



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 4BP049	Course title Practical placement 2	Credits 18hp
Semester Fall 2023	Period October 23 – January 14	

Course leader Susanna von Holst	Examiner Madelen Lek
Other participating teachers	Other participating teachers

Number of registered students	Number passed after regular session	Response rate for course survey (%)
34 + 1 from previous year	23 (65,7%) passed without any revisions in the exams. 12 had revisions in either of the written assignments or both.	65.71% (23/35)
Methods for student influence other than course survey During introduction lecture, mid-term seminar and final presentation the students could bring up anything for discussions.		

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:

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

This is not based on the students' comments, but a learning outcome was added:

-*Systematically and independently evaluate factors for sustainable business.* In the written report a section in the value creation part was added to read and look into how the company work toward SDGs and relate this to the student's project if possible or reflect on it in general terms. Using references mandatory here.



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

(Based on the students' quantitative answers to the course evaluation and comments. Quantitative compilation and possible graphs attached.)

General positive comments:

- *Freedom to choose my own pp and get the most out of this experience is truly unique.
- *Getting industry experience has been great and because of that this is one of my favorite courses.
- *Very personal experiences, for me this time worked well because my supervisors were engaged
- *Pace and structure were good
- *Teacher's support, flexibility, great atmosphere
- *Communications during the course provided opportunities to get help for current situations.

Positive comments - The lectures at campus:

- *The intro lecture was clear, and the ethics workshop had us reflect over relevant scenarios - good.
- *The formats in the course were good and useful for us to deepen the understanding of ethics and summarize the learning from PP2.
- *I loved it and thought it was great preparation before we began and the checkpoints were nice to see where everyone else was at with their project
- *It was friendly and comfortable atmosphere in the class full of open discussions, not too many people in the group
- *Possibility to join online for the mandatory sessions
- *Having smaller groups during presentations & oppositions
- *Introduction lecture helped us to prepare for PP2.
- *The midterm and final presentations, the format of group presentations is a good way for getting feedback.

General comments for improvements:

- *More info to the company supervisors, documents around expectations and assignment days.
- *Create a database where students report on their communication with supervisors as I think this is a key success factor for the practical placement experience. Engaged companies provided a better experience to students.
- *It felt like the sustainability aspect was pressed into the report. Maybe there should be a small extra assignment for this instead.
- *Difficult to oppose on report since the value creation is the larger part and not the scientific part. However, PP1 has that fit, and PP2 has broader context for a reason, including value, ethics, and SDGs.
- *Time of reflection hand in at the same time as proposal for thesis
- *Help students understand how to look for a project by themselves: what is essential to consider, how to write a proposal, and what and where to look at.
- *Regular personal check-ins with the teacher.



Suggestions for improvements - The lectures at campus:

- *Student with the same kind of project in same group.
- *Stricter grading guidelines for presentation and opposition.
- *Late students show disrespect for their classmates and teacher. Close the door?
- *Possibility to hear all projects. However, students are welcome to come it listen in to all despite not mandatory except their assigned group.
- *Lecture when all students just pitch the project for 3 min. would be insightful
- *Personal check-ins instead of midterm.

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

Course strengths:

- The students most years have a lot of companies to choose between, generally interesting offers sent out by the course directors
- Some students find their own placements
- Structure appreciated, with intro including ethical case, mid-term including issues to get feedback on, final presentation to learn about Life Science
- Generally good atmosphere and communication
- A chance to apply the theoretical knowledge and expand the network as well as gaining an experience!

Course weaknesses:

- Not the same kind of contact with all students, since they are spread out and we meet seldom at campus compared to theoretical courses.
- Difficult to know how much work the student does.
- The experience, including learning and personal development, varies between students and projects, and depends a lot on the company supervisor or the company's engagement.

4. Other comments

Course directors comments:

- Make sure supervisors have got all information about the course, expectations, and assignments by confirming this, in an email or in the meeting. However, usually supervisors get documents and personal meetings (if they accept the invitation) but of course this could have been missed to someone. Make sure everyone confirms they have got this info. The assignment and campus dates can still be communicated by the students, to show responsibility.
- Emphasise more the chance of listen-in to all presentations, since not all students understood this opportunity.
- I would keep the structure of different projects in the same group since it is a learning experience and teaching activity, thus beneficial to get a broader view of the Life Science field. They are welcome to listen to all presentations anyhow.
- Pitch day/evening with all students – mandatory session?



- What to do with late students? Close the door, however, the drawback is that the teacher still must examine the student on another occasion. Reflect with course council of another action than hand-in than extra assignment.
- Look over the value creation report and maybe adjust.
- Reflect over check-ins on a mandatory basis instead of voluntary basis. However, students are always welcome to ask for this or to come to the open drop-ins which very few did.
- Student reporting the company supervisor communication somehow – in canvas?

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

(If any changes are proposed, please specify who is responsible for implementing these and a time schedule.)

- See other comments (nr 4 on this analysis) and reflect together with the program director what actions needs to be taken.

Course director 2024 will be responsible to decide which changes that should be done.

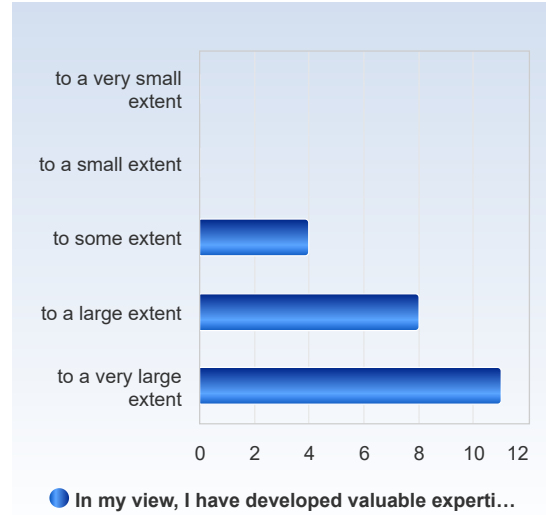


Practical Placement 2 4BP049 BP049 HT2023

Respondents: 35
Answer Count: 23
Answer Frequency: 65.71%

In my view, I have developed valuable expertise/skills during the course.

In my view, I have developed valuable expertise/skills during the course.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	4 (17.4%)
to a large extent	8 (34.8%)
to a very large extent	11 (47.8%)
Total	23 (100.0%)

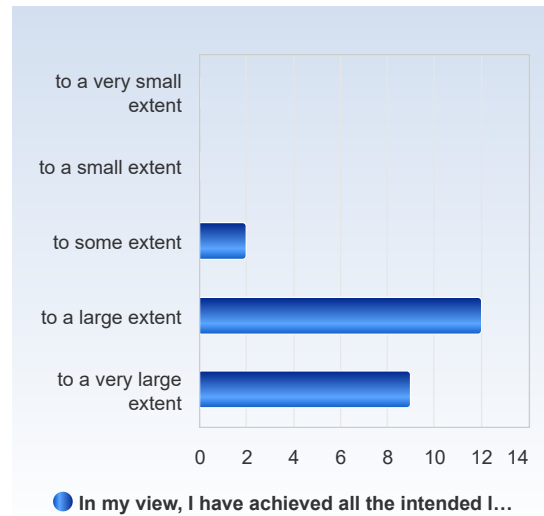


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, I have developed valuable expertise /skills during the course.	4.3	0.8	17.8 %	3.0	4.0	4.0	5.0	5.0



In my view, I have achieved all the intended learning outcomes of the course.

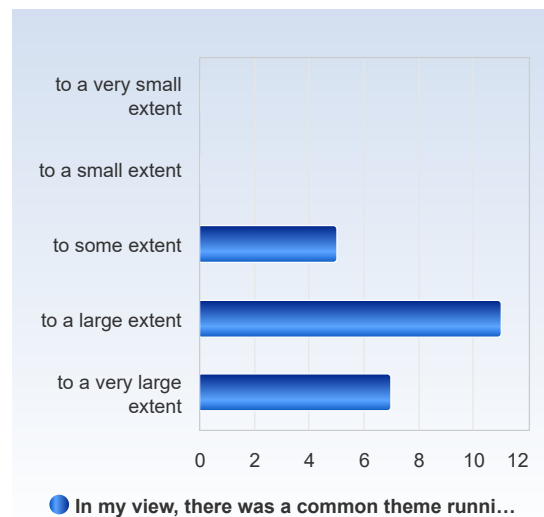
In my view, I have achieved all the intended learning outcomes of the course.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	2 (8.7%)
to a large extent	12 (52.2%)
to a very large extent	9 (39.1%)
Total	23 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, I have achieved all the intended learning outcomes of the course.	4.3	0.6	14.8 %	3.0	4.0	4.0	5.0	5.0

In my view, there was a common theme running throughout the course – from learning outcomes to examinations.

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to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	5 (21.7%)
to a large extent	11 (47.8%)
to a very large extent	7 (30.4%)
Total	23 (100.0%)

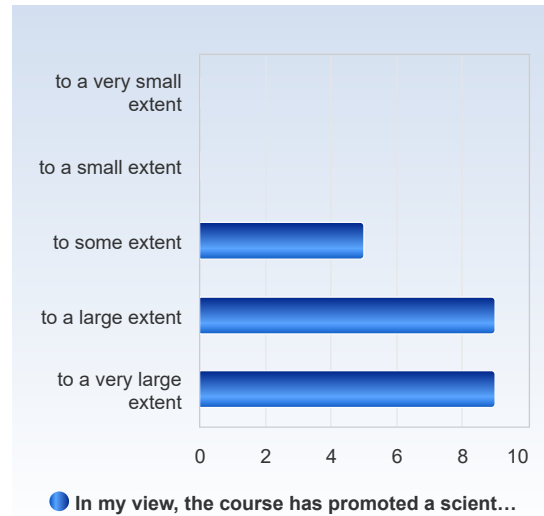


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	4.1	0.7	17.9 %	3.0	4.0	4.0	5.0	5.0



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).

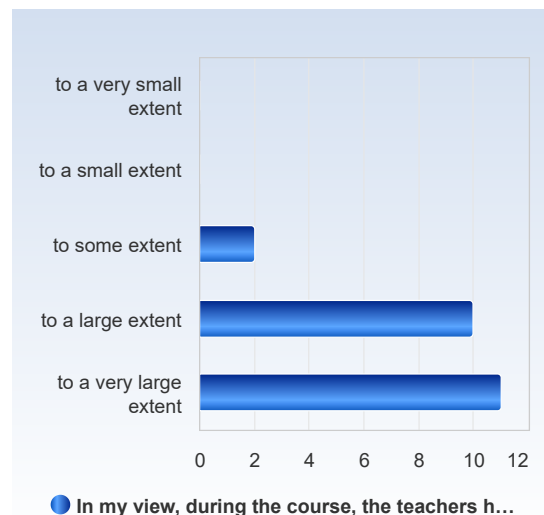
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to some extent	5 (21.7%)
to a large extent	9 (39.1%)
to a very large extent	9 (39.1%)
Total	23 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
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).	4.2	0.8	18.6 %	3.0	4.0	4.0	5.0	5.0

In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.

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to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	2 (8.7%)
to a large extent	10 (43.5%)
to a very large extent	11 (47.8%)
Total	23 (100.0%)

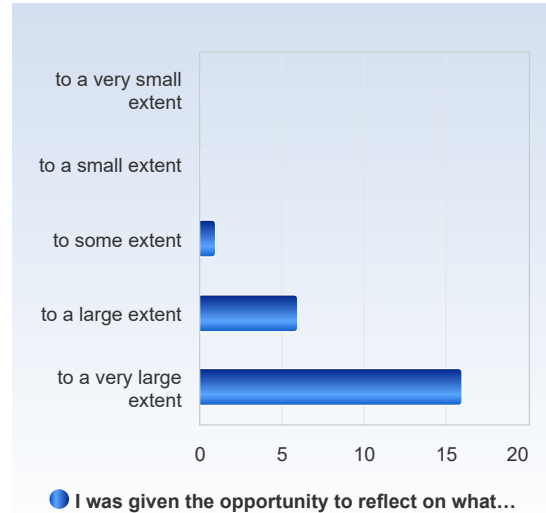




	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	4.4	0.7	14.9 %	3.0	4.0	4.0	5.0	5.0

I was given the opportunity to reflect on what I have learned during the course.

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to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	1 (4.3%)
to a large extent	6 (26.1%)
to a very large extent	16 (69.6%)
Total	23 (100.0%)

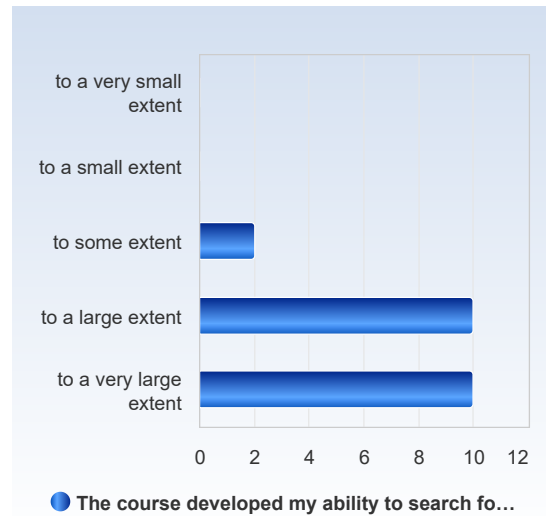


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I was given the opportunity to reflect on what I have learned during the course.	4.7	0.6	12.3 %	3.0	4.0	5.0	5.0	5.0



The course developed my ability to search for data and scientific evidence.

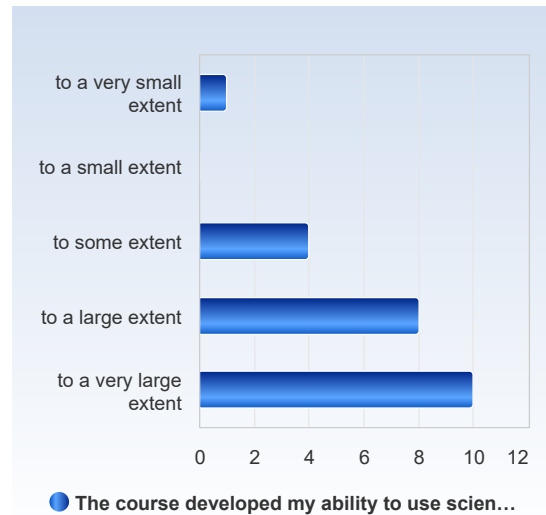
The course developed my ability to <u>search</u> for data and scientific evidence.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	2 (9.1%)
to a large extent	10 (45.5%)
to a very large extent	10 (45.5%)
Total	22 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course developed my ability to <u>search</u> for data and scientific evidence.	4.4	0.7	15.1 %	3.0	4.0	4.0	5.0	5.0

The course developed my ability to use scientific methods.

The course developed my ability to <u>use</u> scientific methods.	Number of responses
to a very small extent	1 (4.3%)
to a small extent	0 (0.0%)
to some extent	4 (17.4%)
to a large extent	8 (34.8%)
to a very large extent	10 (43.5%)
Total	23 (100.0%)

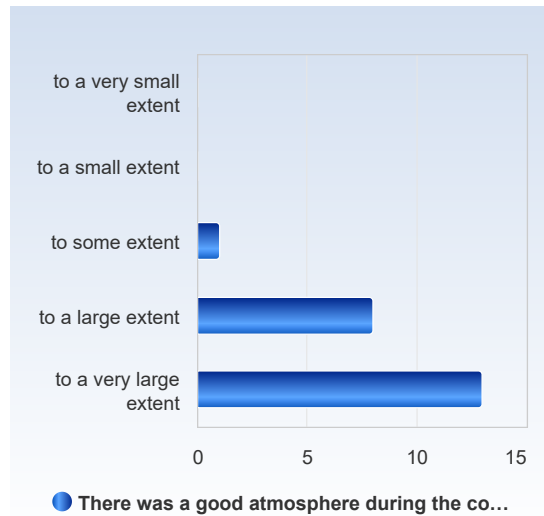


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course developed my ability to <u>use</u> scientific methods.	4.1	1.0	24.5 %	1.0	4.0	4.0	5.0	5.0



There was a good atmosphere during the course.

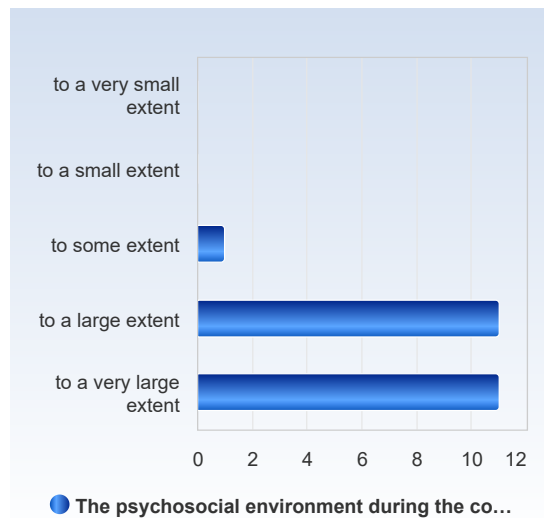
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to a small extent	0 (0.0%)
to some extent	1 (4.5%)
to a large extent	8 (36.4%)
to a very large extent	13 (59.1%)
Total	22 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
There was a good atmosphere during the course.	4.5	0.6	13.1 %	3.0	4.0	5.0	5.0	5.0

The psychosocial environment during the course was good (psychosocial environment includes among other things well-being, support, stress, equal treatment and discrimination)..

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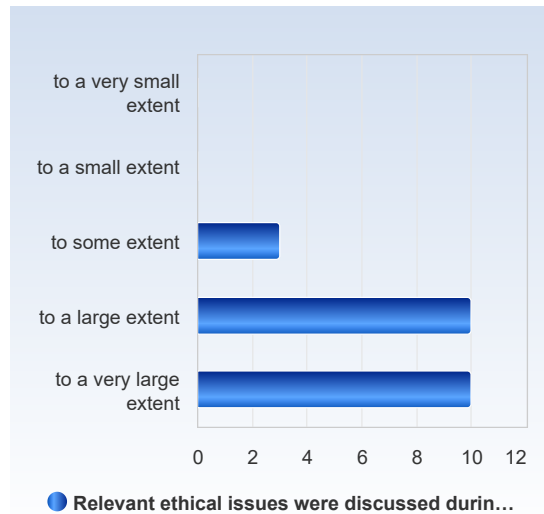


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The psychosocial environment during the course was good (psychosocial environment includes among other things well-being, support, stress, equal treatment and discrimination)..	4.4	0.6	13.3 %	3.0	4.0	4.0	5.0	5.0



Relevant ethical issues were discussed during the course.

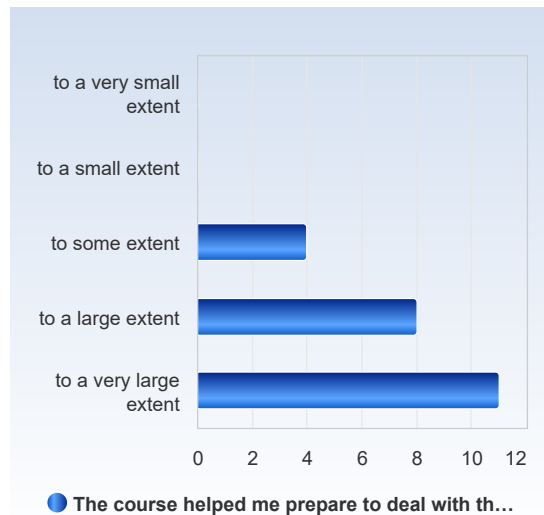
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Total	23 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Relevant ethical issues were discussed during the course.	4.3	0.7	16.3 %	3.0	4.0	4.0	5.0	5.0

The course helped me prepare to deal with the ethical considerations I might face.

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	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course helped me prepare to deal with the ethical considerations I might face.	4.3	0.8	17.8 %	3.0	4.0	4.0	5.0	5.0