# 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 4BP050 | Course title Degree Project in Bioentrepreneurship | Credits 30 |
|---|---|---|
| **Semester** VT24 | **Period** 15 January – 2 June | |

| Course leader Madelen Lek and Lena Hanson | Examiner Madelen Lek and Hanna Jansson |
|---|---|
| **Other participating teachers** Susanna von Holst | **Other participating teachers** |

| Number of registered students 33 | Number passed after regular session 6 Fail or incomplete on first submission (18%) 10 Pass (30%) 11 Pass with distinction (33%) 6 students postponed their final submission until August (18%) | Response rate for course survey (%) 78,8% |
|---|---|---|
| **Methods for student influence other than course survey** Regular meeting with supervisors and project presentations | | |

> **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: 240807

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

The pre-course material and submission of the project proposal were moved to a separate canvas activity. The canvas structure for the course was simplified, and a module on "how to use sources and avoid plagiarism" was added. We continued to update the instructions, and the grading criteria were updated to reflect the new KI template. We looked over the group supervision structure again.

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

Overall, the students gave the course a high evaluation. Only two questions ("*The teachers were open to ideas…*" and "*the course helped me prepare for ethical dilemmas in the future…*") had a mean slightly under 4.0 (out of 5). However, both those questions had a median of 4.0 indicating that most students answered that these aspects were covered "to a large extent" or "to a very large extent".

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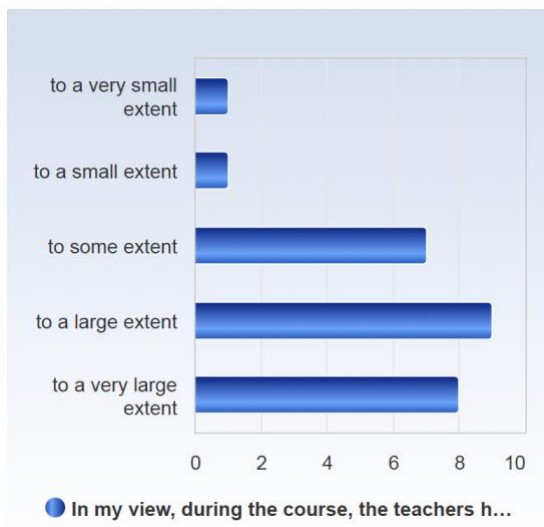


**The course helped me prepare to deal with the ethical considerations I might face**
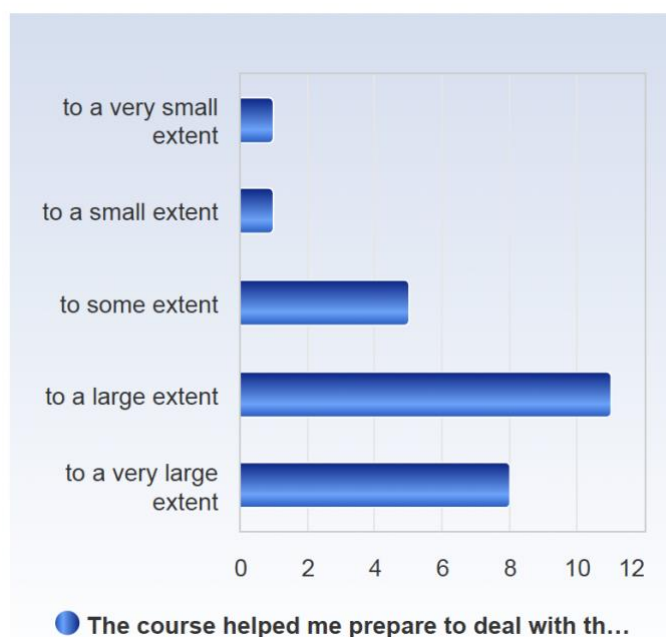
Two questions had a mean value of 4.5 or higher ("In my view, the course has promoted a scientific way of thinking and reasoning" and *The course developed my ability to use scientific methods".* All other questions had a mean between 4.0 and 4.5 which indicates that the students were overall happy with the content and structure of the course.

**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).**
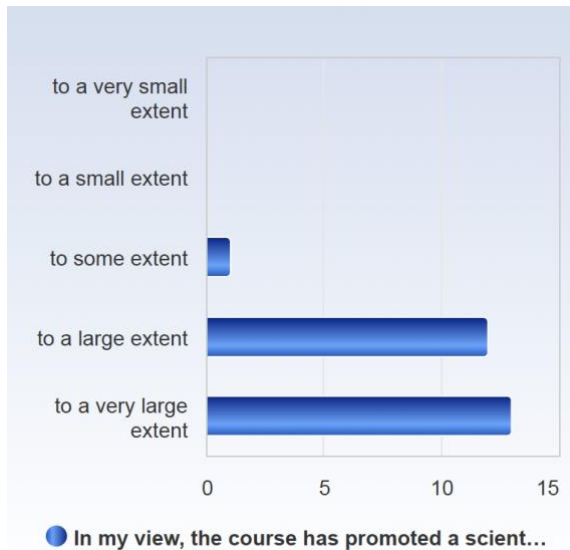


**The course developed my ability to use scientific methods.**
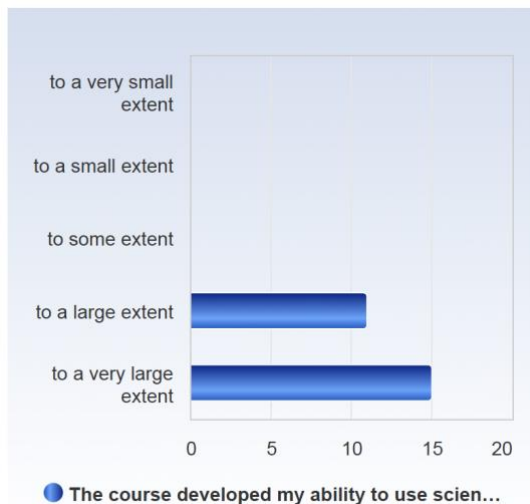


The comments indicated that for the most part, the students had enjoyed the course, but there were comments on a few themes that should be considered for next year. Students thought that the introduction of the degree project course could be given earlier in the programme, and there seems to be a need to refresh the methods that have been taught earlier in the programme. More workshops and seminars were asked for as they were perceived to be helpful. There was also a comment about having an opportunity to talk to alumni about their experiences. One student seems to have perceived the environment in

the course to be negative from the teachers' side but most comments on this subject indicated otherwise. Overall, the comments were constructive and helpful in understanding how to improve aspects of the course.

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

*Course strengths:* The group supervision and checkpoints during the course help the students keep up with the pace of the course.

*Course weaknesses*: The course can be perceived as stressful as there are many deadlines to meet. The academic requirements are stricter than for the previous placement courses, and they should be, but that can be a challenge to the students who have not written an academic degree report before.

## 4. Other comments

Most students got a "pass" or "pass with distinction" grade on their first submission which is an improvement. However, unusually many students struggled to finish the course on time this year. The students who chose to postpone their submissions, however, did that for reasons that were out of the course directors or supervisors' control.

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

For next year, there are a few suggested changes
1. Duplicate the methods material to the pre-degree course canvas activity to allow for an earlier overview of possible methods that might be suitable.
2. Have the first introduction to the degree project earlier in the third semester.
3. Revise the timelines again to allow for more doing and less waiting for feedback.
4. Consider having a Q&A Zoom meeting before the submission of the thesis proposal.