



Course analysis template

After the course has ended, the course leader fills in this template. This is an important part of the quality assurance of the programme. The programme director decides whether the template should be supplemented with further information/questions.

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| Course code 4BP050 | Course title Degree project in bioentrepreneurship | Credits 30 |
| Semester 4 (spring) | Period 16 January – 4 June 2023 | |

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| Course leader Madelen Lek and Lena Hanson | Examiner Madelen Lek and Hanna Jansson |
| Other participating teachers | Other participating teachers |

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| Number of registered students 29 students in 22 projects | Number passed after regular session. 11 projects Pass or Pass with Distinction 4 projects were not submitted on time and 7 projects failed. | Response rate for course survey (%) 41,38 |
| Methods for student influence other than course survey Regular sessions with the students around course content and any struggles. | | |

Note that...

This analysis shall (together with a summary of the quantitative results of the students course survey) be submitted to the LIME educational committee.

This analysis have been submitted to the LIME educational committee on this date: 230630

1. Description of any implemented changes since the previous course based on previous students' comments

First of all, the peer review sessions were taken away and BOOTCAMPS were added instead. The reason for this was that the peer-review felt unnecessary when most students are in group supervision and the BOOTCAMP was instead focused on writing and having the opportunity to talk to teachers that were present at these sessions. Some documents were added to clarify steps of the degree project process i.e. "My supervision plan" and a "Contract with company contact". Some new parts about sustainability and gender were added to the ethical considerations section in the final thesis and the connection to bioentrepreneurship research was moved from the final report to the project plan. The wordcount was reduced from 18 500 to 15 000 words for students writing in pairs.

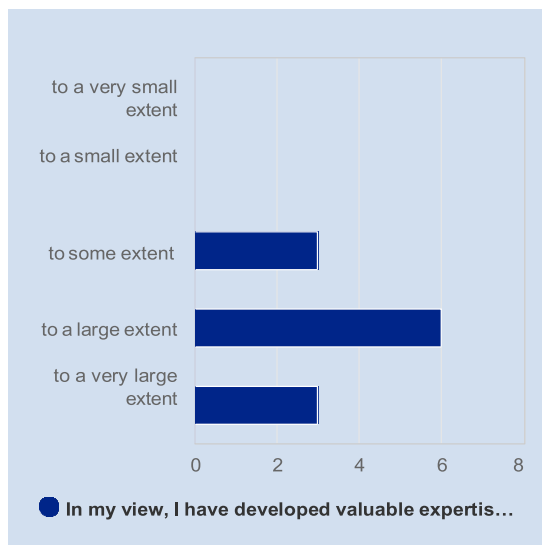
2. A brief summary of the students' evaluations of the course

First of all, the response rate was low, only 41% of the students actually answered the survey. In general though, the course was perceived to have fulfilled the learning criteria and provided valuable skills. Only three questions had a mean value under 4.0 (maximum 5.0) and these were:

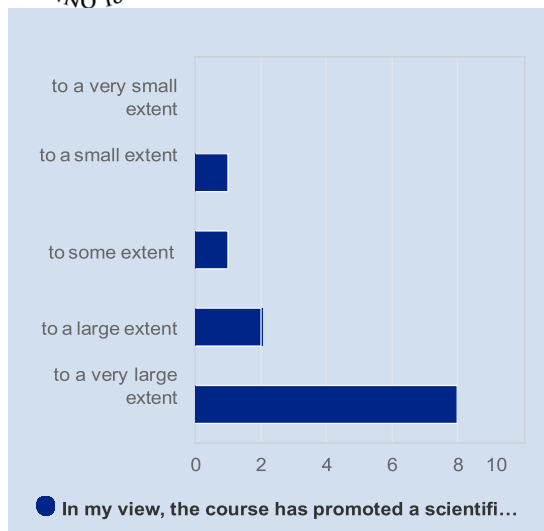
1. *In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content* (with a mean value of 3.8 and a median of 4.0),
2. *I was given the opportunity to reflect on what I have learned during the course* (with a mean value of 3.5 and a median of 3.5)
3. *The course helped me prepare to deal with the ethical considerations I might face* with a mean value of 3.8 and a median of 4.0.

The other 8 questions all had a mean value of 4.0 or more. Some examples are

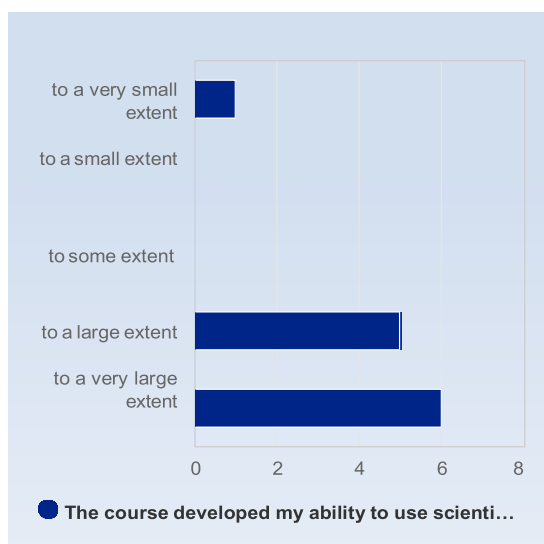
- “In my view, I have developed valuable skills and expertise during the course” (mean 4 and median 4).



- “In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information)” with a mean value of 4.4 and a median of 5.



- “The course developed my ability to use scientific methods” with a mean of 4,2 and a median of 4.5.



When it comes to the comments from the students, there is a concern that the course management and the supervisors sometimes have different instructions and preferences and that needs to be better aligned in the future. It is also perceived that the time for working on the results and discussion parts is too short and that too much time is spent on the literature review. Although the literature review is the basis of the entire project, the timelines might have to be adjusted to deal with this. Another reason for this is that very few students were ready to work on analysis and discussion starting from April as the suggested timeline states. The reason for this needs to be better investigated in preparation for next years course. There are also comments on the canvas page being too extensive and some information is hard to find.

3. The course-responsible reflection on the course implementation and results



Course strengths:

The early presentation of what to expect that we have already during the fall semester before the degree project course starts. The group supervision sessions are good, and we perceive that the students in the groups support each other well. Students working in pairs seem to be positive and something we will continue to encourage. The overall set-up of the course is working well. The methods book that we use is a great support for the students and the method lectures and workshops in the beginning of the course work well as a compliment to the methods book.

Course weaknesses:

The course is long and challenging and there are stricter academic requirements on the writing than in the other placement courses. The students are not always prepared for this, and it can lead to some struggles, especially for the students who have never written an academic degree thesis before. The perceived misalignment between supervisors that needs to be looked at. The amount of information and instruction available seems to be too much and leads to the sense that there is a “recipe” for the students to follow although there are some flexibilities that e.g. the supervisors know about.

4. Other comments

Overall, the course is very academic and strict as this is the final thesis that should show that you have fulfilled the requirements to earn the degree of master’s in medical science. This needs to be even better introduced in the future.

5. The course-responsible conclusions and any proposals for changes

For next year, we have already had meetings between all supervisors at UBE to better align the information that we give. The canvas page is going to be restructured to avoid information overload. We will work on distributing the time dedicated for each section of the degree thesis better as well. Form the supervisors side, there is a need to improve the sense of responsibility of the students to contact the supervisor to book individual session. Some students barely asked for individual supervision or submitted very little material which seem to result in either fail or that the degree thesis is not submitted on time.