Operational Management of Industrial Wood Supply
SV0049, 30198.2526

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Thomas Kronholm

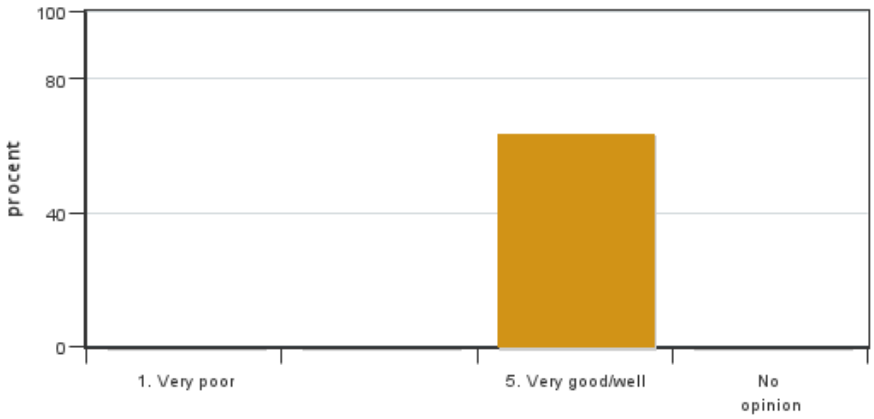
Evaluation report

Evaluation period: 2026-03-16 - 2026-04-06

Answers	11
Number of students	19
Answer frequency	57 %

Mandatory standard questions

1. My overall impression of the course is:

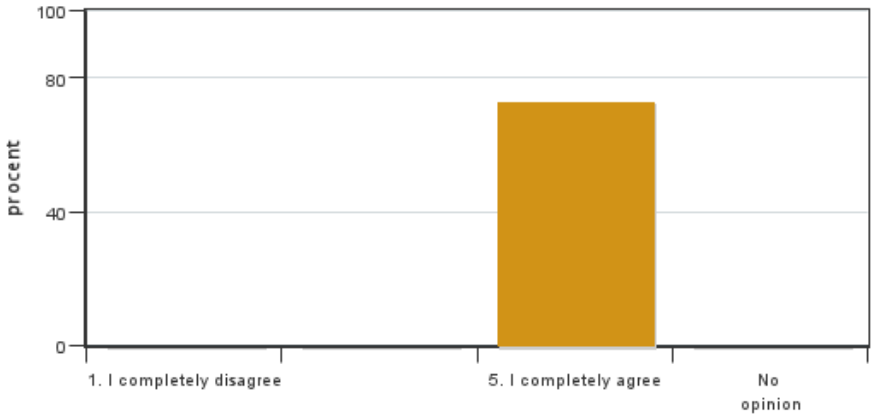


Answers: 11
Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 3
5: 7

No opinion: 0

2. I found the course content to have clear links to the learning objectives of the course.

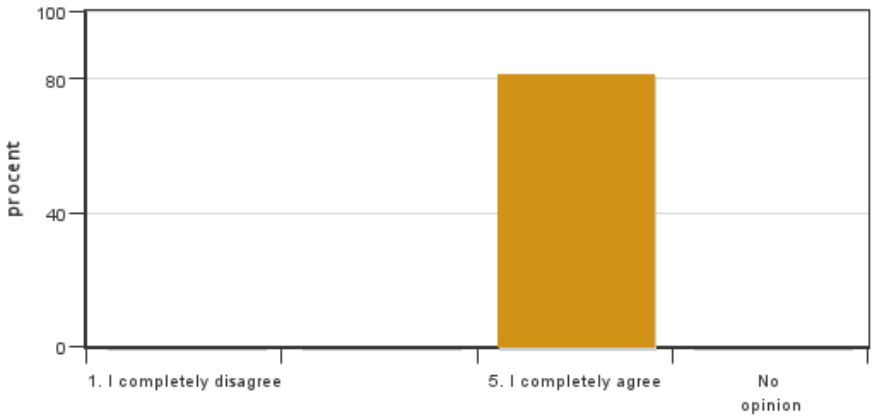


Answers: 11
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 3
5: 8

No opinion: 0

3. My prior knowledge was sufficient for me to benefit from the course.

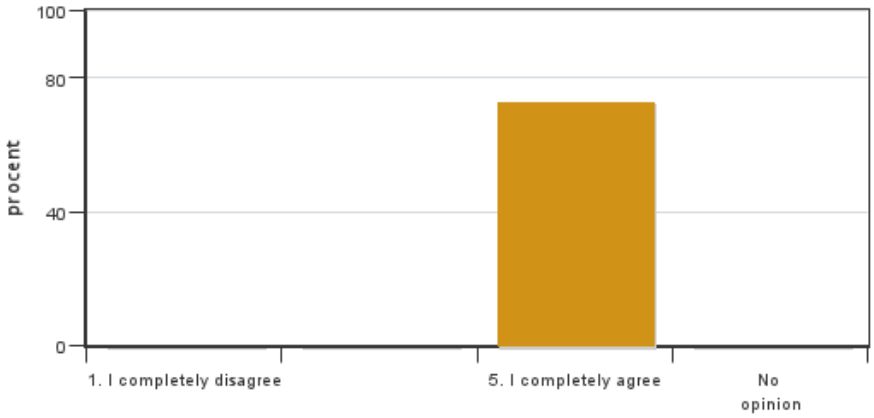


Answers: 11
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 9

No opinion: 0

4. The information about the course was easily accessible.

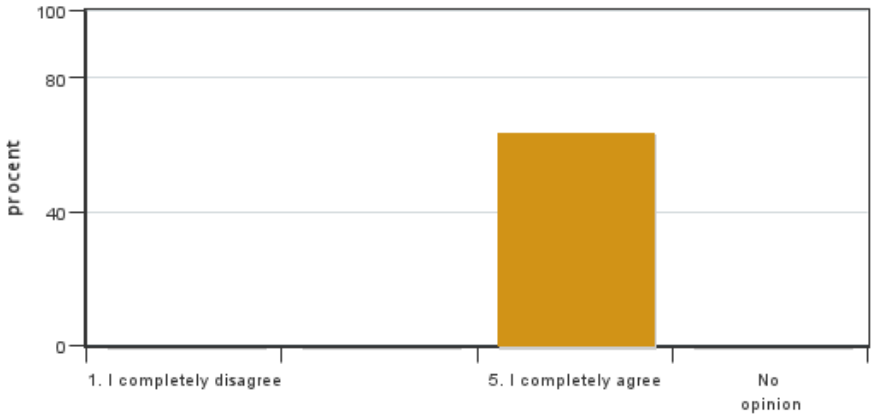


Answers: 11
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 3
5: 8

No opinion: 0

5. The various course components (lectures, course literature, exercises etc.) have supported my learning.

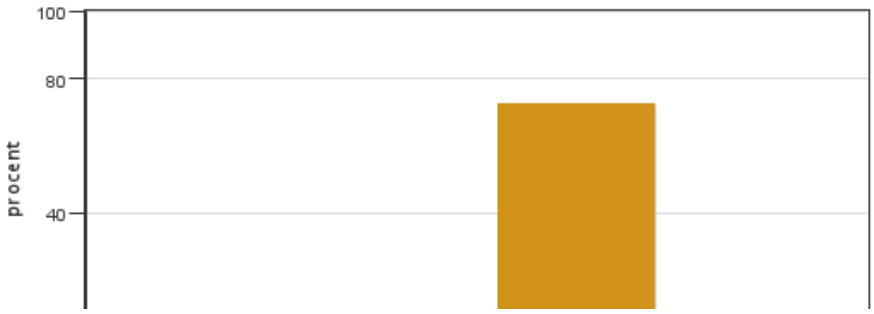


Answers: 11
Medel: 4,6
Median: 5

1: 0
2: 0
3: 0
4: 4
5: 7

No opinion: 0

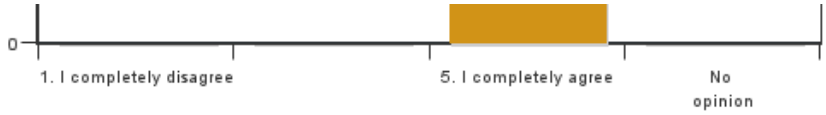
6. The social learning environment has been inclusive, respecting differences of opinion.



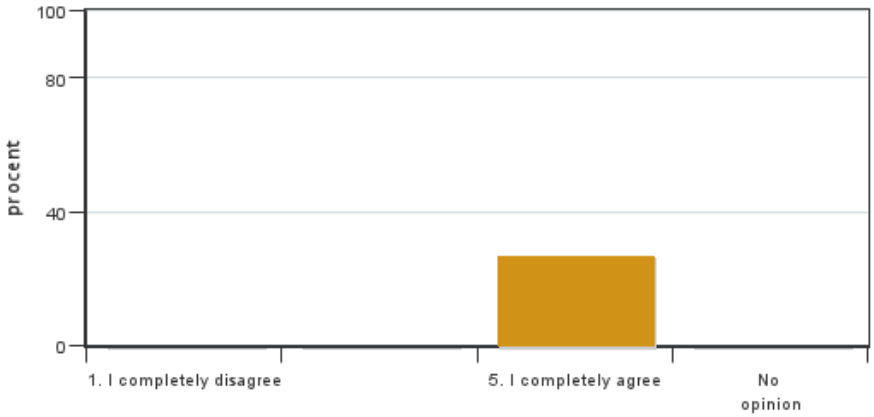
Answers: 11
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 3
5: 8

No opinion: 0



7. The physical learning environment (facilities, equipment etc.) has been satisfactory.

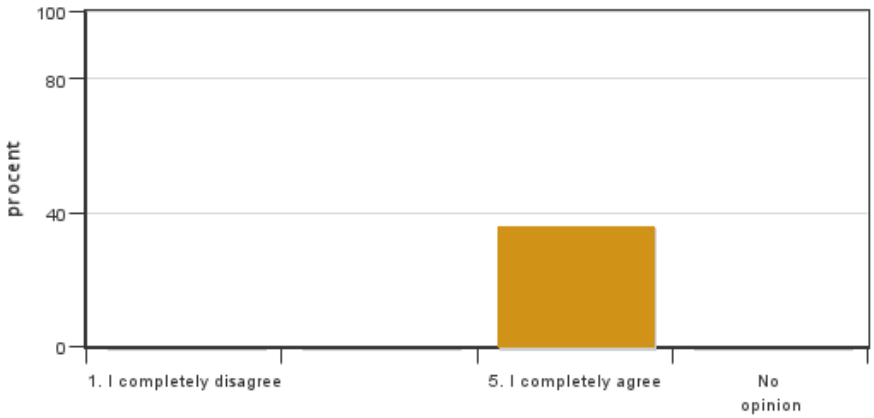


Answers: 11
Medel: 3,5
Median: 3

1: 0
2: 1
3: 6
4: 1
5: 3

No opinion: 0

8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).

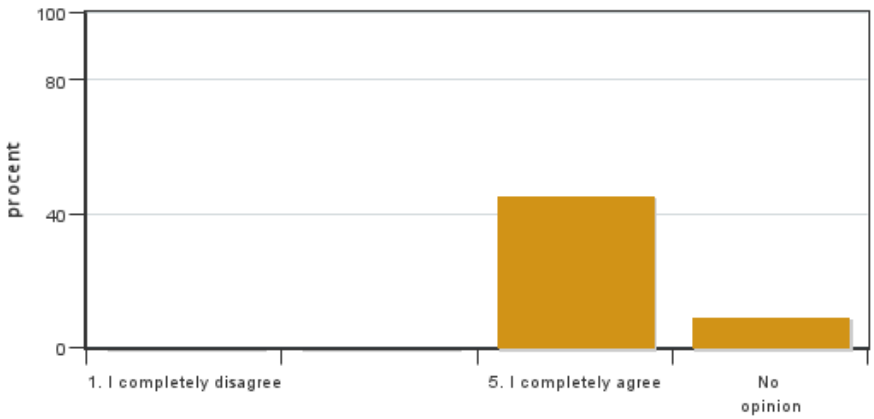


Answers: 11
Medel: 4,4
Median: 4

1: 0
2: 0
3: 0
4: 7
5: 4

No opinion: 0

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).

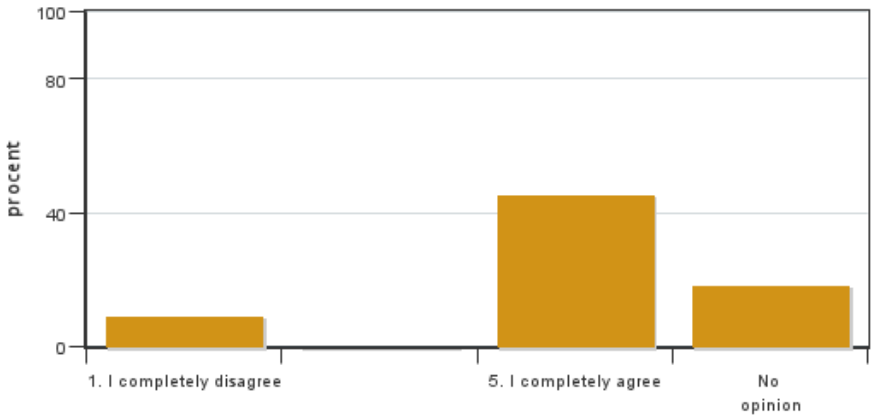


Answers: 11
Medel: 4,2
Median: 4

1: 0
2: 0
3: 3
4: 2
5: 5

No opinion: 1

10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).

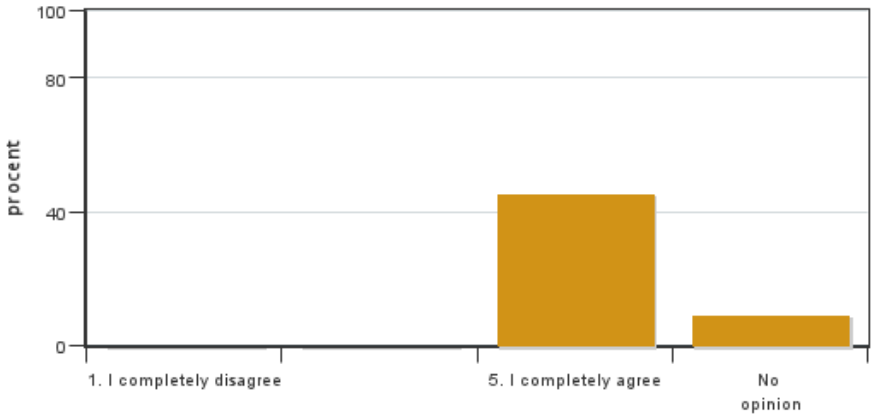


Answers: 11
Medel: 3,9
Median: 5

1: 1
2: 1
3: 1
4: 1
5: 5

No opinion: 2

11. The course covered international perspectives.

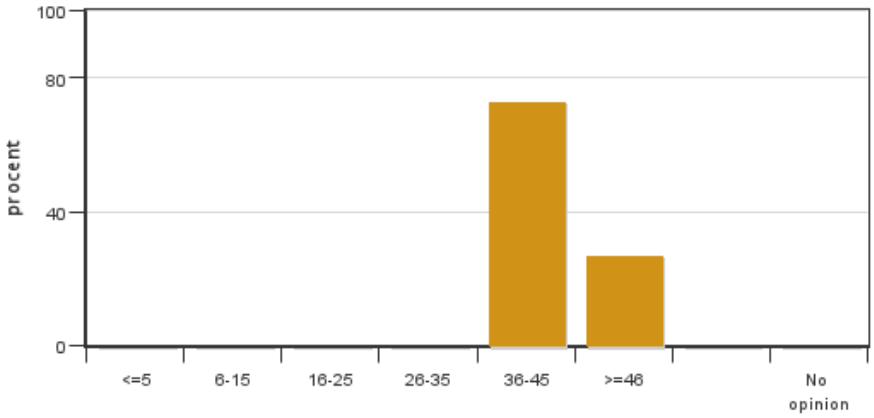


Answers: 11
Medel: 4,1
Median: 4

1: 0
2: 1
3: 2
4: 2
5: 5

No opinion: 1

12. On average, I have spent … hours/week on the course (including timetabled hours).



Answers: 11
Medel: 41,6
Median: 36-45

≤5: 0
6-15: 0
16-25: 0
26-35: 0
36-45: 8
≥46: 3

No opinion: 0

Course leaders comments

This was the second time the course was offered in its hybrid format with both campus and distance students. Campus and distance students complete separate course evaluations but will be commented on jointly for the course unless otherwise stated.

The teachers and the structure of the course were roughly the same as previous years, but with a different course leader this year. Only minor changes to course assignments were made for this year and the course continues to receive good reviews from students. The number of students was much larger this year than before, which was positive, but it also meant more work for the teachers with examinations. One thing that simplified the teaching, especially for guest lecturers, was that all students on the course knew Swedish.

The average working hours that students put into the course were in line with last year and were overall at a good

level. However, some students found it stressful at times and suggested that some assignments could have had a slightly longer deadline for the written reports. According to students, this would provide more time to reflect on the completed tasks before finalizing the report. The students also requested templates for, for example, calculating KPIs, which would also give them more time for analysis. Clearer instructions about expectations for reports were also requested. For example, what does “a short text” mean and what should be included in it to get full points?

Regarding examinations, campus students were more satisfied than distance learning students. The fact that campus students were more satisfied may be partly due to the fact that they had a better opportunity to support each other in their tasks when several groups were sitting together in the computer room. A clearer call to distance students to log into the Zoom classroom when working on the assignments could even out this difference.

Furthermore, some students felt that the assignments were too focused on the result and that more space could be given to reflect on how the tasks were solved and why the results were the way they were. The students suggested that at the end of the module, a day should be set aside to write a module reflection/synthesis, and that the examinations should focus more on the module as a whole instead of each sub-area being examined separately. This is also to increase the element of individual assessment of examination tasks. Overall, however, the group work worked well during the course.

International perspectives and gender aspects could have been considered somewhat more during the course, as these areas received mixed reviews from the students.

During the course, there were occasional problems with the sound in Sälgen, with poor microphones and poor sound via Zoom. This was resolved by changing the venue during the last lectures of the course. However, the problem with the sound in Sälgen had not been resolved by the end of the course and it is a good idea to follow up on the situation before booking rooms for the next course.

Overall, no major changes are needed in terms of content for the next course, but it is more about fine-tuning the examination tasks and the schedule to achieve a good balance of working time between tasks and weeks.

Student representatives comments

The course has received high marks in the overall impression of the course, which in my opinion is in line with how students perceived the course during the duration of the course itself. The exercises were well prepared and all had a purpose, where students got the chance to learn something new (which also had a link to the industry or the type of work many expect to be doing after graduation). The course has lived up to the expectations.

Some weeks of the course had too high a workload, where the weekly 40 hours were not enough to get a result in the exercises. If students wanted higher marks than a 3 especially, the time within the schedule was not enough, so many spent evenings or weekends finishing exercises or reports. The most hectic weeks had both large exercises, literature seminars and individual reflections, which simply couldn't be done with acceptable quality within the “regular workday”.

Some more specific critiques are as follows:

Regarding the production module: The production planning exercise (all three parts) need longer deadlines for the report in order to have time to critically discuss and analyse the work within the group. The time itself in the schedule was enough to complete the exercise, but a few more days to finalise the report would have made a difference to the quality of the report. Some of the numbers required in the report took a long time to calculate, so perhaps some Excel sheets could be made in order to help (so the students have time to analyse what the numbers mean, rather than just calculating them).

Regarding the transportation module: Overall good exercises, but there were some deviations from the “course-wide” instructions compared to the instructions given by the teacher within this module. This made it confusing, and some students had to remake whole reflections as the instructions were updated late and it was unclear which instruction was the “right” one. The time allotted to the exercises in the schedule matched the time required to complete them, but sometimes the teacher had briefings on the exercise outside the times specified in the schedule (for example, after lunch when the time in the schedule only stated 9–12). This meant that some students couldn't be present due to prior engagements.

Regarding the SCM module: Some students felt that this module was too short in comparison to the other modules. In my opinion, the exercises in the production and transport modules are important and have a clear connection to the learning objectives, so I don't think any of them should be removed in favour of increasing the SCM module.

One area of critique that applies to all modules is the inconsistency in the scoring of the exercises. The number of points differed quite a lot between teachers doing the grading, and it was difficult to understand what was expected for the different point levels