EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: *COURSE CODE:*	**BMED370**	Semester / år: SEMESTER / YEAR:	**Spring semester 2025**
Emnenavn: *COURSE NAME:*	*Computational methods for drug design*		
Emneansvarlig: *COURSE COORDINATOR:*	**Ruth Brenk**	Godkjent: *APPROVED:* (admin.)	Utdanningsleder IBM 17.09.2025
Rapporteringsdato: *DATE OF REPORT:*	16.09.2025		

INNLEDNING / *INTRODUCTION*:

Kort beskrivelse av emnet, inkl. studieprogramtilhørighet. Kommentarer om evt. oppfølging av tidligere evalueringer.

SHORT COURSE DESCRIPTION, INCLUDING WHICH STUDENTS/CANDIDATES MAY ATTEND. COMMENTS TO CHANGES BASED ON PRIOR EVALUATIONS.

Computational methods for drug design (5 ECTS) is a course that focuses on important aspects of biomolecular recognition which form the basis on which many computational methods are built. The principles of computational methods used for structure- and ligand-based drug design will be explained, and publicly accessible databases that are important for the field will be introduced. The students will gain hands-on experience with industrial standard modeling methods through practical exercises.

14 students were registered for the course this semester;

- 6 Master students in Biomedical Sciences (MAMD-MEDBI),
- 2 Master student in Pharmacy (MATF-FARM),
- 2 visiting/exchange student (INTL-MED), and

at the Faculty of Medicine,

- 1 Master student in Molecular biology (MAMN-MOL),
- 1 Master student in Informatics (MAMN-INF)
- 1 visiting/exchange student (INTL-MN), and
- 1 PhD candidate (PHDMN)

at the Faculty of Science and Technology.

For course descriptions, visit http://uib.no/course/BMED370

For evaluation reports, please visit https://kvalitetsbasen.app.uib.no/popup.php?kode=BMED370

The evaluation report for 2024 listed following changes planned for 2025:

Give a new, additional lecture as introduction to drug discovery in general.

Keep up the good work.

Comments:

An additional lecture was given about the drug discovery process. This clearly helped to put the content of the course in a larger perspective.

STATISTIKK / *STATISTICS* (admin.)**:**

Antall vurderingsmeldte studenter: *NUMBER OF CANDIDATES REGISTERED FOR EXAMINATION:*	**14**	Antall studenter møtt til eksamen: *NUMBER OF CANDIDATES ATTENDED EXAMINATION:*	**11**

Karakter-skala *GRADING SCALE*	*«Bestått/Ikke bestått»* *«PASS/FAIL»*	**Bestått / PASS:**	**11**	**Ikkje bestått / FAIL:**	**-**

KOMMENTARER TIL KARAKTERFORDELINGEN */ COMMENTS TO THE STATISTICS*:

Emnerapporten utarbeides når sensuren etter ordinær eksamen i emnet er klar. For muntlige eksamener er da resultatfordelingen endelig, men for skriftlige eksamener kan endelig resultatfordeling avvike noe om evt. klagebehandling ikke er fullført.

THIS REPORT IS PREPARED AFTER ORDINARY EXAMINATION. FOR ORAL EXAMS, THE RESULTS ARE FINAL, FOR WRITTEN EXAMS, THE FINAL GRADING DISTRIBUTION MAY DIFFER SLIGHTLY IF CANDIDATE COMPLAINTS/APPEALS HAVE NOT BEEN PROCESSED.

11 of 14 candidates registered for the exam attended, an all candidates that attended passed.

SAMMENDRAG AV STUDENTENE SINE TILBAKEMELDINGER */ SUMMARY OF EVALUATIONS GIVEN BY THE STUDENTS*

Spørreundersøkelse via Mitt UiB, annen evaluering, tilbakemelding fra tillitsvalgte og/eller andre.

COURSE EVALUATION ON MITT UIB, OTHER EVALUATIONS, RESPONSES FROM THE STUDENT REPRESENTATIVES AND/OR OTHERS.

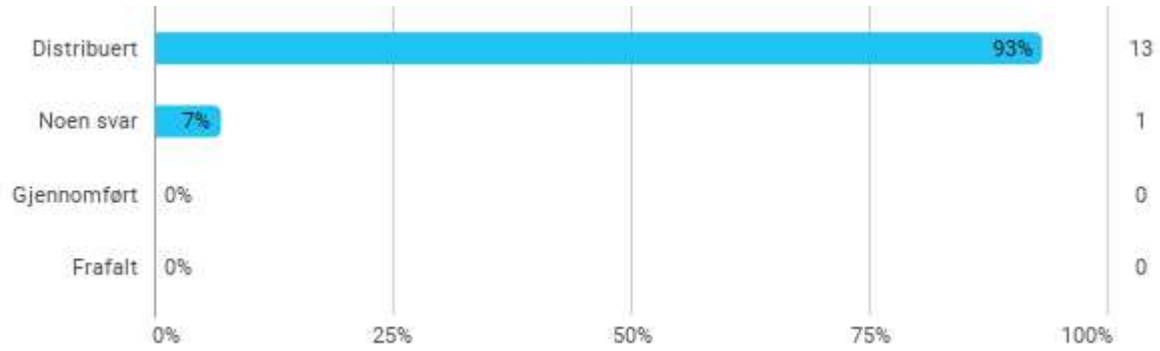
SurveyXact was used as the digital evaluation system. Some of the questions were Multiple Choice Questions (MCQ), while others gave the students opportunity to give their own opinion as written text.

The survey was set up as an anonym survey, and distributed to the students by use of their E mail addresses at UiB. The Survey was distributed the 31 March to the students registered for the course. Oral examination took place the 23 April. Reminders was sent the 7 and 10 April to those (resp. 14 and 14) that hadn't responded before.

The attendees were asked about the academic content, the organization, and the educational level of the teaching, and asked to evaluate the total workload of the course. They were asked to give their responses about the lectures, what they appreciate – or found disappointing – about the course, and to evaluate the practical course. Finally came some questions regarding the exam and their learning outcomes.

When the survey closed 23 April, the same day as Oral examination took place, responses from only one – 1 – student was registered.

Overall status:



Distributed (but no responses): 13 (93 %) – Some answers: 1 – Completed: 0 (none, 0 %)

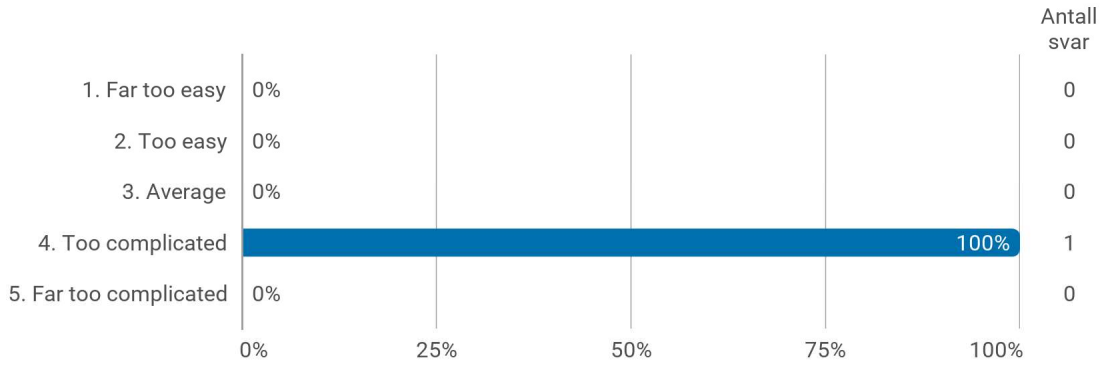
RESULTS:

With responses from only one student, and none feedback directly to the course coordinator, it is too few responses to say anything spesific about how the candidates evaluated the course.

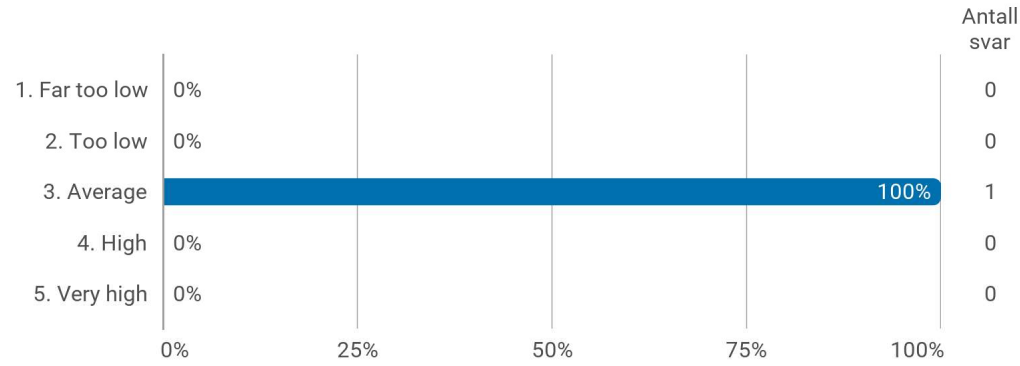
Result from the one candidate that gave feedback:

Which group of students do you belong to?
exchange student

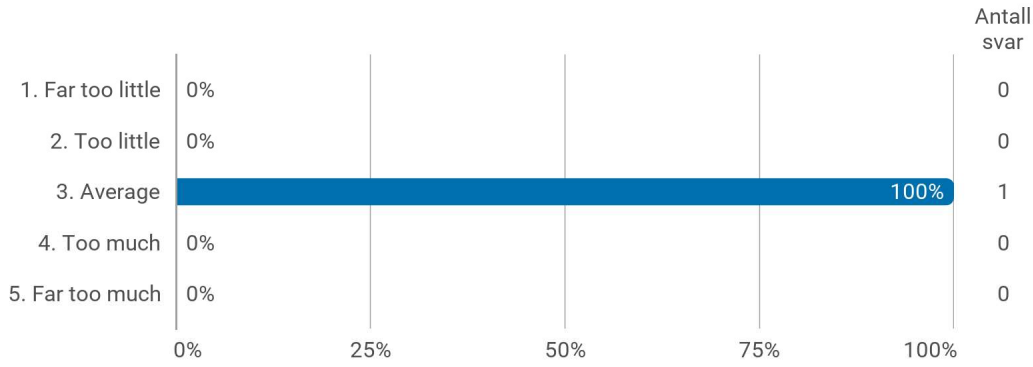
Do you find the academic content of this course to be:



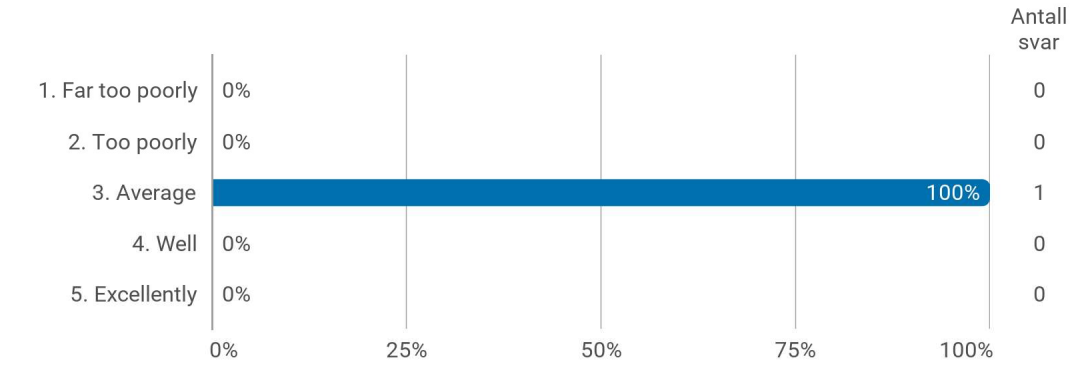
How do you rate the educational level of the teaching on the course?



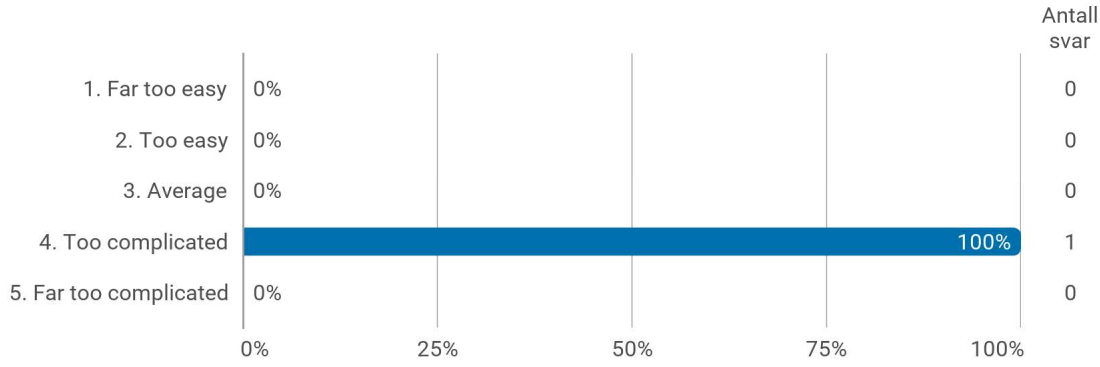
How do you evaluate the total workload of the course?



What do you think of the general organization/structure of the course?



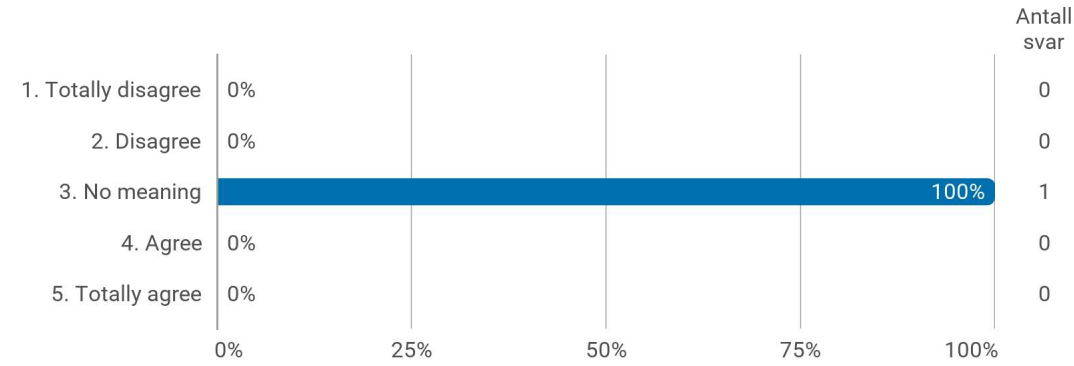
What do you think of the practical part of the course?



Practical part: What was good, what was bad?

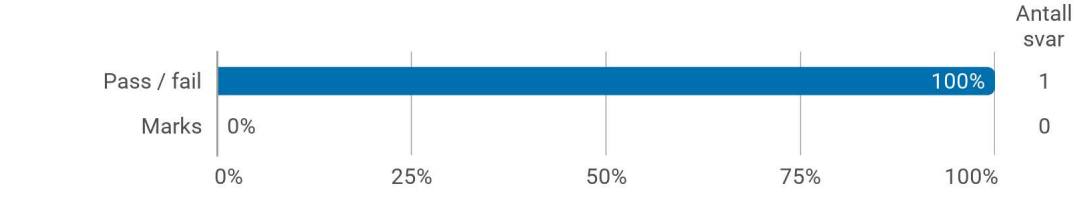
tutorials could be more guided or a more detailed explanation afterwards would be great so that you can do it at home if you weren't able to finish during the tutorium

Examination reflect the subjects presented during the course

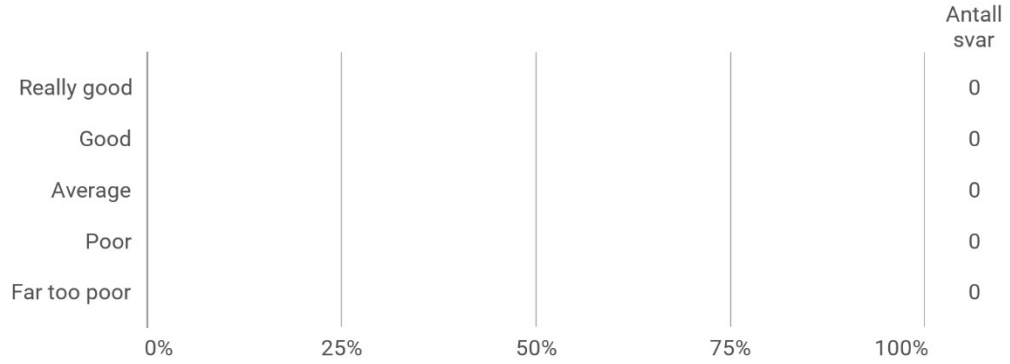


Do you have any comments regarding the exam?

Currently, the course is graded with pass/fail. Alternatively, the course could also be graded with marks. What do you prefer?



Based on the Learning outcomes, my outcomes have been



The student gave no answers to these questions:

Course lectures: What was good, what was bad?

Comments regarding my Learning Outcomes:

What did you appreciate about the course?

What could be improved in the future?

How have digital teaching methods and restrictions on education on campus affected your learning and your study life? Feel free to mention both negative and positive experiences.

EMNEANSVARLIG SIN EVALUERING OG VURDERING / *EVALUATION AND COMMENTS BY COURSE COORDINATOR:*

Faglæreres vurderinger av emnet. *TEACHER COMMENTS.*

Eksempel: Kommentarer om praktisk gjennomføring, undervisnings- og vurderingsformer, evt. endringer underveis, studieinformasjon på nett og Mitt UiB, litteraturtilgang, samt lokaler og utstyr.

EXAMPLE: COMMENTS ABOUT PRACTICAL IMPLEMENTATION, TEACHING AND ASSESSMENT METHODS, IF NECESSARY. FUTURE CHANGES/CHANGES IN PROGRESS, STUDY INFORMATION ON THE INTERNET AND MITT UIB, LITERATURE ACCESS, LOCALES AND EQUIPMENT.

The course was conducted as planned. The competent help of the two PhD students allocated to the course is highly appreciated and essential to conduct the course at the high livel.

Overall, students highly impressed the examiners with the very high quality and presentation of the conducted project work and their general knowledge about the content of the course.

MÅL FOR NESTE UNDERVISNINGSPERIODE – FORBEDRINGSTILTAK / *PLANNED CHANGES FOR THE NEXT TEACHING PERIOD – HOW TO BE BETTER:*

Keep up with the good work

FS – resultatfordeling (graf) / FS – DISTRIBUTION OF GRADING (GRAPH):

FS580.001 Distribution of results

Exam: BMED370 0 M 2025 VÅR

Computational methods for drug design - Oral examination 5,0sp

Grading scale: Letter grades - Passed

-

	Total	
Number of candidates (registered):	14	
Number appearing at the examination:	11	
Number of passes:	11	
Number of failures:	0	0%
Number of withdrawals during examination	0	
Mean grade:	.00	
Number presenting medical certificates:	0	
Number of withdrawals before examination	0	