

Master programme HT22 och VT23

Answer Count: 6

1. Overall, I am satisfied with the programme.

Overall, I am satisfied with the programme.	Number of responses
Disagree	0 (0,0%)
	4 (66,7%)
	1 (16,7%)
	1 (16,7%)
Totally agree	0 (0,0%)
Total	6 (100,0%)



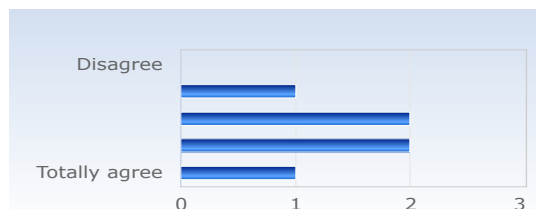
2. The content of the programme was relevant to me for achieving the intended learning outcomes.

The content of the programme was relevant to me for achieving the intended learning outcomes.	Number of responses
Disagree	0 (0,0%)
	2 (33,3%)
	1 (16,7%)
	2 (33,3%)
Totally agree	1 (16,7%)
Total	6 (100,0%)



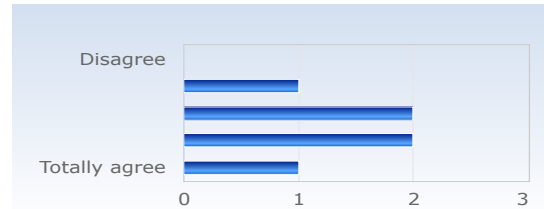
3. The teaching gave me good conditions to achieve the intended learning outcomes.

The teaching gave me good conditions to achieve the intended learning outcomes.	Number of responses
Disagree	0 (0,0%)
	1 (16,7%)
	2 (33,3%)
	2 (33,3%)
Totally agree	1 (16,7%)
Total	6 (100,0%)



4. The examination/assessment tested how well I achieved the intended learning outcomes.

The examination /assessment tested how well I achieved the intended learning outcomes.	Number of responses
Disagree	0 (0,0%)
	1 (16,7%)
	2 (33,3%)
	2 (33,3%)
Totally agree	1 (16,7%)
Total	6 (100,0%)



5. On average, I have spent approximately the following number of hours per week on the programme, total time, including self-study.

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40
15-20
25
40
35-40
10-15

6. What was the best about the programme?

What was the best about the programme?

The best is that the professors are very knowledgeable about their subjects and I feel that they're easy to reach out to. Program coordinator is also super helpful!

Lecturers

The option to choose my own topics for each of the essays was great, as it allowed me to investigate issues that are of personal interest to me.

International environment due to students from all around the world. Also I liked lectures with Jarna.

Master seminar series

meeting people from all over the world

7. What improvements would you suggest?

What improvements would you suggest?

I think it would be great if instead of giving public international law course in the beginning, students can just start learning about Human Rights Law, followed by Criminal Law, and then Economic Law. After all, having knowledge about PIL is one of the requirements of the program, so everyone has learned it, no need to repeat it. That way, all students can learn both criminal and economic laws, not just one track.

Better planning

The courses felt disorganised - for instance, in the Advance PIL Course, we received the immunities lecture 3 times from different teachers. While [...] were unavoidable, having more than half the LL.M. online was disappointing, as it detracted from the university experience. The content of the Advanced PIL and Human Rights courses was rudimentary and surface level - given that all students are required to have a background in PIL as an entry requirement to the LL.M. programme, rehashing these basic concepts felt like a waste of time. This is especially so given that the LL.M. contains only 3 substantive courses. While I understand that educational standards vary between countries, the depth of content of all substantive courses in the LL.M. fell far short of that of my LL.B. studies. Accordingly, I feel as though I have left the LL.M. having gained only somewhat of a deeper understanding of ICL, as well as the various topics I chose for my essays and thesis. The combining of LL.M. and Erasmus students during group assessments led to a great deal of disharmony and stress in the groups, as Erasmus students had a very different work ethic. This resulted in LL.M. students working disproportionately hard, and also suffering in their grades due to poor performance of Erasmus students.

1. To publish the results of exams, assignments on time. Without monthly delays. 2. Change the content of master's seminar series, because only 1-2 of them were useful for the thesis. 3. The examination of the thesis. I think 2 or more examiners might give a more objective grading, rather than one person. 4. Maybe to organise more inner events for "team-building", to somehow unite the course (but this is of course optional).

Focusing more on in-depth discussions and giving actual feedback. The whole point of doing the Master degree is to specialise on already existing knowledge. Everyone had to prove knowledge in PIL for the application of the Master, so the first course was completely irrelevant and gave no new learnings but felt like a summary of general PIL knowledge. If someone doesn't have PIL knowledge, they should do this course ahead of the programme. But for others, who already have knowledge in the field, waste their time with such a summary course. For the human rights course, I wish the substantive law would be analysed more. We only did this for two aspects of the right to life (abortion and euthanasia) in the course. Other important rights, such as asylum were either not mentioned or once again discussed in a way that was very Surface-level for a master course. Furthermore, we almost exclusively talked about ECHR, but often only mentioned ICCPR, which is much more relevant for a "global perspective" (the apparent aim of the course). On top, we never got any substantive feedback from [...], merely the grades. However we did the master in order to improve research skills, and personalised feedback was the thing I was looking forward to but did not receive from her. As she held half of the courses in the program, this led to a disappointing experience. Even the cases for the moot court were given to us only 2-3 days in advance and her messing up by allocating the same role twice for one of the moot courts. These aspects really made it seem like she does not care about teaching. In any case, in her current performance, she is unfit to teach and the program would be better off allocating her role to more enthusiastic lecturers. Mark & Pål we're great lecturers and I wish we could have enjoyed their teaching more.

It could be a really good programme, but you need to improve some things. The following list of my points are not systematic. (1) More communication between the professors /administrators and widely uniform standards regarding the grades and course structure --> more comparability (2) The best thing about such a programme are the international people --> talk more to and with them (3) More organised group activities --> there were enough time; it is not surprising that people don't have time at the end of the programme and during the thesis (4) I would suggest to have a course where we discuss different specific problems of the world (war/climate change/ Chinese sea..). By doing this we would get a deeper knowledge and would actually benefit from the internationality of the programme. (5) You should not mix master and Erasmus students in a course; i understand that we should meet more people, but especially regarding the grading it's nonsense to have mixed groups. Most of the Erasmus students don't care about their grades and just want to pass, so Master students are doing the work and getting annoyed. (6) Don't start with the master programme with a course via zoom. (7) For me, the ongoing master seminar was not necessary or maybe just some parts of it.