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	**Course title**	**Credits**
4BP051	Practical placement 1	9hp
Semester	**Period**	
Spring 2026	April 8 – June 7	

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

Number of registered students	**Number passed after the regular session**	**Response rate for course survey (%)**
33	14 (the others had revisions in either of the written assignments).	48,48 % (16/33)
Methods for student influence other than course survey During the introduction lecture, drop-ins, 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 has been submitted to the LIME educational committee on this date: 29/6, 2026

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

NA

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.)

Summary of the quantitative graphs (posted below the written text in this document).

The figures were overall positive. The course was designed in a way that provided me with opportunities for active learning 5.7 (5.7/6.0). I felt included and respected during the course. 5.8 (5.8/6). The course as a whole was good. 5.8 (5.8/6). I was given the opportunity to reflect on what I have learned during the course. 5.6 (5.6/6)

The lowest score was course content based on scientific research, 5.1 (5.1/6.0). Fair score due to the practical angle of this course. The second lowest was on examinations, which assessed both knowledge and skills, 5.4 (5.4/6.0).

Summary of the positive comments from students:

- Well-organised placement process with professional coordination between KI and host companies.
- A flexible and supportive course environment that helped students feel supported throughout the placement.
- Trust in the course leadership and supervision, giving students confidence that help was available if issues occurred.

Summary of comments for improvements from students:

- Extend the placement period to allow for more meaningful project work and learning.
- Complete onboarding before the placement starts so the full placement can be dedicated to the project.
- Increase KI supervision and follow-up through regular check-ins with students and company supervisors.
- Improve project review and clarify expectations before the placement begins.
- Enhance assessment tasks to better support reflection and learning outcomes, partly due to the fact that confidential information limits the results in the report/presentation.
- Allow more time for final deliverables after the placement ends.
- Promote student inclusion in workplace activities, for example, through shadowing opportunities.

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

Course strengths:
Interesting and qualified projects for all students this year.

Course weaknesses:
This is the same as last year. No one complained, but this should still be considered. We can never guarantee that the students will have a good experience and that the supervisors can meet the students' expectations. However, the course director works hard to ensure that all projects are suitable and that the companies understand their role and responsibility towards the students. The students can, to some extent, influence their experience by showcasing their competence and interest to the company and by their behaviour.

3. Other comments

As a response to the improvement comments. Students are encouraged to have meetings 1 month before the internship starts in order to get on board early.

Regarding shadowing, nothing prohibits students to act proactive for their learning; these are initiatives we think they should take on their own.

Regarding more check-ins, the course director is very available for personal check-ins when the students want, but they need to ask for it.

Looking into how the assignments can increase learning is a good idea!

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 schedule.)

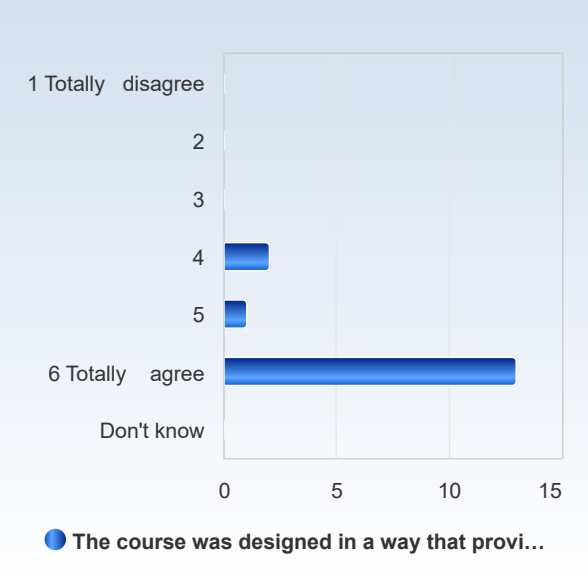
The course director for 2026 and the programme director will as always, discuss if things need to be improved.

Practical placement 1 4BP051 BP051 VT2026

Respondents: 33
Answer Count: 16
Answer Frequency: 48.48%

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.

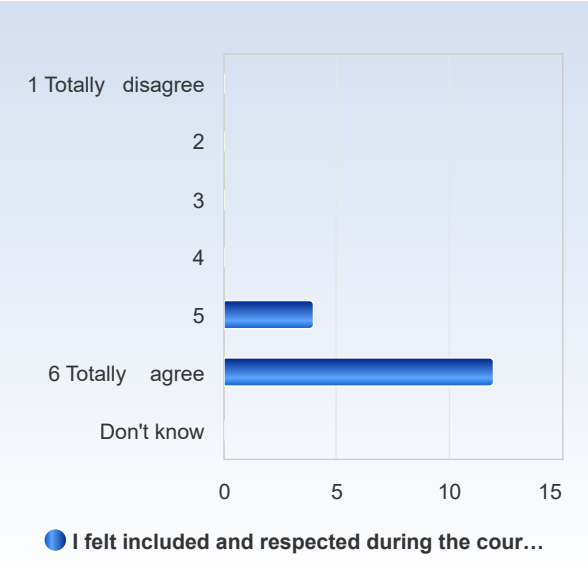
The course was designed in a way that provided me with opportunities for active learning. For example: seminars with discussions, group work, projects, student presentations, role play, peer learning, practical exercises, laboratory work, workplace-based learning, etc.	Number of responses
1 Totally disagree	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	2 (12.5%)
5	1 (6.2%)
6 Totally agree	13 (81.2%)
Don't know	0 (0.0%)
Total	16 (100.0%)



	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.	5.7	0.7	12.4 %	4.0	6.0	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	0 (0.0%)
3	0 (0.0%)
4	0 (0.0%)
5	4 (25.0%)
6 Totally agree	12 (75.0%)
Don't know	0 (0.0%)
Total	16 (100.0%)



	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).	5.8	0.4	7.8 %	5.0	5.5	6.0	6.0	6.0

The course as a whole was good.

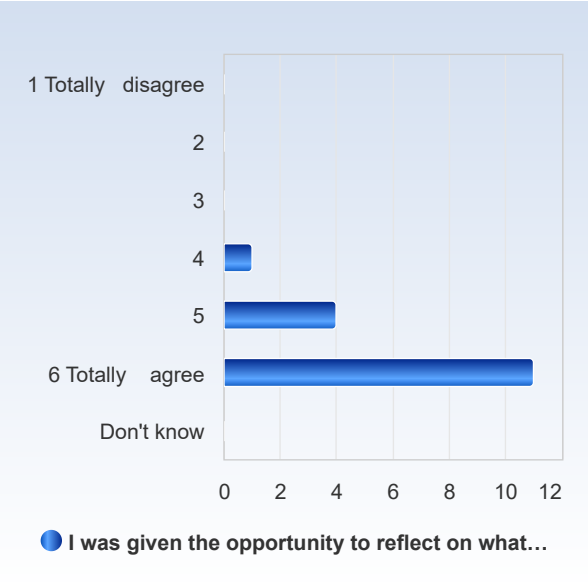
The course as a whole was good.	Number of responses
1 Totally disagree	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	0 (0.0%)
5	3 (18.8%)
6 Totally agree	13 (81.2%)
Don't know	0 (0.0%)
Total	16 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course as a whole was good.	5.8	0.4	6.9 %	5.0	6.0	6.0	6.0	6.0

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

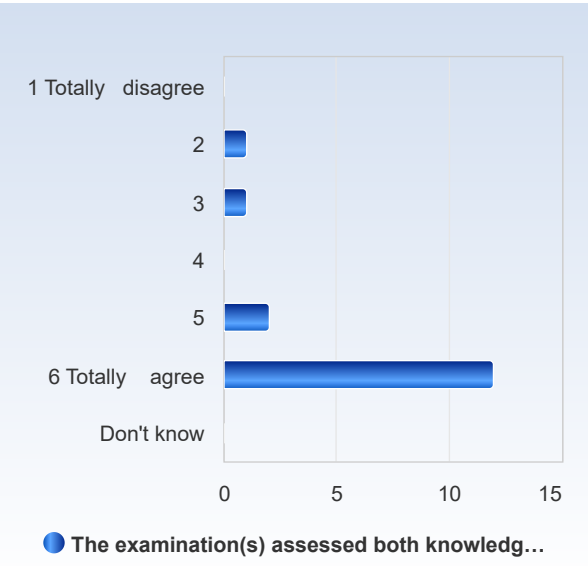
I was given the opportunity to reflect on what I have learned during the course.	Number of responses
1 Totally disagree	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	1 (6.2%)
5	4 (25.0%)
6 Totally agree	11 (68.8%)
Don't know	0 (0.0%)
Total	16 (100.0%)



	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.	5.6	0.6	11.0 %	4.0	5.0	6.0	6.0	6.0

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

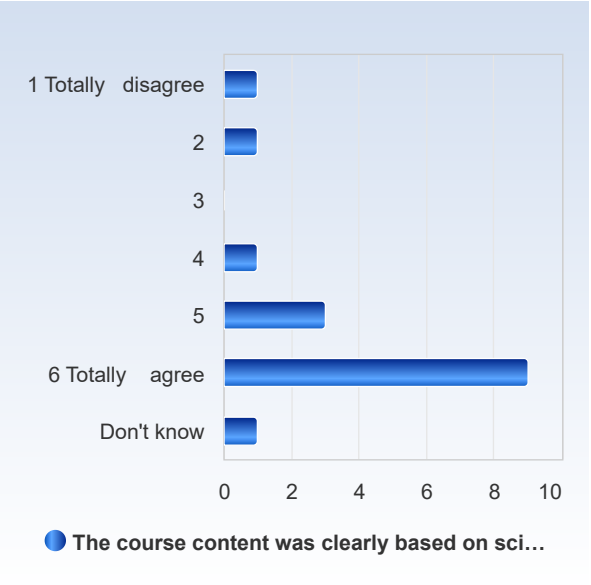
The examination(s) assessed both knowledge and skills relevant to the course.	Number of responses
1 Totally disagree	0 (0.0%)
2	1 (6.2%)
3	1 (6.2%)
4	0 (0.0%)
5	2 (12.5%)
6 Totally agree	12 (75.0%)
Don't know	0 (0.0%)
Total	16 (100.0%)



	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.	5.4	1.2	22.2 %	2.0	5.5	6.0	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	1 (6.2%)
2	1 (6.2%)
3	0 (0.0%)
4	1 (6.2%)
5	3 (18.8%)
6 Totally agree	9 (56.2%)
Don't know	1 (6.2%)
Total	16 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course content was clearly based on scientific research.	5.1	1.6	31.2 %	1.0	5.0	6.0	6.0	6.0