



Minutes for Programme Committee for Master Program in Biomedical Sciences meeting (I)

Time: 14th February 2025, 12:30 – 14:30

Place: Seminary room 5A132B, 5 floor, BBB

Attendees:

Mathias Ziegler, Stian Knappskog, Camilla Krakstad, Karianne Fjeld, Odd Helge Gilja, Kristofer Rubin, Harald Barsnes, Ingvild Olerud.

Administrative coordinator: Toma Christako

Agenda

Comments on meeting invitation and Minutes from the last meeting	
For last Minutes see attachment 1	
<i>No comments</i>	
1/25	<p>BMED380 - Seminar Series</p> <p>A meeting was held on January 23, 2025, with Frode Berven, Harald Barsnes, and Marit Bergheim to discuss the BMED380 course. The following suggestions were made:</p> <ol style="list-style-type: none">Credit Reduction for BMED380:<ul style="list-style-type: none">Reduce the credits for BMED380 to 1 to 2.Make BMED380 a mandatory course in the study plan, spanning from the fall to the spring semester. Students would receive 1 or 2 credits at the end of the spring semester, with no report writing required—only attendance.Adjustment to BMED320 - Methods in Biomedical Research:<ul style="list-style-type: none">Reduce BMED320 by 1 or 2 credits to accommodate BMED380 as a mandatory course in the <u>first</u> semester.This reduction was accepted by Inari Kursula without the need to reduce course activities.Seminar Attendance Requirement:<ul style="list-style-type: none">Students must attend a minimum of 16 seminars.



	<ul style="list-style-type: none">• Each seminar is 1.5 hours, totaling 24 hours, which is approximately equivalent to 1 credit point.• Additional hours could be allocated for information meetings and other activities. <hr/> <p><i>The committee has agreed to reduce BMED380 to 1 ECTS and make it a mandatory course spanning autumn and spring semesters. Additionally, BMED320 will be adjusted to 24 ECTS.</i></p> <p><i>It is suggested that students must attend a minimum of 8 seminars per semester, totaling 16 seminars over two semesters. The committee believes that the BBB seminars are highly beneficial for students, as they cover a wide range of medical topics.</i></p>
2/25	<p>Studiebarometeret 2024</p> <p>For a detailed review, please see Attachment 2.</p> <p>Summary: The survey had a response rate of 41%, with 7 responses.</p> <p>Key Points to Pay Attention To:</p> <ol style="list-style-type: none">1. Overall Satisfaction:<ul style="list-style-type: none">• Students rated their overall satisfaction with the program at 4.0 out of 5.2. Learning Environment:<ul style="list-style-type: none">• The physical learning environment and infrastructure received mixed reviews, with library services rated highly (4.4) but other facilities like classrooms and equipment rated lower (3.1 to 3.7).3. Program Organization:<ul style="list-style-type: none">• Administrative support and the organization of the study program were rated moderately (around 3.4 to 4.0).• Information availability about the program and career opportunities was rated lower (around 2.0 to 2.6).4. Assessment Methods:<ul style="list-style-type: none">• Assessment methods were generally well-received, with emphasis on understanding and reasoning (4.1) and clear criteria (3.1).5. Student Engagement:<ul style="list-style-type: none">• Students felt motivated and engaged, with high ratings for study effort and participation in organized learning activities (4.0 to 4.4).



	<p>6. Connection to Labor Market:</p> <ul style="list-style-type: none">• There were concerns about the connection to the labor market, with low ratings for information on career relevance and opportunities to work with industry (around 1.9 to 2.6). <p>Summary of «Fritekst» Comments:</p> <p>1. Career Information and Opportunities:</p> <ul style="list-style-type: none">• There is a need for more information on job opportunities and career paths available after completing the program, beyond just pursuing a PhD. Students also desire practical experience with employers. <p>2. CAREiN (Course in Animal Research (pig, rodent and model fish) course and exam:</p> <ul style="list-style-type: none">• The CAREiN needs to be made more understandable. Exam is unclear regarding the information required and the points awarded. Communication is difficult, and responses are rarely received. <hr/> <p><i>There was a discussion emphasizing that the university's role is not to prepare students for a single specific job. The students are offered to attend the career days at UiB in April.</i></p> <p><i>Additionally, this master's program is oriented towards further scientific research.</i></p>
3/25	<p>Study program info page</p> <ul style="list-style-type: none">• Due to the transition from the old to the new website provider (W3 to W4), the presentation of study pages has changed. Some may find that the overview of the program has become less clear.• We have updated the pages so that in the "Study Structure" section, students can now see all courses with links. It is clearly written which courses are offered each semester, with links included. This was not the case before.• In the "Study Plan" section, there was an error stating that the program requires a GPA of 2.5. This has been corrected to a C average (3.0).• To see study program info page visit: Biomedical Sciences (Master's) UiB or see attachment 7 <hr/> <p><i>No comments</i></p>



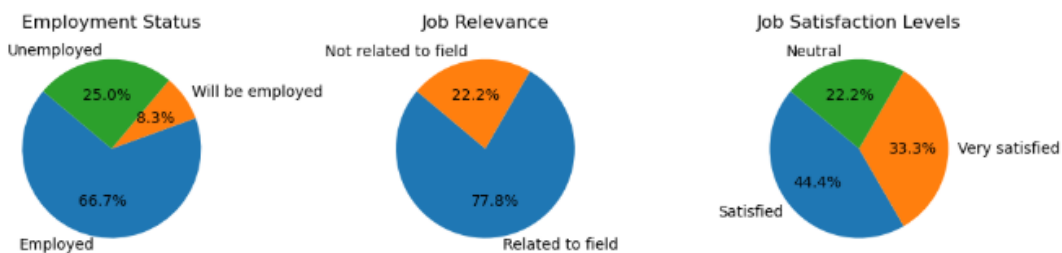
4/25	<p>DIGI courses – DIGI100 and DIGI101</p> <p>Suggestion for the Committee:</p> <ul style="list-style-type: none">• Add these courses as separate, compulsory courses in the study plan for the first semester.• Specify in the study plan that the courses must be passed before students can start the second semester. The study administration will follow up to ensure students pass before the start of the second semester.• Consequences for non-completion should include stopping students who have not completed the courses by the specified time and moving them to a lower cohort?• Determine how to verify completion if it is not shown in the system (e.g., using screenshots as in the pharmacy implementation).• DIGI100 - Digital student - Online course in digital tools, methods and technology to enhance learning• DIGI101 - Digital Source Criticism (Norwegian?) <p>Summary from Faculty Meeting Case 38/24</p> <p><i>For more information, see attachment 7.</i></p> <ul style="list-style-type: none">• Background: <i>It is desirable for all students in undergraduate and professional studies to complete the 0-credit courses DIGI100 and DIGI101. Some programs have included these as recommended but not mandatory, while others have made them mandatory within existing courses, which is challenging to manage.</i>• Recommendations from UiB Learning Lab:<ul style="list-style-type: none">• <i>Either include the courses as recommended in the study plan or make them mandatory standalone courses.</i>• <i>If mandatory, ensure progression rules are followed, and there are consequences for non-completion.</i>• Implementation example in Pharmacy:<ul style="list-style-type: none">• <i>Pharmacy relies on these courses to meet RETHOS requirements and has made them mandatory within existing courses.</i>• <i>Some issues with course registration were noted, but students can provide screenshots of completion.</i>• Student Representative's Input:<ul style="list-style-type: none">• <i>The knowledge from these courses is needed from the start and should be taken in the first semester.</i>
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	<ul style="list-style-type: none"> • <i>If not mandatory, students may not prioritize them.</i> • Faculty Proposal: <ul style="list-style-type: none"> • <i>Make the courses mandatory standalone courses in the study plans for programs that choose this option.</i> • <i>Specify in the study plan when the courses must be completed (e.g., before starting the second year).</i> • <i>Programs that prefer to integrate DIGI courses as mandatory activities within other courses must ensure students cannot take exams without completing these activities and establish a routine for documenting and registering completion before exams. Programs must coordinate with course coordinators on implementation.</i> <hr/> <p><i>The committee agrees to set DIGI courses in the study plan.</i></p>
5/25	<p>Guidelines for supervisors of master students at IBM</p> <p>The newly developed guidelines for supervising master students at IBM have been created and now require committee approval. See attachment 8.</p> <hr/> <p><i>Approved</i></p>
Orientations	
1	<p>Evaluation Report</p> <ul style="list-style-type: none"> • Self-assessment of BMED380 (Seminar Series): See attachment 3. • Annual evaluation of BMED370 (Computational methods for drug design): See attachment 4. <ul style="list-style-type: none"> ○ Due to the current financial situation and the increased teaching load on all professors, it is not feasible to extend this course to 10 credits. However, there will be a dedicated lecture on the main approaches for drug discovery in 2025. • Annual evaluation of BMED330 (Cell Communication and Intracellular Signaling): See attachment 5. <ul style="list-style-type: none"> • The major challenge for this course is low enrollment; only 9 students enrolled, compared to 40 students in BMED331 (Tumor Biology). • This low and varying enrollment is inefficient and disruptive, as the course relies on journal-club style student presentations integrated with regular lectures. Faculty discussions have emphasized this issue, and integrating BMED330 into BMED331 or another graduate course has been proposed.



	<ul style="list-style-type: none">• Lorens will be on sabbatical in 2025, and Md Jubayer al Hossain will assume responsibility for the course. Lorens has encouraged him to introduce new topics and changes to the schedule to mitigate the loss of teachers and improve course quality. The new edition of "Cell Signaling" will be evaluated as the primary syllabus.• 11 students registered for the course in Spring 2025.• Annual evaluation of BMED340 (Cellular and Molecular Neuroscience): See attachment 6.<ul style="list-style-type: none">• As of Fall 2024, a new Bachelor-level neuroscience course (MOL214) is offered at UiB (NT-fak). We hope that students interested in neuroscience will take this lower-level course before enrolling in our Master/PhD level course. Having two university-level courses in neuroscience will strengthen the neuroscience environment in Bergen.• To minimize overlap with MOL214, BMED340 will increase the emphasis on human neuroscience in the presented materials.
2	<ul style="list-style-type: none">• BMED326 Update: As of January 31, 2025, two students have applied, the course will not be offered spring 2025 semester. Notably, several students have chosen CCBIO908 as an alternative.• Spring 2025 Master Progress Presentation: Scheduled for March 18 and 19, with Camilla Krakstad and Karianne Fjeld as chairpersons.• AI for MED Students: On November 27, the faculty announced Guidelines for the use of Artificial Intelligence (AI) for students at the Faculty of Medicine. Course coordinators were initially informed via a faculty message and subsequently by the IBM study section, but no feedback has been received. The plan is to contact each course coordinator individually to evaluate their course.• Minimum Requirement for Program: The faculty has been contacted to maintain the minimum requirement of a 3.0 GPA for our program. This will be discussed further in the faculty meeting on March 26.• Master Projects: Published for students on October 30, 2024. In collaboration with NBS, students had the opportunity to meet future supervisors presenting their projects in a poster session on November 27, 2024. Current status: 9 signed contracts, 3 in process, and 8 pending.

	<ul style="list-style-type: none"> • Inspiration and Help in Designing Teaching Plans: Resources for course development are available (in Norwegian): Ressurs for emneutvikling. 																						
3	<p>Summary of Graduate Follow-Up Survey</p> <p>In spring 2024, 22 students graduated and received a short questionnaire in January 2025. The survey aimed to gather information on the employment status, job satisfaction, and further studies of graduates from the class of 2024.</p> <div data-bbox="316 656 1382 907">  <table border="1"> <caption>Employment Status</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Employed</td> <td>66.7%</td> </tr> <tr> <td>Unemployed</td> <td>25.0%</td> </tr> <tr> <td>Will be employed</td> <td>8.3%</td> </tr> </tbody> </table> <table border="1"> <caption>Job Relevance</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Related to field</td> <td>77.8%</td> </tr> <tr> <td>Not related to field</td> <td>22.2%</td> </tr> </tbody> </table> <table border="1"> <caption>Job Satisfaction Levels</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Satisfied</td> <td>44.4%</td> </tr> <tr> <td>Very satisfied</td> <td>33.3%</td> </tr> <tr> <td>Neutral</td> <td>22.2%</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> • Response Rate: 12 students replied (54%). • Employment Status: <ul style="list-style-type: none"> • 8 students are currently employed. • 1 student will be employed by the end of February. • 3 students are unemployed. • Job Relevance: <ul style="list-style-type: none"> • 2 students have jobs that are not related to their field of study. • Job Titles: Trainer, Engineer at a pathology lab (fagingeniør), Spesialingeniør, Avdelingsingeniør, Pre-PhD Position (20%), Bioingeniør, Research Assistant, QC Validation Engineer. • Employers: Tromsøbadet, Helse Fonna HF, Oslo Universitetssykehus, Helse Bergen, Haukeland University Hospital, QIMR Berghofer, Halden Pharma. • Employment Timing: <ul style="list-style-type: none"> • 4 students were employed immediately after graduation. • 1 student found employment during their studies. • 1 student was employed later in the same research group. • Job Satisfaction Levels: 	Category	Percentage	Employed	66.7%	Unemployed	25.0%	Will be employed	8.3%	Category	Percentage	Related to field	77.8%	Not related to field	22.2%	Category	Percentage	Satisfied	44.4%	Very satisfied	33.3%	Neutral	22.2%
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	<ul style="list-style-type: none">• Satisfied: 4• Very satisfied: 3• Neutral: 2 <hr/> <p><i>It was recommended that the follow-up study be conducted again 5 years after graduation.</i></p>
4	<p>Student/Supervisor Progress Report II Summary</p> <ul style="list-style-type: none">• Total Entries: 17 students, 17 supervisors• Planned Submission: All students plan to submit their theses between May and June 2025, with one student planning for June 2026.• Study Effort Changes:<ul style="list-style-type: none">• No changes: 15 students, 14 supervisors• Yes changes: 2 students (increased workload, new progress plan), 3 supervisors (adding a co-supervisor, switching to a computational topic, adding a new part to the thesis)• Progress Descriptions:<ul style="list-style-type: none">• Most students and supervisors report steady progress, with activities including lab meetings, experimental work, data analysis, and writing.• One student and one supervisor expressed concerns about the heavy workload impacting the ability to write the thesis and potential delays due to sick leave. <p>Overall, most students are on track with their thesis work, maintaining full study effort and reporting no significant issues with progression.</p>
5	<p>Program committee seminar March 12 at 11:30 a.m.</p> <p>Registration: Påmelding til programutvalgseminar ved Det medisinske fakultet 2025 Deadline 27.02.2025</p> <p>This year's seminar has three main themes:</p> <ul style="list-style-type: none">- Forms of assessment vs. forms of teaching- Streamlining learning processes with the help of AI- Sustainability as a learning goal in the study programs at MED



	Start the seminar with lunch for those who wish, and the program itself starts at 12 noon. Detailed program with schedule will come a little closer to the seminar.
6	From the students <ul style="list-style-type: none">• Are there plans for ceremony? <hr/> <i>The students have begun their planning and will be contacting Toma shortly.</i>
Next meeting 23 rd May	