

Course analysis (course evaluation)

Course code 4FF011	Course title GCP and Clinical Pharmaceutical Trials	Credits 3,5 HP
Semester HT24	Period 2024-09-19 to 2024-10-04	

Course coordinator Duarte Ferreira	Examiner Gunnar Schulte
Teacher in charge of component	Other participating teachers Anders Hellgren, Mikael Åström

Number of registered students during the three week check 27	Number approved on the last course date 26	Response frequency course valuation survey 30 %
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Other methods for student influence (in addition to concluding course valuation)
Email contact with the course coordinator

Feedback reporting of the course valuation results to the students

Note that...

The analysis should (together with a summarising quantitative summary of the students' course valuation) be communicated to the education committee at the department responsible for the course and for programme courses also the programme coordinating committee. The analysis was communicated to the education committee on the following date: 2024-12-04

1. Description of any conducted changes since the previous course occasion based on the views of former students

Lecture materials were revised and checked so the students won't feel confused with translations and text in Swedish. It was also revised the learning outcomes that the students refer they were unclear. Information regarding the GCP certification requirements and what was part of the written and oral examination were revised.

2. Brief summary of the students' valuations of the course

Overall, the course was positively received with the majority of students developing valuable skills during the course (mean 3.9). Similarly, most students responded that they achieved the intended learning outcomes (mean 4.6) and that there was a common theme running throughout the course (mean 4.4) as well as the course's structure and the methods used were relevant in relation to the learning outcomes (mean 4.4). The lowest scores were received

when answering whether the course promoted a scientific way of thinking and reasoning (mean 3.9) as well as the course wasn't perceived as challenging enough for them (mean 3.0). This is understandable, since the course is based more in facts and understanding and not so much of scientific searches. Since this is the second time giving the course, it will allow us to approach more complicated topics in the field. Interestingly, the students felt that they have achieved all the learning outcomes of the course (mean 4.6), one of the highest scores in the survey. The overall opinion of the course was considered very good with most of the students reporting that the course had a good psychosocial work environment (mean 4.9) with very little competition between the students (mean 2.2).

3. The course coordinator's reflections on the implementation and results of the course

Strengths of the course: The course is highly praised for their effectiveness and clear materials, creating a safe and comfortable learning environment. "I learned a lot from this part of the course, and having the certificate will be useful in my future career." The course is well-structured and promotes reflection on theoretical material, providing a good balance between lectures and self-study. The course fosters a supportive atmosphere where students can comfortably ask questions and engage with the material, as well as their peer's oral presentations. "I appreciated that everyone had to ask at least 2 questions because that made me pay attention to other's presentations (even though I was tired after a rough week) and it made my classmates pay attention to my presentation." The course's examination method, which includes both an exam and a presentation, is well-received for its comprehensive evaluation. Students also appreciate the mock exam questions and the certificates provided. "It was good to have a written exam since some of the theory was new to us and it made me study and learn the theory properly." Overall, the course is commended for its effective teaching, engaging content, supportive atmosphere, and practical application of knowledge, making it a valuable and enjoyable learning experience for students.

Weaknesses of the course: Some students suggest that the course could be longer to allow for more in-depth coverage of the material. "It could be useful to have a few more lectures about statistics. I understand that it might be difficult to organise in the amount of time we have for the course, but maybe we could just get some extra material to practice the statistical tests, or have an extra Q&A session with the professor." Some students that took the course in parallel with other courses "/.../was sad cause that meant we couldn't go to all of them (which I know some of us would have wanted to). The overlap of the courses also meant that we had a pretty heavy last week with 4 examinations which I would've wanted to spend more time on respectively." The students that did not have another course at the same time as GCP was of the opposite opinion "I think there was a lot of free time. I think another workshop or seminar could have been implemented. However I realize that it's difficult with the animal course running at the same time, but maybe that's a sign that they shouldn't. I know a few people how had both courses were really stressed this week."



4. Other views

5. Course coordinator's conclusions and any suggestions for changes

While the course has received positive feedback, there were some weaknesses that can be addressed and could lead to an even more comprehensive and enriching learning experience for students.

Due to restrictions on time and credits the course length cannot be changed but we could add extra lectures or in-depth or practical material on the subject of statistics. Students expressed appreciation of the course material and lecture on that specific subject and also wanted more. We could add extra lectures with input from clinical researchers and industry professionals. They could bring some more information regarding preclinical and clinical trials and case studies. That would put the course into perspective and the opportunity for the students to network with professionals working in the field.

Appendices: