

The work with course evaluations and course reports constitutes a part of the faculty's quality assurance work in education at first-cycle and second-cycle education. The course report is a comprehensive documentation of the course evaluation and is an important instrument for the development of courses and programmes as well as for guaranteeing the students' influence on these. The course report takes into account the students' course evaluations, the teachers' views on the course's implementation and the results based on an assessment of the students' achieved learning outcomes in relation to the intended learning outcomes of the course. Key figures, an analysis and a development plan for the course are also included in the course report.

It is of the utmost importance that students are given the opportunity to participate throughout the course evaluation process and that they make use of the opportunity to give constructive criticism. In this way, the results can serve as a relevant and specific foundation for improvement.

The structure for course evaluation is described in the "Course evaluation process for first- cycle and second-cycle education at Malmö University" (in Swedish *Kursvärderingsprocessen för utbildning på grundnivå och avancerad nivå vid Malmö universitet*), Ref. no. LED 1.3-2018/123) and in the "Routines for course evaluations and course reports at the Faculty of Health and Society" (in Swedish *Rutiner för kursvärderingar och kursrapporter vid Fakulteten för hälsa och samhälle*), Ref. no. LED 1.3-2016/187.

The course report compiled after each completed (full) course forms the basis for feedback to students and is followed up at quality dialogues at faculty- and university-wide level.

**Background information** (to be completed by the course administrator)

<b>Course name</b>		
Biomedical Surface Science: Degree Project		
<b>Course code</b>	<b>Scope (credits)</b>	<b>Semester in which the course is completed</b>
BM841E	30	Spring 2025
<b>Specify the freestanding course or contract education (if the course has been completed within a programme, specify the name of the programme)</b>		
Biomedical Surface Science, Master's Programme (Two-Year)		
<b>Course coordinator</b>		<b>Number of registered students</b>
Sergey Shleev		13

**Students' perspective** (to be completed, if possible, by the course administrator or in some cases by the course coordinator)

<b>Formative course evaluation/Momentary study climate assessment</b> form for course evaluation (oral or questionnaire) and when it has been carried out	
Formative course evaluations were performed twice (at the beginning and in the middle of the course) in conjunction with seminars	
<b>Number of students who have completed the formative course evaluation/momentary study climate assessment</b>	<b>Percentage response rate</b> (the response rate should be indicated as a percentage when the formative course evaluation has been carried out via questionnaire, for example when conducting a momentary study climate assessment.)
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	Not applicable (formative evaluations were conducted orally)
<b>Summative course evaluation</b> (oral or questionnaire) and when it was completed	
questionnaire 2025-06-05 - 2025-06-13	
<b>Number of students who have completed the summative course evaluation</b> (please indicate both the number of registered and the number of active students on the course)	<b>Response rate as a percentage</b> (please indicate, without decimals, response rate both based on the number of registered students and the number of active students on the course)
5	38

<b>Feedback to students who have completed the course: describe how and when the feedback has been given</b>
<p> <input type="checkbox"/> By email (will be send automatically, with or without the course coordinator's comments, by the survey system 7 days after the survey is closed)         </p> <p> <input type="checkbox"/> By email (otherwise than above), how:         </p> <p> <input checked="" type="checkbox"/> In Canvas, how: final announcement         </p> <p> <input type="checkbox"/> Through a discussion in class, how:         </p> <p> <input checked="" type="checkbox"/> In other way, how: Zoom meeting         </p> <p>           Other comments about the feedback: In addition to the Zoom meeting, the final announcement has also been posted on Canvas.         </p>

<b>Feedback to new students on the upcoming course: describe how feedback will be implemented</b>
<p> <input checked="" type="checkbox"/> Presented at the start of the course, how: via dialogue during the first introductory seminar         </p> <p> <input checked="" type="checkbox"/> In other way, how: additionally discussed during a seminar after mid-term presentations         </p>

**Teacher's perspective** (to be completed by the course coordinator)

<b>Results:</b> Comments on the course implementation and the results based on an assessment of the students' achieved learning outcomes in relation to the course intended learning outcomes are summarised here (incl. information regarding the result of the examination). Both success factors and problems are identified
<p>Overall, students' evaluations of the course were satisfactory. The course's learning outcomes were achieved, with an average survey score of 3.8 out of 6.0. Students agreed that the course's formats helped them reach those outcomes (3.8/6.0) and that the course met their expectations (3.8/6.0). They also appreciated the research-based approach (4.6/6.0) and felt they had opportunities to influence the course (4.6/6.0). Most respondents were very pleased with how the examination aligned with the learning outcomes (4.6/6.0), and they valued the chance to take responsibility for</p>

their own learning (4.0/6.0). No student requested additional modern communication technologies (e.g., video lectures). In short, the course faced no significant issues.

**Analysis:** Analysis based on a summary of the students' individual course evaluations – both formative (if any), and summative evaluations. Produced in collaboration with the teachers involved in the course, alternatively by taking their views into account.

Students' appreciative feedback on the course's overall implementation suggests that no drastic changes are necessary. However, based on their comments, some additional adjustments to both the course and the wider program may be warranted.

**Course development and action plan:** Course coordinator's suggestions for changes, comments and actions. Describe the relevant and possible changes to be implemented in the short and long term and when they are planned to be put into action. Specify who is responsible for the implementation: the course coordinator or another teacher. If a problem was identified, explain why nonetheless no consequent changes are warranted. Follow-up of measures proposed based on previous course report(s) should also be presented here.

Students noted the need for detailed course information earlier in the program. To address this, all essential details for identifying suitable projects—both within and beyond Malmö University—will be made available well in advance. Feedback also revealed some confusion between this course and others in the curriculum. Accordingly, in addition to a comprehensive overview during the introductory course, a brief summary of the entire program will be presented at the start of this final module. These measures will be implemented in collaboration with the program coordinator, Senior Lecturer Dr. Jitka Petrlova.

#### Publishing and archiving (arranged by course administrator)

<b>Archiving and publication of the course report:</b> where and when archiving and publication were completed
Valen

#### Course administrator

Name	Date
Åsa Nilsson	2025-06-18