



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

Time: 23 May 2025, 12:30 – 14:30

Place: Seminary room 5A132B, 5 floor, BBB

Invitees:

Members: Mathias Ziegler, Stian Knappskog, Camilla Krakstad, Karianne Fjeld, Inari Kursula, Henriette Aksnes, Casper Sandvik, Kristofer Rubin, Frode Berven.

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>	
Please welcome the new member	
6/25	<p>Master thesis (BMED395) and AI</p> <ul style="list-style-type: none">• On November 27, the faculty announced Guidelines for the use of Artificial Intelligence (AI) for students at the Faculty of Medicine.• Collected course coordinators at IBM evaluation results:<ul style="list-style-type: none">○ BMED340 students can decide how to use AI and it is typical that they can/would choose categories, A, B, C, E, F, or G.○ ELMED219 and BMED365 belong to category G (with reflections on AI tools that have been used and results that have been achieved. Both courses have AI in medicine and biomedicine as the main theme, including the use of AI in programming)○ BMED326 The only deliverable in the course will be the seminar presentation. If AI tools were used in preparing the presentation, it should be stated at the end of the presentation.• It is now necessary to establish an evaluation framework for the use of AI in the BMED395 master thesis writing process.• Please review the guidelines before the upcoming meeting so that we can proceed with a vote.



How to document the use of AI tools in your assignment

See examples of different uses of AI and how to document them.

- | | |
|---|---|
| A) AI as support for general activities, where the AI-generated content is not copied directly into the text | ▼ |
| B) AI as support for editing and improvement of your work | ▼ |
| C) AI as support for visual representations that are not part of their own results | ▼ |
| D) AI as support for the presentation of academic content | ▼ |
| E) AI as support for interpreting and discussing academic content | ▼ |
| F) AI as support for generating text | ▼ |
| G) AI as support for generating an entire answer. NB: This is only relevant if this is an explicit order in the assignment itself | ▼ |

*A detailed discussion was held to define appropriate boundaries for the use of artificial intelligence (AI) by students writing their master's theses in Biomedical Sciences. The most important principle emphasized was the expectation of **honesty and academic integrity** from all students.*

AI Usage Classification for BMED395

*It was concluded that the classification system using levels **A–D** will be implemented for BMED395. This framework helps clarify acceptable AI usage in academic work. A full description of each level is available above.*

Student Responsibilities

- *Students are responsible for conducting self-assessment and clearly indicating which AI usage level applies to their thesis.*
- *It is essential that students do not rely blindly on AI-generated content. All information must be critically reviewed and fact-checked.*
- *Students are encouraged to use secure and institutionally supported AI tools. For example, at the University of Bergen (UiB), Microsoft Copilot is available and considered a secure option.*



	<p>Summary of Acceptable AI Use</p> <p><i>Students may use AI tools in the following ways:</i></p> <ul style="list-style-type: none">• Level A: As support for general academic activities, where AI-generated content is not directly copied into the thesis.• Level B: For editing and improving the structure, grammar, or clarity of their own writing.• Level C: For generating visual representations (e.g., diagrams or illustrations) that are not based on the student's own research data.• Level D: For assistance in presenting academic content, such as summarizing background literature or explaining complex concepts.
7/25	<p>Carrier days 2025</p> <p>Master students were encouraged to participate in three days carrier days organized by UiB Ferd. Held from April 8–10, 2025, Career Days 2025 focused on supporting young researchers.</p> <p>Career Days 2025 UiB Ferd Career Center for Early Stage Researchers UiB</p> <p>Key Highlights:</p> <ul style="list-style-type: none">• Workshops and Seminars: Topics included career learning, identifying personal strengths, building a professional portfolio, and understanding career anchors.• Academic Interview Insights: A live academic interview session offered practical tips on what hiring committees look for.• AI in Research: A hands-on workshop explored the practical use of AI for researchers.• Funding Strategies: Participants reviewed successful grant applications to better understand what funders value.• Pitching and Presentation Skills: A dedicated workshop helped researchers improve their communication skills, especially useful for the career fair. <p>The event emphasized resilience, proactive career planning, and broadening perspectives beyond academia.</p> <p>! Concerns about career paths and job prospects continue to be a recurring theme in student feedback, particularly in the annual Studiebarometer survey. Students consistently express a need for more guidance on career opportunities and connections to the job market.</p> <ul style="list-style-type: none">○ Last year, a half-day career event was organized at the Department of Biomedicine (IBM), but it saw limited participation with only 8



	<p>students attending. As far as we are aware, no students have participated in the 3 days event organized by UiB Ferd this year.</p> <p>! This raises important questions:</p> <ul style="list-style-type: none"> ○ How can we better encourage student participation in career-related events? ○ What formats or topics would make career days more appealing and relevant to students? <hr/> <p>Student Feedback and Suggestions During discussions, students expressed interest in:</p> <ul style="list-style-type: none"> • <i>Learning about PhD opportunities abroad.</i> • <i>Hearing from alumni who have pursued careers outside academia, particularly in industry or the private sector.</i> <p>Recommendations</p> <ol style="list-style-type: none"> 1. Early Communication: Provide clear and engaging information about career event at the start of the semester. 2. Feedback Mechanisms: Implement structured post-event feedback to assess impact and gather suggestions for improvement. 3. Relevant Content: Include sessions featuring: <ul style="list-style-type: none"> • <i>Former students working in industry or non-academic roles.</i> • <i>Experts on international PhD opportunities and mobility programs.</i>
8/25	<p>Opening of individual master's courses at MED</p> <p>The Faculty of Medicine (MED) requests that the Department for Biomedicine (IBM) consider allowing selected master's level courses to be open for individual registration by students enrolled in bachelor's programs at the University.</p> <p>Currently, all UiB students with an active study right may apply individually to take courses at IBM, with the exception of professional study programs. The study administration at MED proposes that this practice continue, with a streamlined process that remains entirely within the department's purview, without requiring faculty-level involvement.</p> <p>Proposed Process</p>



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	<p>Mathias Ziegler continue as the leader of the Program Committee for the period from August 1, 2025, to July 31, 2029.</p> <p>Given the urgency of the matter, committee members were invited to submit any objections to the proposal via email. Those who did not support the continuation of Mathias Ziegler in the role were asked to respond promptly.</p> <p>As of the deadline on Monday, May 12, 2025, no objections were received. The absence of responses was therefore interpreted as unanimous agreement from the committee in support of the proposal. See attachment 3</p>
3	<p>Evaluation Report</p> <ul style="list-style-type: none">• Annual evaluation of BMED365 (Computational imaging, modelling and AI in biomedicine):<ul style="list-style-type: none">○ 9 MAMD-MEDBI from 18○ BMED365 was technically separated from the elective course ELMED219, though both still share English-language repositories.○ Increased emphasis on hands-on learning, including:<ul style="list-style-type: none">▪ AI-accelerated programming▪ Automated image interpretation using state-of-the-art multimodal AI models▪ Group projects with options for AI-related innovation, presented at Eitri Health Innovation Centre○ Planned Improvements:<ul style="list-style-type: none">▪ More practical exercises and demonstrations▪ Continued integration of cutting-edge AI tools and applications in biomedicine for 2026○ See attachment 4• Annual evaluation of ELMED219 (Kunstig intelligens og beregningsorientert medisin):<ul style="list-style-type: none">○ GitHub repositories were technically separated, though both remained in English.○ Students collaborated on AI-related innovation projects presented at Eitri Health Innovation Centre.○ Discord used effectively for group communication.○ Potential Changes:<ul style="list-style-type: none">▪ Awaiting decisions on the future of elective courses at the Faculty of Medicine.▪ ELMED219 could be adapted into a fully digital course in medical AI.○ See attachment 5• Annual evaluation of BMED340 (Cellular and Molecular Neuroscience):



	<ul style="list-style-type: none">○ 6 MAMD-MEDBI of 10 students○ Low lecture attendance (2–5 students per session) likely contributed to weaker performance.○ Plans:○ Two ideas to increase student participation and thereby student learning outcomes:○ First, we could change the format of the course from (non-mandatory) lectures to (mandatory) seminars where we add a participation component such as a student-led discussion or a 15 min lecture by one student at each meeting. This would contribute to 10% of the final grade.○ The other idea is to start or end each lecture with a short quiz that will contribute to 10-15% of the final grade. These quizzes can be implemented in Canvas/MittUiB and will be only available during the lecture period.○ For 2026, plan to lengthen the period of teaching to ~12 weeks to endure that students have enough time between lectures to read the material.○ See attachment 8
4	<p>Self-Assessment from the Program Committee for Biomedical Sciences for the Academic Year 2024/2025</p> <p>Deadline : 1st June 2025</p> <p>Program-specific dialogue meetings will be held between the faculty, the head of the program committee, and the program coordinator. It is desirable that a student representative also participates in the dialogue meeting. The dialogue meeting for the Biomedical Sciences program is scheduled for May 26, 2025. See attachment 6</p> <p>! In the meantime, the self-assessment report is currently being drafted. If you have any suggestions or points you believe should be included, please share them with Toma by May 28, 2025.</p>
5	<p>Minimum Requirement for Program:</p> <ul style="list-style-type: none">• The faculty was contacted regarding the maintenance of the minimum GPA requirement of 3.0 for admission to our program. This matter was initially intended for discussion at the faculty meeting on March 26, but it was ultimately decided not to include it on the agenda.• The rationale provided was that the program currently experiences high demand and a large number of applicants, making



	<p>it unlikely that admitted students would have an average GPA below 3.0. Given the faculty's current financial constraints, the risk of admitting fewer students than necessary—without a clearly defined benefit—was deemed unjustifiable.</p> <ul style="list-style-type: none"> • It was noted that implementing stricter admission requirements could pose a financial risk if study places remain unfilled. • It is suggested that this issue be discussed further at the upcoming dialogue meeting this spring and reconsidered after this year's admissions.
6	<p>Master Projects for first year: Current status: 14 signed contracts and 5 waiting to be submitted (deadline 1 June).</p>
7	<p>Oral Master's Examinations for Biomedical Sciences – Preliminary Schedule</p> <p>The dates for the oral master's examinations in Biomedical Sciences have now been set. Please see attachment 7 for a preliminary draft of the examination schedule.</p> <p>We are still in the process of finding internal examiners.</p>
From the students	
1	<p>Regarding the upcoming graduation ceremony for students that will take place on June 5th. They mentioned that roses were arranged for the graduates last year and are wondering if it would be possible to do the same this year (ordered to the ceremony place?). Additionally, they're asking if there might be any departmental funds available to help support the event, as the costs so far have been covered solely by the Nucleus budget.</p> <hr/> <p><i>The department will be involved for the next graduation ceremony, and both the committee and administration will assist in organizing the event.</i></p> <p><i>At the next PU meeting, a specific date for the ceremony will be set. Students will be encouraged to form a ceremony committee early.</i></p> <p><i>The department can contribute by providing:</i></p> <ul style="list-style-type: none"> • <i>A suitable venue at the university</i> • <i>Flowers</i> • <i>Cake for the celebration</i>



	<p>Note:</p> <p><i>For the Spring 2025 ceremony, students chose to organize the event independently. As a result, the department cannot be involved financially.</i></p>
2	<p>Review of Master's Thesis Guidelines (attachment 10)</p> <p>There may be a need to review and update the current guidelines for Master's theses. Clearer guidance could help ensure consistency across submissions. The following areas are proposed for consideration:</p> <ul style="list-style-type: none">• Clarification of Page Count Requirements What specific chapters or sections are included in the 70-page limit?• Use of Appendices The current guidelines mention that appendices should be used sparingly, but in practice, many students include extensive appendices.• If appendices are allowed, this should be clearly communicated so all students have equal opportunity to include supplementary material. On the other hand, unrestricted use of appendices could lead to a gradual increase in thesis length over time.• Some supervisors advise against including appendices altogether, which may lead to inconsistent practices. <hr/> <p><i>The Master's thesis guidelines will be revised during the fall semester of 2025.</i></p> <p><i>Key Points from the Discussion:</i></p> <ul style="list-style-type: none">• <i>Excluded from the 70-page limit count will be:</i><ul style="list-style-type: none">• <i>Table of contents</i>• <i>References</i>• <i>Appendices</i>• <i>Students may include a link to their code, for example via GitHub, to provide access to relevant scripts or software used in the thesis.</i>
<p>Next meeting</p> <p>August 29</p>	