





Students | Staff

720 | 90

2330 | 324

11 080 | 1099

945 | 149

1775 | 170

Førde

Sogndal

Bergen

Stord

Haugesund



Three faculties



Faculty of Health
and Social Sciences



Faculty of Technology,
Environmental and
Social Sciences



Faculty of Education,
Arts and Sports

Each year, 3,000 new HVL students enter working life



Engineers

345

candidates



Economics and
Administration

370

candidates



Nurses

420

candidates



Primary school
teachers

390

candidates



Kindergarten
teachers

285

candidates



Social work and
social educators

240

candidates

Some local trends and structures



Trends for incoming students

- › Places for practice and internships are is limited
- › Incoming students are not that interested in practice. Difficulties in getting practice approved in some fields
- › More focus on local recruitment from the business side
- › Labour market tends to focus on the added workload: language, introduction, no knowledge about regional and culture
- › Difficult bureaucracy to be allowed to stay in Norway
- › Not many degree-seeking students at HVL
- › HVL lack courses in English

Trends in outgoing

- › Difficult to get students to go out, especially from teacher and nursing
- › Report shows mobility is not an important factor in employing candidates
- › Uncertainty about the added values from labour market
- › Those who go abroad tends to want to go far away
- › Easier to set up outside of EU
 - › South Africa, Tanzania, China, Brazil etc etc
 - › Easier to send out larger number of students
 - › Intern Abroad and Utforsk for internships
- › Short term mobility is becoming increasingly popular

Overall

- › Mobility with concrete regional links takes a lot of work
- › The good examples is often based on random cooperation and personal network and drive
- › Mobility with concrete regional links demands overarching structures
- › Higher education is not good enough to show added value from mobility in general
- › Longer mobility gives most effect, both ways
- › BUT, short term mobility gives more students the opportunity
- › Many practice-oriented educations is lacking flexibility. But this is about to change

Certificate of International Learning – CIL

- › CIL is a certificate that documents your international experience and competence, highlighting skills that do not appear on a traditional diploma, such as cross-cultural collaboration, adaptability, and communication in international contexts. These competencies are increasingly in demand in the job market and can give you an advantage when applying for jobs.
- › CIL contributes to:
 - › showcasing, both to you and to future employers, the international experience you have gained through your studies
 - › building your own international network
 - › developing intercultural competence and understanding how it can be applied to your profession
 - › motivating you to participate in student exchange opportunities

Example: BioTrick

- Cooperation partnership
- Bergen - Turku – Coimbra
- Cooperation with local hospital labs
- EPBS – European Association of Biomedical Scientists
- Mobility with practice placement
- BLS Academy – standardisation of education and cooperation



Example: ETI Labs

- Project with ESN, EURASHE, AER, Algebra, ESCCA, MCI
- Designed to bridge the gap between higher education and the labour market, equipping students with the skills and experience needed
- ETI Labs ImpacThon workshops with different themes
- With students, academics and businesses
- Recent-Graduate Traineeship Tracks



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Travel, Create, Impact.

Registration now open



Re-packaging courses



Courses for internships

MOØ240 Innovation and Entrepreneurship practice in a regional context

Course description for academic year 2026/2027

[← Previous years](#)

Contents and structure

The main content of the course is a 10-week internship (full time workdays) in a startup, an innovation project in a company, or in an incubator/cluster. During the internship, the student will interact closely with the entrepreneurial- or management team. Furthermore, the student shall perform entrepreneurial tasks, such as market studies, investor analyses, pitching for investors, technology testing and prototyping, development of sustainable business models, analyses of responsibility in the innovation projects and other relevant tasks for the firm. Through practice-based learning, the student experiences real entrepreneurial tasks and commercialization of technology and as such develop



Credits: 20



Campus: Bergen



Semester of instruction



Language of instruction: Norwegian, and even English

MOØ236 Internship - Innovation and Management in an African Context

Course description for academic year 2026/2027

[← Previous years](#)

Contents and structure

The aim of the course is to educate change agents for better global innovation management with an internship in South Africa as the primary teaching platform. The primary activity is an internship in a local organisation, supplemented by academic seminars and reflection sessions.

Learning Outcome

This course will provide the following outcomes to the candidates:



Credits: 20



Campus: South Africa



Semester of instruction



Language of instruction: English

BIPs

- › Most academics mention BIPs as a great way to create more mobility in practice-oriented study programmes
- › Scepticism at first, but do now see the value
- › BIPs make it easier to create intensive programmes involving regional labour market and businesses
- › It is also more effective and awarding for external stakeholders to participate
- › A possibility for working students, making the BIPs more relevant
- › BIPs are easier to integrate in study programmes that have strict national regulations

An example on creating regional cooperation through BIPs

- › Department of Mechanical engineering and Maritime studies
- › Cooperation with Thomas Moore and The University of Extremadura
- › Regional cooperation with national Institute of Marine Research, Bergen Harbour, Palfinger
- › Is also linked up to course for project management
- › Will work with real problems related to water hyacinth and “sea vomit”
- › Students pitch in suggested projects assignments in advance

Deep and strategic partnerships



ARTEMIS

Alliance for Regional Transition, Equality, Mobility, Inclusion and Sustainability

- Université Clermont Auvergne (UCA), France
- Ostbayerische Technische Hochschule (OTH), Germany
- Ovidius University of Constanta (OUC), Romania
- University of Perugia (UniPG), Italy
- University of Ioannina (UOI), Greece
- Tallin University of Applied Sciences (TTK), Estonia
- VIVES University of Applied Sciences (VIVES), Belgium
- Høgskulen på Vestlandet (HVL), Norway



Sandwich Programs as Disruptive Innovation in Higher Education



ARTEMIS
Connecting You to Europe
& New Opportunities



Co-funded by
the European Union

Meaning & Aims

Integrated and pre-approved study pathway jointly developed by min. 2 partner institutions

Academic
courses

Placement

- ❑ To allow students versatility of learning outcomes for enhanced employment
- ❑ To help students form skills and competencies (professional, academic and transferrable/soft) that will outstand what the home university cannot solely provide

Academic Characteristics

- › Single degree
- › Strong practice orientation
- › Strong international cooperation
 - co-teaching, co-learning, sharing expertise
- › Pre-defined semester as part of the curriculum

Institution:	HVL		
Study domain:	Medicine, Health		
Name of Programme:	Social Work		
	Bergen (HVL)	Tallin (TTK)	Regensburg (OTH)
1st semester	SAB120 Social Work as a profession		
	SAB130 Knowledge in Social Work		
2nd semester	SAB110 Methodology and academic writing		
	SABP1 Practical placement		
3rd semester	SAB210 Mental health	SABV240 Social Exclusion and Inclusive Practices in Social Work	
	SAB220 Social Work in the services	SABV230 Social Work from an international perspective	
	SAB250 Social Work with children and families	SABV260 Practical placement	
4th semester	SABV270 Community Work from an International Perspective		
	SAB250 Crossing borders		
	SABV270 Community Work		
5th semester	SABV270 Community Work from an International Perspective		SAB310 Abuse and Mental Health
	SAB320 The profession - Reflexions		SAVPU301 Practical placement
			SUS300 Ethics
6th semester	SAB390 Bachelor theses		





Thank you

