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.

Course code 4BP041	Course title Project management	Credits 3
Semester Fall 2025	Period Oct 23 – Nov 14	

Course leader Susanna von Holst	Examiner Madelen Lek
Other participating teachers Andreas Lundquist, guest lecturer Gert Helgesson, guest lecturer Hannaneh Yazdi, guest lecturer Victor Silvestre Soto, guest lecturer	Other participating teachers

Number of registered students 31 (1 never came)	Number passed after regular session 28 (3 fail, but passed re-exam)	Response rate for course survey (%) 54,55% (18/33), eg 58% (18/31 who was registrered)
Methods for student influence other than course survey Possibilities to give continuous feedback during the course as well as the course evaluation. This was brought up during the course introduction.		

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 has been submitted to the LIME educational committee on this date: Dec 4th.

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

Victor Silvestre Soto delivered two sessions sharing his experience as a project manager in the life science industry. The aim was to help students identify the models and understand how they are applied in real-world practice.

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

(Based on the student's comments on the course evaluation. Quantitative graphs are attached at the end of the document.)

Both qualitative comments and the quantitative figures were positive.

Quantitative figures from the survey showed:
*The course was designed in a way that provided me with opportunities for **active learning**. This has a mean of **5.4**/6 which is considered high.
* I felt **included and respected** during the course also got the score **5.4**/6. Even this high number, someone mension that all class mates should listen to each other.

*The **course was good 5.1**/6. Someone pointed out to have more introduction before the workshop but that the teacher was still very good.
The rest of these question were generally high as well; Reflect over learnings 4.8, exam assessed knowledge and skills 5.2, the course science based 5.1.

Positive aspects of the course:

- Guest lectures: Provided valuable insights and practical perspectives; engaging presentations and methods.
- Workshops: Highly appreciated for being interactive, building on each other, and making the content clearer and easier to apply.
- Mix of learning activities: Combination of Canvas modules, workshops, and in-class lectures was effective.
- Interactive seminars: Made the course more interesting and engaging.
- Supportive faculty: Course director was helpful and contributed positively to the learning experience.

Suggestions of what could be improved:

- Replace or complement the theoretical exam with a project assignment, group work, or individual task where PM methods are applied in practice.
- Include a case study with international perspective
- Short recap of the self-study session prior to workshops.
- Reduce the number of guest lectures or add more in-depth lectures.
- Incorporate more examples and discussions related to the life science industry.
- Introduce a reflective element

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

Course strengths:
The course incorporated a variety of learning methods, including video lectures, interactive sessions, and workshops. Overall, students were satisfied, and inviting a project manager from the industry added a valuable real-world perspective. As a course director I felt that the atmosphere were welcoming and nice this year.

Course weaknesses:
It is a short course, making it difficult to choose what to include and what to leave for self-studies. The students must take responsibility for more than what is taught in lectures and classrooms, which can feel like a burden for students.

4. Other comments

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

As always, some students are satisfied, and some are less satisfied with the course. Maybe adding a case or somehow incorporate that into the project they work on in the workshops in the class.

This course was given for the last time this year. A new project management course is under development.
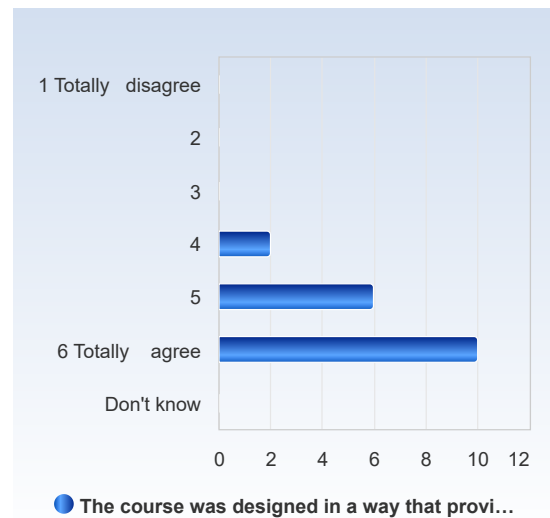
Project Management - Theory 4BP041 BP041 HT2025

Respondents: 33
Answer Count: 18
Answer Frequency: 54.55%

The course was designed in a way that provided me with opportunities for active learning. For example: seminars with discussions, group work, projects, student presentations, role play, peer learning, practical exercises, laboratory work, workplace-based learning, etc.

The course was designed in a way that provided me with opportunities for active learning. For example: seminars with discussions, group work, projects, student presentations, role play, peer learning, practical exercises, laboratory work, workplace-based learning, etc.	Number of responses
1 Totally disagree	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	2 (11.1%)
5	6 (33.3%)
6 Totally agree	10 (55.6%)
Don't know	0 (0.0%)
Total	18 (100.0%)

● The course was designed in a way that provi…

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course was designed in a way that provided me with opportunities for active learning. For example: seminars with discussions, group work, projects, student presentations, role play, peer learning, practical exercises, laboratory work, workplace-based learning, etc.	5.4	0.7	12.9 %	4.0	5.0	6.0	6.0	6.0

I felt included and respected during the course. For example: I was comfortable collaborating with other students, speaking in front of the group, answering teachers' questions, and I was listened to (not interrupted, ridiculed, or similar).

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1 Totally disagree	0 (0.0%)
2	1 (5.6%)
3	0 (0.0%)
4	2 (11.1%)
5	3 (16.7%)
6 Totally agree	12 (66.7%)
Don't know	0 (0.0%)
Total	18 (100.0%)

● I felt included and respected during the cour…

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I felt included and respected during the course. For example: I was comfortable collaborating with other students, speaking in front of the group, answering teachers' questions, and I was listened to (not interrupted, ridiculed, or similar).	5.4	1.1	20.3 %	2.0	5.0	6.0	6.0	6.0

The course as a whole was good.

The course as a whole was good.	Number of responses
1 Totally disagree	0 (0.0%)
2	0 (0.0%)
3	1 (5.6%)
4	2 (11.1%)
5	10 (55.6%)
6 Totally agree	5 (27.8%)
Don't know	0 (0.0%)
Total	18 (100.0%)
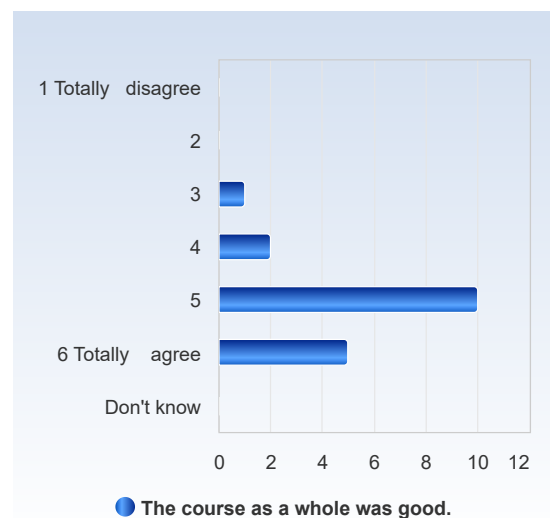
● The course as a whole was good.

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course as a whole was good.	5.1	0.8	15.9 %	3.0	5.0	5.0	5.5	6.0

I was given the opportunity to reflect on what I have learned during the course.
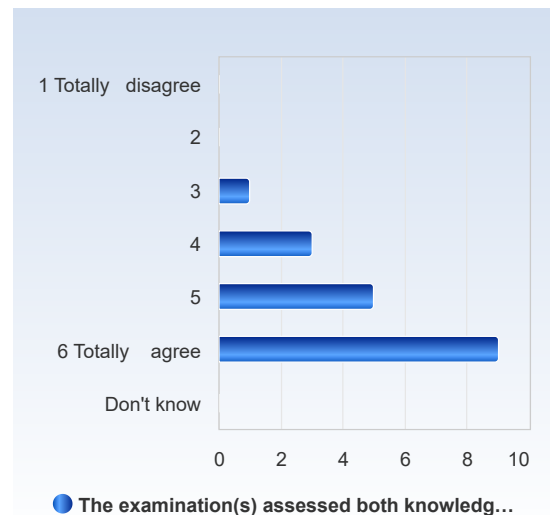
I was given the opportunity to reflect on what I have learned during the course.	Number of responses
1 Totally disagree	0 (0.0%)
2	1 (5.9%)
3	2 (11.8%)
4	2 (11.8%)
5	6 (35.3%)
6 Totally agree	6 (35.3%)
Don't know	0 (0.0%)
Total	17 (100.0%)
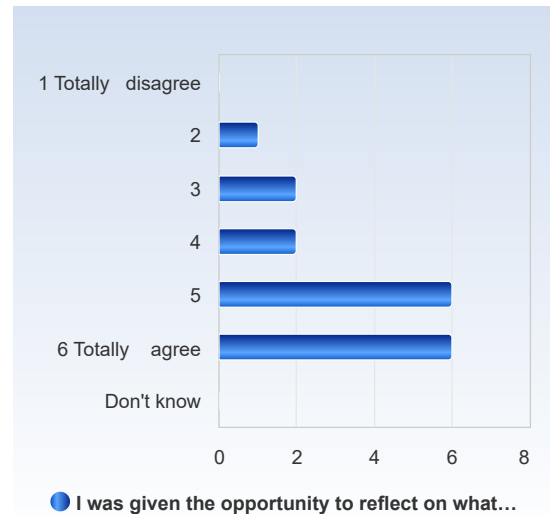
🔵 I was given the opportunity to reflect on what…

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I was given the opportunity to reflect on what I have learned during the course.	4.8	1.2	25.6 %	2.0	4.0	5.0	6.0	6.0

The examination(s) assessed both knowledge and skills relevant to the course.

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1 Totally disagree	0 (0.0%)
2	0 (0.0%)
3	1 (5.6%)
4	3 (16.7%)
5	5 (27.8%)
6 Totally agree	9 (50.0%)
Don't know	0 (0.0%)
Total	18 (100.0%)

🔵 The examination(s) assessed both knowledg…

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The examination(s) assessed both knowledge and skills relevant to the course.	5.2	0.9	18.1 %	3.0	5.0	5.5	6.0	6.0

The course content was clearly based on scientific research.

The course content was clearly based on scientific research.	Number of responses
1 Totally disagree	0 (0.0%)
2	0 (0.0%)
3	1 (5.6%)
4	4 (22.2%)
5	4 (22.2%)
6 Totally agree	7 (38.9%)
Don't know	2 (11.1%)
Total	18 (100.0%)
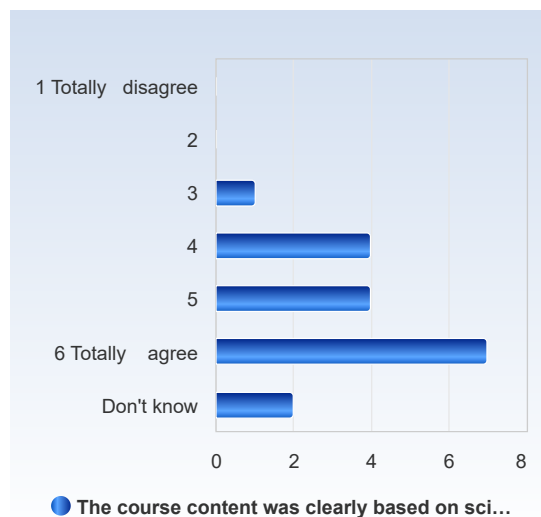
🔵 The course content was clearly based on sci…

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course content was clearly based on scientific research.	5.1	1.0	19.7 %	3.0	4.0	5.0	6.0	6.0