

Evaluation Report Planned Improvements

Master's Programme in Medical Research

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1. Planned improvements

1.1 Programme

- Promotion of the programme both nationally and internationally has been intensified (attending study fairs and workshops, representing on seminars, taking advantage of alumni and contacts) and the programme will gain its planned size by autumn term 2023. However, we see the directed efforts for male-dominated programmes as potentially contradictory to the efforts of encouraging females in a male-dominated research field (Bioinformatics). Currently, the gender balance of programme students reflects the gender balance among applicants and ranking of candidates should continue being based on study results and merits.
- Kick-off of the programme will be extended since autumn semester 2022 by: contacts between first and second year cohorts, student-organised (by second year students) social event (half-day), dedicated Programme coordinator open door office hours during first two weeks of the semester and a follow-up (question) session after 2-3 weeks of the semester start.
- A workshop engaging programme management, course leaders and teachers as well as alumni and second year students will be organised for the development of “red thread” mini-project starting from autumn semester 2023.
- All Course syllabi at the Medical Faculty will be scrutinized, updated and adjusted to a common structure, as well as aligned to the Programme syllabus. Special focus will be on classifying learning outcomes (see also #1.3). The study plan valid from autumn 2022 enables a continued freedom for the students to choose alternative courses worth 45 credits out of 120 during the programme.

1.2 Staff

- Inclusion of additional staff is ongoing. The Master’s Programme Committee at the Medical Faculty is in the process to review and recommend which obligations and roles should exist for every Master’s Programme at the departments.
- Consistency of teaching personnel is a difficult task for the department. As a programme with clear research focus, the employments of the teaching personnel depend on the dynamic of the research personnel. The current strategy of alternative teachers and course leaders will be reinforced further for this purpose.
- Efforts are being made to promote the pedagogic development of teaching staff (PR&M events, pedagogic courses and workshops, Excellent Teacher *etc.*), as well as Department’s directed efforts for PhD student pedagogical courses. In order to avoid overload of information e-mails, the department homepage will be extended with a dedicated section and necessary links to the information.

1.3 Courses

- Course syllabi updates (see #1.1) will additionally focus on clarifying the learning outcomes, ensuring that learning outcomes are on the higher level of cognition and possible to assess.
- A possible pre-course for practical (laboratory) skills has been discussed among Master’s programmes at the Faculty for a possible joint effort. The preliminary planned format will include a diagnostic test with a follow-up practical training.
- Master’s thesis project course has been improved since spring 2022 with a grading template for the oral presentation and additional arranged meetings during the whole semester. Additionally, half-time check-up with peer-review has been established. Staff included in evaluation and grading of Master’s thesis has been extended to four teachers

with a possibility for further increase. Furthermore, routines for ensuring uniform grading will be finalised during May, 2022..

1.4 Teaching and Examination

- Teachers and course leaders will be gathered for an annual meeting/workshop in spring 2022 and following suggestions will be discussed:
 - peer-to-peer feedback (especially in the later courses). A possible suggestion from course leaders has lifted lab reports as potentially being peer-reviewed.
 - feedback between students and teachers for mutual purposes (*e.g.* quizzes). A possible suggestion from course leaders has lifted an opportunity to include current students for developing such quizzes for future cohorts.
 - enhanced choice of subjects for assignments and projects.
 - inclusion of more independent/individual and analysing tasks during progression of the programme.
 - continuation of online teaching moments that worked well (*e.g.* joint updating discussions during a practical project course).
 - inclusion of more moments providing contacts with Life Science industry (“shadow-days”, site-visits and industry seminars) with introduction on entrepreneurial way of thinking towards the end of the programme. A possible suggestion from course leaders emphasises the potential of using more student-initiated efforts here.

1.5 Student influence

- Common strategy for scheduled time for course evaluations with a recommended oral discussion will be applied.
- A dedicated programme evaluation is already included as additional questions in the end of each course evaluation (giving an excellent overview of the progression of programme students and their perception of the programme and future opportunities). However, additional efforts in the form of formative evaluation will also be made.

1.6 Gender, Internationalisation and Sustainability aspects

- Adjustments in educational moments introducing international and sustainable development aspects, as well as gender equality aspects, are currently discussed for the joint “Professional Training” curriculum. However, the aspects will also be lifted and brainstormed in the meeting/workshop mentioned in #1.4.

1.7 Future career

- Enhanced contacts and experience exchange between student cohorts has already been applied since autumn 2021 for the kick-offs of project courses (semester 3 and 4) in the form of invited alumni speakers presenting their research and sharing their thoughts around career paths. Furthermore, the planned changes for programme kick-off also include activities for creating such contacts on the programme level. Additionally, the Medical Master Council (student organisation gathering all Master’s students at the Medical Faculty) is planning several activities for enhancing contacts between alumni and current students across programmes.

2. Follow-up and time plan

The time plan of the planned improvements is available in the table below. Each planned task will be followed-up continuously, once per study cycle, whereas the general follow-up is planned during 2025. The current and future students will be informed of the developments via the programme-page in Studium, programme kick-off and evaluation. Furthermore, the

students will be engaged in the process of planning the improvements via course evaluations and formative feedback.

Time plan for the planned improvements

Task	2022	2023	2024	2025	2026
1.1. Promotion of the programme	Ongoing	Programme reaches its planned size		Follow-up of applied changes and planning for future adjustments	Application of additional adjustments
1.1. & 1.7. Extended kick-off	Applied autumn 2022				
1.1. Development of "red thread" mini-project	Workshop during autumn 2022	Applied from autumn 2023			
1.1. & 1.3. Update of Programme and Course syllabi	Workshop during autumn 2022	Applied from autumn 2023	Applied from spring 2024		
1.2. Inclusion of additional staff and staff consistency review	Ongoing				
1.2. Promotion of pedagogic development	Ongoing				
1.3. Improvement of Master's thesis project	Ongoing, partly applied from spring 2022	Applied from spring 2023			
1.4. & 1.6. Annual meeting/workshop for teachers on course development	Workshop during spring 2022	Annual meeting	Annual meeting		
1.5. Adjustments for course- and programme evaluations	Applied autumn 2022 for courses	Applied spring 2023 for programme			