



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 2025	Period Oct 27 – Jan 18	

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

Number of registered students 36	Number passed after the regular session 19 (but some with minor revision)	Response rate for course survey (%) 66.67% (24/36)
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 has been submitted to the LIME educational committee on this date: 16/2, 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 numbers were overall positive. Below are some numbers followed by summaries of students' comments.

*** The course was designed in a way that provided me with opportunities for active learning 5.3 (5.3/6.0)**



Most learning occurred through the internship, which allowed the students to apply theoretical concepts in practice, providing opportunities for workplace-based learning and interaction with supervisors, supporting the development of practical skills and professional confidence. There was a good balance between KI activities, assignments, and time dedicated to the internship.

*** I felt included and respected during the course. 5.5 (5.5/6)**

Most students felt respected and included throughout the course. The learning environment was professional and supportive, with a positive atmosphere both in the classroom and during the PP2 placement.

*** The course as a whole was good. 5.4 (5.4/6)**

Overall, the course was a valuable learning experience. The practical placement was relevant and contributed positively to students' professional development, and the academic methodology and assessment formats were aligned with the internship.

I was given the opportunity to reflect on what I have learned during the course. 5.5 (5.5/6)

*The course supported reflection through practical experience and supervision, helping consolidate both theoretical knowledge and practical skills. The reflection assignments were valuable, though a slightly shorter final report could have been preferable.

The lowest score was **course content based on scientific research, 4.4/6.0**. Fair score due to the practical angle of this course.

Summary of the students' comments on what worked well during the course.

- Excellent opportunity to gain hands-on, real-world experience.
- Practical placement allowed application of theoretical knowledge and contributed to professional development, confidence and insight into future career aspirations.
- Individual support from the course director, including guidance during the project, feedback on presentations, and responsiveness to emails.
- Assigned oppositions, seminars, and peer presentations provided learning from classmates' experiences.
- Flexibility with remote work and independent focus on PP2 projects was appreciated.
- Drop-in sessions were available for additional support.

Summary of the students' comments as suggestions for improvements.

- The Christmas break reduces the effective duration of PP2 and limits opportunities such as stakeholder interviews; future adjustments could be considered.
- Mixing groups for presentations could give students broader exposure to peers' projects and perspectives.
- Longer final presentations (around 15 minutes) would allow for deeper reflection, especially for complex projects.
- Clearer expectations, learning objectives, and flexibility would enhance learning.
- Sharing anonymous PP2 cases on Canvas and adding a preparatory role-play seminar could further strengthen learning.



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

Course strengths:

- The students had a lot of companies to choose from, sent out as opportunities by the course director
- Some students found their own placements
- Structure appreciated
- A chance to apply the theoretical knowledge and expand the network, as well as gain experience

Course weaknesses:

- 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
- Quite many students had problems using references in a proper way and according to instructions.

4. Other comments

- A toolbox for methods could be added.
- Change a little in the instructions regarding the discussion and what is needed in each section, since the report involves two different types of discussion.
- Add to the syllabus that the student must have a proven project plan at the start of the course.

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.)

Overview of the above, and the course director for 2026 and PD should be responsible for any ideas or changes.

Practical Placement 2 4BP049 BP049 HT2025

Respondents: 36
 Answer Count: 24
 Answer Frequency: 66.67%

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.

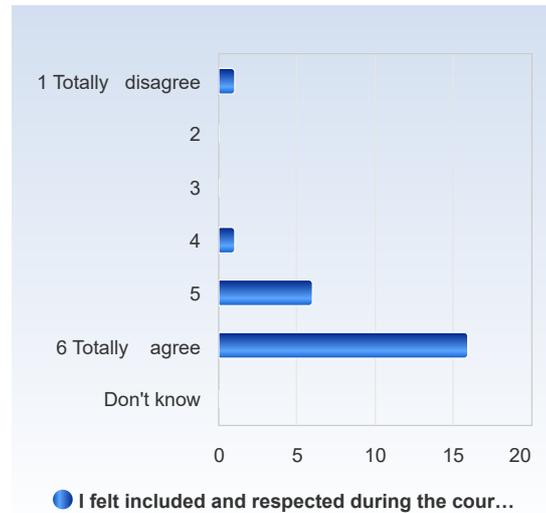
The course was designed in a way that provided me with opportunities for active learning. For example: seminars with discussions, group work, projects, student presentations, role play, peer learning, practical exercises, laboratory work, workplace-based learning, etc.	Number of responses
1 Totally disagree	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	4 (17.4%)
5	8 (34.8%)
6 Totally agree	11 (47.8%)
Don't know	0 (0.0%)
Total	23 (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.	5.3	0.8	14.4 %	4.0	5.0	5.0	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	1 (4.2%)
2	0 (0.0%)
3	0 (0.0%)
4	1 (4.2%)
5	6 (25.0%)
6 Totally agree	16 (66.7%)
Don't know	0 (0.0%)
Total	24 (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).	5.5	1.1	20.2 %	1.0	5.0	6.0	6.0	6.0

The course as a whole was good.

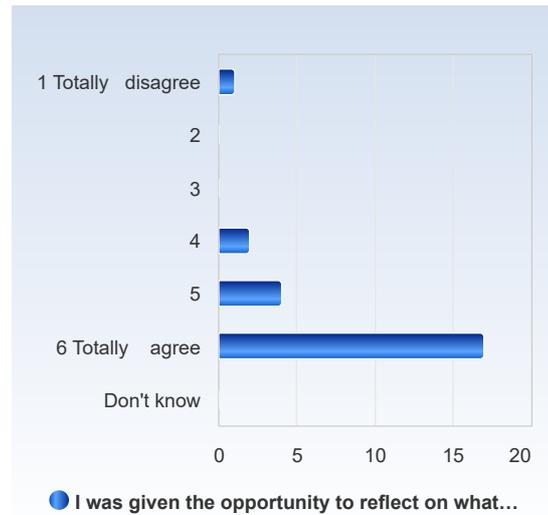
The course as a whole was good.	Number of responses
1 Totally disagree	1 (4.3%)
2	0 (0.0%)
3	0 (0.0%)
4	2 (8.7%)
5	5 (21.7%)
6 Totally agree	15 (65.2%)
Don't know	0 (0.0%)
Total	23 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course as a whole was good.	5.4	1.2	21.5 %	1.0	5.0	6.0	6.0	6.0

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

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1 Totally disagree	1 (4.2%)
2	0 (0.0%)
3	0 (0.0%)
4	2 (8.3%)
5	4 (16.7%)
6 Totally agree	17 (70.8%)
Don't know	0 (0.0%)
Total	24 (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.	5.5	1.1	20.9 %	1.0	5.0	6.0	6.0	6.0

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

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1 Totally disagree	1 (4.2%)
2	0 (0.0%)
3	1 (4.2%)
4	5 (20.8%)
5	4 (16.7%)
6 Totally agree	13 (54.2%)
Don't know	0 (0.0%)
Total	24 (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.	5.1	1.3	25.2 %	1.0	4.0	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 (4.2%)
2	0 (0.0%)
3	5 (20.8%)
4	5 (20.8%)
5	6 (25.0%)
6 Totally agree	6 (25.0%)
Don't know	1 (4.2%)
Total	24 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course content was clearly based on scientific research.	4.4	1.3	30.3 %	1.0	3.5	5.0	5.5	6.0