

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*, dnr. LED 1.3-2018/123) and in the "Routines for course evaluations and course reports at the Faculty of Health and Society", 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)

Course name		
Social Work: Social Policies and Welfare Studies		
Course code	Scope (credits)	Semester in which the course is completed
HS180E	7,5	Spring 2022
Specify the freestanding course or contract education (if the course has been completed within a programme, specify the name of the programme)		
Social Work: Social Policy and Welfare studies (Freestanding course)		
Course coordinator		Number of registered students
Jonas Christensen		42

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

Formative course evaluation/Momentary study climate assessment form for course evaluation (oral or questionnaire) and when it has been carried out	
Two formative course evaluations have been implemented, one oral on Feb 12 th before the intense Campus-(online) part was finalized the second one online after the course was finalized by March 25 th . -	
Number of students who have completed the formative course evaluation/momentary study climate assessment	Percentage response rate (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.)
8	62%

Summative course evaluation (oral or questionnaire) and when it was completed	
Questionnaire 2022-03-25	
Number of students who have completed the summative course evaluation (please indicate both the number of registered and the number of active students on the course)	Response rate as a percentage (please indicate response rate both based on the number of registered students and the number of active students on the course)
8	62%

Feedback to students who have completed the course: describe how and when the feedback has been given
<input checked="" type="checkbox"/> By email <input type="checkbox"/> In Canvas <input checked="" type="checkbox"/> Through a discussion in class <input type="checkbox"/> In other way, how: Date of feedback: April 12 th

Feedback to new students on the upcoming course: describe how feedback will be implemented
<input type="checkbox"/> Presented at the start of the course <input checked="" type="checkbox"/> In other way, how: <i>Freestanding course, no upcoming course /Feed-back on Canvas, set up online sessions June-August 2022 together with Students + Staff at Partner Universities.</i>

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

<p>Results: 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>
<p>The combination of multi-cultural student groups (Germany, Switzerland, Austria, Sweden, UK) offered lectures, group discussions and workshops gives the course a substantial support to the reflective understanding of the Soc Work and Welfare as a subject area, where the local and the global knowledge meet. The course has welcomed around 650 students since 2010 and established a Community of practice and learning, also developed research/publications in Social Work Education. Due to the Pandemi and restrictions in 2021, the course was developed and in 2022 was implemented as a Hybrid, however 90% of the students did participate on campus. Reason behind was that some teachers (and minor student groups did join online). The course is a contextual meeting place for researchers/teachers/PhD students who meet both from the MAU and abroad which has given the course a content of a unique contribution to knowledge acquisition in Soc Work and Welfare issues. Also strengthened the understanding in professional capacity as it develop the students personal development. The structure of the 9 intense days is demanding, however the organization and structure is highly appreciated. Ththree weeks before the campus part, there is a online preparatory session. 3 months before the Course Intro, there are online Staff meetings arranged together with partner Universities. The combination of an oral and a written assignment gives the course a clear structure, also having a preparatory part (where all scientific articles are presented). The course was in 2022 implemented as a BIP</p>

together with two partner Universities (where some student groups received funding to cover their stay in Malmö) which continuously will develop the blended learning even more in the upcoming years. All supervision goes online. In addition, invited PhD students gives them an opportunity to raise and problematize RQ:s meeting an international diversified group of students. Around 10% of the students are coming from other disciplines than social work; criminology and care science.

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

Overall there is a high commitment among the students and active engagement. In addition, there are international students from several countries together with Program students from the [Dept of Social Work](#). A number of integrated Workshops/Webinars are offered where fellow students from Criminology, nursing and Biomedicine did participate both online and/or on campus (CIM Event/Certificate is given) gives and added value when focusing on specific topics of relevance, in this case Human rights vs profession. Ending up the campus part with an oral presentation incl feed back strengthen the capacity among the participants for the online part where a written assignment is submitted. A possibility to make a second oral presentation will be considered. The combination of scientific articles offered in advance (pre-paratory online part), a mixture of interdisciplinary teacher-staff from incl PhD students makes a contribution to the research field of Social Work and welfare studies as well. Further, it strengthen MAU students understanding of [International Social Work](#).

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.

Basically no changes as the course has continuously ben developed. The Blended learning in combination with campus based sessions will be further developed in close strategic collaboration with partner universities. Even though the course is given as an independent course at MAU, its fully integrated as a part of the Dept of Social Work strategic long-term Partnership.

Publishing and archiving (arranged by course administrator)

Publication of the course report: when and where the report was published
November 16 th 2022, Valen

Course report archiving: when and where the report was filed for archiving
November 16 th 2022, Share(N)

Course administrator

Name	Date
Johanna Kemoka	November 16 th 2022