

HSL Faculty, UiT The Arctic University of Norway, 2.10.2017	<b>TEMPLATE FOR COURSE DESCRIPTIONS FOR PHD COURSES, THE HSL FACULTY</b> <b>Please see explanation to each point below.</b> The template is based on requirements for modules within the UiT quality system.
<b>Name</b>	Bokmål: Perspektiver på tillit Nynorsk: Perspektiver på tillit English: Perspectives on trust
<b>Course code and level</b>	SVF-8068
<b>Type of course</b>	The course may be taken as a single course.
<b>Scope of course</b>	5 ECTS
<b>Required / recommended previous knowledge</b>	<p>PhD students or holders of a Norwegian Master's Degree of five years or 3+ 2 years (or equivalent) may be admitted. PhD students must upload a document from their university stating that they are registered PhD students.</p> <p>Holders of a Master's Degree must upload a Master's Diploma with Diploma Supplement / English translation of the diploma. Applicants from listed countries must document proficiency in English. To find out if this applies to you see the following list:  <a href="http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Utenlandsk_utdannin_g/GSULista/2016/GSU_list_English_14112016.pdf">http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Utenlandsk_utdannin_g/GSULista/2016/GSU_list_English_14112016.pdf</a></p> <p>For more information on accepted English proficiency tests and scores, as well as exemptions from the English proficiency tests, please see the following document:  <a href="https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf">https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf</a></p> <p>The course has <b>15</b> seats. If the number of applicants exceeds the number of places available on the PhD course, applicants will be ranked from category 1 to 4.</p> <p>Category 1: People admitted to the PhD Programme at UiT</p> <p>Category 2: Participants in the Associate Professor Programme that fulfil the educational requirements</p> <p>Category 3: Doctoral students from other universities</p> <p><i>Category 4: People with a minimum of a Master's Degree (or equivalent). (A Norwegian Master's Degree of 5 years or 3 (Bachelor Degree) + 2 years (Master's Degree).</i></p>
<b>Course contents</b>	<p>Democracies around the world have witnessed an increase in political distrust, fueling polarization and political instability. Trust in government includes subcategories of trust in local, state, and national and international government as well as trust in departments and officials at these different levels of government. The sources of declining trust to the political system, and how trust can be developed, can be analysed from different angles. This course focuses on different perspectives on trust:</p> <ul style="list-style-type: none"> <li>- structural perspectives, including cleavage structures (local, national, international) and cultural perspectives</li> <li>- perspectives on institutional performance, democratic values and development of trust in society through participatory governance</li> </ul>

<p><b>Learning outcomes</b> Be concise and consequent: Outcomes should relate to each other as well as to the teaching methods and the coursework requirements / examination form.</p> <p>Learning outcomes should be formulated in such a way that they may be checked.</p> <p>Make sure the outcomes are realistic and in accordance with the amount of ECTS (they must not be too ambitious).</p> <p>Description of competence is not required for 10 ECTS courses.</p>	<p>The students have the following learning outcomes:</p> <p><b>Knowledge</b> The student has thorough knowledge of:</p> <ul style="list-style-type: none"> <li>- theoretical perspectives on trust</li> <li>- how theoretical perspectives explain declining trust locally, nationally, and internationally</li> <li>- how theoretical perspectives advice the enhancement of political trust</li> </ul> <p><b>Skills</b> The student is able to</p> <ul style="list-style-type: none"> <li>- discuss trust perspectives</li> <li>- formulate research questions on trust-relations</li> <li>- provide an individual presentation on trust-relations using theoretical perspectives</li> <li>-use trust perspectives to analyse theoretical and/or empirical observations</li> </ul> <p><b>Competence</b> The student is able to understand and use perspectives on trust analytically.</p>
<p><b>Relevance in the degree program</b></p>	<p>Should be provided, but not a requirement.</p>
<p><b>Teaching and working methods</b> Teaching methods, scope and frequency should be described. Also provide information about the number of lectures / classes.</p>	<p>Students submit a draft paper two weeks before the gathering in Tromsø</p> <p>The gathering in Tromsø is structured as follows:</p> <ul style="list-style-type: none"> <li>Day 1: Introduction and lectures</li> <li>Day 2: Lectures and paper presentations</li> <li>Day 3: Paper presentations and summary</li> </ul> <p>The lectures are divided into an introduction and 4 modules for a total of 9 lecture hours.</p> <p>Paper presentations are chaired by the course lecturers, and organized as a 10-minute introduction by the author followed comments from 'main opponents' and then other students and lecturers.</p> <p>Each student is appointed as 'main opponent' for two papers.</p> <p>The curriculum for the course is approx. 800 pages.</p>
<p><b>Practice</b></p>	
<p><b>Quality assurance of the course</b></p>	<p>All courses will be evaluated once during the period of the study program. The board of the program decides which courses will be evaluated by students and teacher each year.</p>
<p><b>Coursework</b> The required coursework must be clear and feasible. Keep the scope of the course in mind.</p>	<p>The following coursework requirements must be completed and approved in order to take the final exam:</p> <ol style="list-style-type: none"> <li>1) A draft paper two weeks before the gathering in Tromsø.</li> </ol>

	<p>The draft paper must utilize one or more trust perspectives presented in this course and their related curriculum to discuss trust in the student's research field. Ideally directly related to their thesis subject.</p> <ol style="list-style-type: none"> <li>2) A presentation of the draft paper</li> <li>3) All students are required to participate in discussions about all papers.</li> </ol> <p>-</p>
<p><b>Assessment and exam</b> Provide clear information about exam form(s). The amount of hours/days/weeks must be given.</p> <p>In the case of written assignments, please provide the required amount of words. If desired: provide information about line space, font etc. (standard: 1 ½).</p> <p>A-F grades scale or Pass/Fail</p>	<p>The exam will consist of: The final examination is the completed version of the draft paper, 6000 words in length. To qualify for the exam students must have submitted a paper draft, presented it, and participated in discussions of both their own and other paper drafts.</p> <p>The exam will be assessed on an A-F grades scale. Grades are A-E for passed and F for failed.</p> <p>The exam will be assessed on a Pass/Fail basis.</p>
<b>Retake</b>	Retake is offered in in the beginning of the following semester in cases of grade F or Fail. Deferred examination is offered in the beginning of the following semester if the student is unable to take the final exam due to illness or other exceptional circumstances. Registration deadline for retake is January 15 for autumn semester exams and August 15 for spring semester exams.
<b>Syllabus</b>	Only the amount of pages needs to be provided
<b>Language of instruction and examination</b>	

## EXPLANATION OF TEMPLATE BASED ON REQUIREMENTS IN THE QUALITY SYSTEM

Contents requirements	Detailed information and comments
Title	The course should have a clear title that provides information about the course contents to both students and professionals. The course title should be given in Bokmål, Nynorsk and English.
Course code and level	Each course must have a course code (e.g. GEO-3104); the letters being an abbreviation of the name of the subject (GEO = geology). The courses fall within seven general levels: 0000 - 1000 - 2000 - 3000 - 5000 - 6000 - 8000. The code number indicates the <i>academic level</i> of the course. 0000 courses are introductory courses, 1000 courses are first and second year courses on BA level, 2000 courses are specialisation courses on BA level (usually third year), and 3000 courses are courses on MA level. 5000 refers to courses within the practical pedagogical education, 6000 to further education courses, and 8000 refers to PhD courses.

Type of course	Information about whether or not the course may be taken as a single course should be provided. Text suggestion: "This course is obligatory for students who belong to the degree program ( <i>name of degree program</i> )" or "This course may be taken as a single course (by students who meet the admission requirements for the degree program in ( <i>name of degree program</i> ))".
Scope	Indicate the scope of the course in ECTS points.
Required / recommended previous knowledge	Previous knowledge requirements must be indicated. In cases where previous knowledge is desired but not a requirement, it should be clearly indicated that this knowledge is <i>recommended</i> , but not required.
Course contents	A description of the course contents, minimum 50 words, maximum 300 words.
Relevance in the degree program	The relevance of the course in the degree program to which it belongs should ideally be provided, but is not a requirement.
Learning outcomes	<p>Learning outcomes should be clearly formulated and described in bullet points under the categories <i>understanding</i>, <i>skills</i>, and <i>competence</i>. A description of competence is not required for smaller courses of 10 ECTS points. Learning outcomes should be formulated in such a way that they may be checked, and there should be a clear connection between learning outcomes, teaching methods, and the type(s) of assessment/examination. If linguistic competence is part of the objectives of the course, this must be included in the course descriptions and the program descriptions.</p> <p><u>The descriptions should have the following structure:</u></p> <p>By the end of the course the student has obtained the following:</p> <p><b>Knowledge:</b> The student has:</p> <ul style="list-style-type: none"> <li>- knowledge about / understands / insight about / overview on etc.</li> </ul> <p>It is possible to grade: i.e. Wide knowledge / good understanding / (especially on Master's level:) deep / thorough knowledge, deep/specialized insight etc.</p> <p>At least three points.</p> <p><b>Skills:</b> The student is able to / can</p> <ul style="list-style-type: none"> <li>- analyse / consider / assess / formulate / discuss / conclude / summarize / recap</li> <li>-</li> </ul> <p><b>Competence:</b> The student</p> <ul style="list-style-type: none"> <li>- is able to / may</li> </ul>
Teaching and working methods	Scope of teaching, teaching and working methods, and teaching frequency should be described. If the course is not offered every semester, the description should provide information on whether or not it is possible to take the exam during semesters where the course is not taught. There should be a clear connection

	between the expected learning outcomes of the course and the chosen teaching and working methods.
Practice	Information on practice, reference to practice plan if relevant. Arrangement and completion of practice should be clearly connected to the expected learning outcomes of the course, other teaching, and the expected obtained competence at the end of the course.
Quality assurance of the course	Information on how the students may assess and give feedback on the quality of the course (evaluation, reference groups, student representatives, etc.)
Coursework requirements	Information on coursework requirements, the scope of these requirements, and whether or not they are obligatory (e.g. lecture attendance, methodology courses, exercises, practice, field work courses, excursions, lab work, security training, group assignments, semester assignments and other written assignments. Assessment of coursework should be on a Pass/Fail basis.
Security training	For courses including lab work, excursions, field work, studies abroad, etc., any security training necessary to complete the course should be indicated. This should be formulated as a coursework requirement in the course description.
Examination and assessment	<p>Type of examination and assessment, including information on which assessments that will appear on the transcript of records or will form part of the basis for the final grade which will appear on the transcript of records, should be indicated. Type of assessment should also be indicated (A-F grades scale or Pass/Fail). There should be a clear connection between the expected learning outcomes and the chosen form of examination and assessment.</p> <p>Course descriptions for courses operating with two or more exams during the course should include the following: information on whether separate grades are given for each exam or if one final average based grade at the end of the course is given, how the various exams are weighed in the case of a final average grade, information on type of examination and assessment for each exam and the course in its entirety, information on possibilities for retake examinations and which exams that need to be retaken in order to pass the course. The duration of the exams (amount of hours/days) and the required amount of words in written exams should be indicated.</p>
Retake	Information on possible admission and completion of retake examinations should be given.
Syllabus	A reading list is not obligatory in the course description. However, it is nevertheless a requirement that a syllabus is developed for each course, and that an up-to-date reading list is accessible by the beginning of the semester in which the course is being taught. If the organised part of the course (lectures, lab work, seminars etc.) is to be considered as part of the syllabus, and exams may be given on this basis, this must be clearly indicated in the description of the syllabus.

Language of instruction and examination	<p>During the spring of 2007, the University of Tromsø passed the Guidelines on language policy (case S 28-07, DocuLive 200603903-18).</p> <p>Indication of <i>Language of instruction</i> is obligatory information in all course descriptions. The language of instruction should as a rule be Norwegian. In order to achieve instrumental objectives and develop competence in professional English among Norwegian students and/or integrate students with another native language than Norwegian/another Scandinavian language, the language of instruction may also be English.</p> <p>Indication of <i>Language of examination</i> is obligatory in all course and program descriptions. The individual faculties may choose the language of examination, but as a rule, students should not be required to take their exams in English unless English forms an integral part of the course and/or its learning outcomes.</p> <p>Special regulations for language of instruction and examination may apply for courses within language and linguistics.</p>
External candidates for examination	Each faculty must decide on possible examination methods and examination fees for external candidates who are not admitted to the course. However, this needs not be described in the course description.
Other regulations	Other regulations relevant to the completion, quality assurance and evaluation of the course should be described.