



## INSTITUTE OF MEDICINE

### **MED993 Project Management, 7.5 credits**

Projektledning, 7,5 högskolepoäng

*Second Cycle*

---

#### **Confirmation**

This course syllabus was confirmed by Committee for Study Programmes in Medicine on 2010-01-05 and was last revised on 2021-02-08 by Institute of Medicine to be valid from 2021-09-01, autumn semester of 2021.

*Field of education:* Medicine 100%

*Department:* Institute of Medicine

#### **Position in the educational system**

The course can be part of the following programme: 1) Master's Programme in Business Creation and Entrepreneurship in Biomedicine (M2BCE)

*Main field of studies*

Business Creation and Entrepreneurship  
in Biomedicine

*Specialization*

A1N, Second cycle, has only first-cycle  
course/s as entry requirements

#### **Entry requirements**

Admission requires that the applicant has passed 180 higher education credits, and Passed English E/English 6.

#### **Learning outcomes**

After completing the course the students should be able to:

*Knowledge and understanding*

- Describe the project's theoretical and practical challenges and its main features in particular within life science

- Describe the challenges associated with project management in particular in innovation projects
- Analyze and describe how relationships between clients and project impact performance and resources
- Describe relevant regulations and norms for innovation projects in life science

#### *Competence and skills*

- Critical use theory and models to develop their own attitudes to and working methods as a project managers in particular in relation to scientific evidence
- Practical construction of innovation projects and project plans with the help of various project tools, formulate a written project plan and communicate this project plan
- critically examine the need for scientific evidence in different parts of a project
- Explain the ethical and legal conditions for transformation and innovation projects in life science

#### *Judgement and approach*

- Critical review solutions of project challenges and reflect on different models and technologies shortcomings
- Analyze and describe an overview of the project management field and be able to reproduce the main lines of the most common theories
- Analyze and derive the ownership of complex innovation projects

### **Course content**

Project management or participation is an increasingly common task and the leader's condition and role is different to the traditional leader's. Project often constitutes participation from different areas as well as organizations with different cultures. This puts specific demands on the project management skills. The course will establish a general approach to project management with partial focus on life science, by providing knowledge about basic approach to projects of various types and provide understanding of the various project life and how that influence the content and activities. This course will also provide insight into the project's complex strategic function as a cooperative platform in academia, companies and as a management function. A key concern is that the project and its organization is temporary, dynamic, and therefore need other and more clear lines of communication.

In the life sciences and health sciences, special requirements are placed on ethics, legal regulations and scientific evidence. The course includes creating an understanding of this but also training the ability to investigate these aspects in concrete case studies.

The course content can be summarized as:

- The project work and its organisation
- Guidelines, norms and models for collaboration and project management

### **Form of teaching**

Teaching takes place through lectures, seminars and group work. Overall, students work to learn different perspectives of project management in particular in the area of life science. A large part of the course is conducted through group work where students form study groups. The teaching in group work is based on a role-play pedagogy that focus on the role, ability and norms in a simulated innovation environment. The aim of the group work is to give students a holistic picture of the project as a formal structure.

*Language of instruction:* English

### **Assessment**

The students are assessed using an assessment portfolio consisting of

- two individual written exams in the form of hand ins and
- one written group hand in based on a case study.

Seminars are obligatory. Absence at seminars will be replaced by individual written assignment.

A student who has taken two exams in a course or part of a course without obtaining a pass grade is entitled to the nomination of another examiner. The student needs to contact the department for a new examiner, preferably in writing, and this should be approved by the department unless there are special reasons to the contrary (Chapter 6 Section 22 of the Higher Education Ordinance).

If a student has received a recommendation from the University of Gothenburg for special educational support, where it is compatible with the learning outcomes of the course and provided that no unreasonable resources are required, the examiner may decide to allow the student to sit an adjusted exam or alternative form of assessment.

In the event that a course has ceased or undergone major changes, students are to be guaranteed at least three examination sessions (including the ordinary examination session) over a period of at least one year, but no more than two years, after the course has ceased/been changed. The same applies to placements and professional placements (VFU), although this is restricted to just one additional examination session.

### **Grades**

The grading scale comprises: Pass (G) and Fail (U).

For the grade Pass (G) on the course the student must have Pass (G) on the assessment portfolio and Pass (G) on all mandatory elements.

**Course evaluation**

The course will be evaluated by the students through a course evaluation questionnaire. A summary of course evaluations are compiled, which is communicated to the students. The analysis will serve as a guide for the development of the course.

**Additional information**

The course is conducted with distance education and requires computer equipment and connection to Internet and the possibility to interact via web camera equipment.

Distance pedagogy gives geographical independence but not time zone or time independence.