgrad med minst 80 studiepoeng fagleg fordjuping i filosofi eller tilsvarande.

Bachelorgrad frå UiB som kvalifiserer:

- Bachelorgrad i filosofi

Andre bachelorgrader som kvalifiserer:

For søkjarar utan spesialisering i filosofi kan følgjande kvalifisere for opptak:

- minst 60 studiepoeng i filosofi
- 30 studiepoeng i tillegg som er relevante for masterstudiet
- tilleggssøknad (500-700 ord) som gjer greie for relevant fagleg bakgrunn og kompetanse

Søkjarane vert individuelt vurderte av fagmiljøet.

Du må også ha:

- Snittkarakter på minimum C i emna du får opptak på grunnlag av.
- Språkkrava i norsk og engelsk for dette studieprogrammet dekker du med generell studiekompetanse, anten på grunnlag av norsk vidaregåande skule eller på annan måte.

### Obligatoriske emne

Dei obligatoriske emna er:

- FIL342 (Prosjektskisse og metodebruk - 10stp.)
- FIL343 (Forskingsemne i teoretisk filosofi - 10stp.)
- FIL344 (Forskingsemne i praktisk filosofi - 10stp.)
- FILO350 (Filosofi mastergradsoppgåve - 60stp.) eller FILO351 (Filosofi mastergradsoppgåve - 30stp.)

Studentar som tek FILO350 (Filosofi mastergradsoppgåve - 60stp.) må ta 30 valfrie studiepoenga studiepoeng i filosofi. Studentar som tek FILO351 (Filosofi mastergradsoppgåve - 30stp.) må ta 60 valfrie studiepoeng i filosofi.

Studentane kan velje frå følgjande emne:

- FIL310 (Ope forskingsemne i filosofi 1 - 10stp.)
- FIL317 (Forskingsemne i Wittgensteinstudier - 10stp.)
- FIL318 (Forskingsemne i estetikk - 10stp.)
- FIL319 (Forskingsemne i vitenskapsfilosofi - 10stp.)
- FIL320 (Forskingsemne i metafysikk - 10stp.)
- FIL328 (Forskingsemne i moralfilosofi - 10stp.)
- FIL333 (Forskingsemne i filosofien i antikken - 10stp.)
- FIL335 (Forskingsemne i sinnsfilosofi - 10stp.)
- FIL336 (Forskingsemne i miljøetikk - 10stp.)
- FIL341 (Forskingsemne i rettsfilosofi - 10stp.)
- FIL345 (Forskingsemne i språkfilosofi - 10stp.)
- FIL346 (Forskingsemne i kontinental filosofi - 10stp.)
- FIL347 (Forskingsemne i epistemologi - 10stp.)
- FIL348 (Methods of Analysis in Social Sciences - 10stp.)
- FIL349 (Forskingsemne i politisk filosofi - 10stp.)
- LOG311 (Deduksjon og metalogikk - 10stp.)

### **Tilrådde valemne**

Studentar kan byte eit av dei valfrie emna med eit emne på 300-nivå frå eit anna fag. Dei bør då velje eit emne som er relevant for masteroppgåva. Instituttet rår studentane til å velje emne i samråd med rettleiar

### **Rekkefølge for emne i studiet**

Tilrådd progresjon i studiet for studentar som vel FILO350 (Filosofi mastergradsoppgåve - 60stp.)

1. semester: FIL342, FIL343 og 10 studiepoeng valfrie forskningsemne i filosofi.
2. semester: FIL344 og 20 studiepoeng valfrie forskningsemne i filosofi.
3. og 4. semester: FILO350

Tilrådd progresjon i studiet for studentar som vel FILO351 (Filosofi mastergradsoppgåve - 30stp.)

1. semester: FIL342, FIL343 og 10 studiepoeng valfrie forskningsemne i filosofi.
2. semester: FIL344 og 20 studiepoeng valfrie forskningsemne i filosofi.
3. semester: 30 studiepoeng valfrie forskningsemne i filosofi.
4. semester: FILO351

### **Delstudium i utlandet**

Instituttet vil utarbeide tilrettelagte utvekslingsopplegg for studentar som ynskjer eit utanlandsopphald som del av masterprogrammet i filosofi.

Du kan velje blant Universitetet i Bergen sine avtaler i heile verda, anten for å studere innan spesialiseringane i programmet, eller for å ta frie studiepoeng i graden. Emna må førehandsgodkjennast av UiB.

Institutt for filosofi og førstesemesterstudium har mange egne ERASMUS+ avtaler med universitet i blant anna Frankrike (Lille, Montpellier), Tyskland (Berlin, München, Stuttgart, Tübingen), Italia (Genova, Roma 'La Sapienza'), Østerrike (Graz, Wien), m.m. Instituttet har også avtaler i Sverige, Tsjekkia, og Bulgaria samt 14 universitet du kan utveksle til i Norden (Danmark, Island, og Sverige) gjennom NORDPLUS (Nordplusnettverk i filosofi). Du finner ei liste over alle instituttets utvekslingsavtaler, sortert etter land, under. For ei liste over alle UiBs utvekslingsavtaler se: <http://www.uib.no/utvekslingsavtaler>. Her kan du filtrere etter fakultet, land, og/eller etter studieprogram. Avtaler som ligg på universitetsnivå (BILATERAL avtaler) kan dei fleste UiB-studentane søke, men du må sjekke at dei gjeld for MA-studentar.

For avtaler på fakultets- og instituttsnivå, vil studentar ved vedkommande fakultet/institutt vanlegvis bli prioritert i opptaket.

Fristen for å søke er 1. februar for påfølgjande høst- og vårsemester og 1. september for påfølgjande vårsemester. Søkarar må ha bestått minst 60 studiepoeng før utreisa.

For meir informasjon se: <http://www.uib.no/hf/25275/reise-på-utveksling>. For å søke brukar du Søknadsweb: <https://fsweb.no/soknadsweb>.

### **Arbeids- og undervisningsformer**

Gjennom masterprogrammet vert det nytta varierte undervisningsformer. Sjå emneplan for det einskilde emnet.

### **Vurderingsformer**

Gjennom masterprogrammet vert det nytta ulike vurderingsformer. Sjå vurderingsforma på det einskilde emnet.

### **Grunnlag for vidare studium**

Fullført masterprogram i filosofi kvalifiserar til å søkje om opptak på PhD-program.

### **Relevans for arbeidsliv**

Filosofi som fag gjev ein særskild brei kompetanse når det gjeld å sjå samanhengar mellom ulike fagfelt og problemstillingar og det å setje fagområde og samfunnstilhøve inn i eit samlande perspektiv. Difor høver filosofi godt som grunnlag for arbeid i sektorar der kommunikasjon og argumentasjon er viktig. Til dømes innan skule, kulturliv, media og informasjonsarbeid både i offentleg og i privat sektor.

Ved å byggje ut mastergraden med eittårig praktisk-pedagogisk utdanning er ein kvalifisert til stilling som lektor i skulen. Ein mastergrad i filosofi dannar og grunnlag for opptak til PhD og ei vidare forskingskarriere.

### **Evaluerings**

Programmet som heilskap og dei einskilde emna vert evaluert med jamne mellomrom.

### **Programansvarleg**



Institutt for filosofi og førstesemesterstudier.

**Administrativt ansvarleg**

Institutt for filosofi og førstesemesterstudium.

For nærmere informasjon:

[studierettleiar@fof.uib.no](mailto:studierettleiar@fof.uib.no) / 55 58 21 49