

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)

<b>Course name</b>		
Individual characteristics, environment and crime		
<b>Course code</b>	<b>Scope (credits)</b>	<b>Semester in which the course is completed</b>
KA811E	7,5	Autumn 2020
<b>Specify the freestanding course or contract education (if the course has been completed within a programme, specify the name of the programme)</b>		
Criminology, Master's Programme		
<b>Course coordinator</b>		<b>Number of registered students</b>
Robert Svensson		43

**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	
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<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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<b>Summative course evaluation</b> (oral or questionnaire) and when it was completed	

Questionnaire 2021-03-25 - 2021-04-02

**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)

23

**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)

47

**Feedback to students who have completed the course: describe how and when the feedback has been given**

- By email
- In Canvas
- Through a discussion in class
- In other way, how:

Date of feedback:

**Feedback to new students on the upcoming course: describe how feedback will be implemented**

- Presented at the start of the course
- In other way, how:

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

**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

The learning outcomes are fulfilled in a rather large extent (grade 4.9). The teaching forms through lectures and seminars seems to be appropriate for the course (grade 4.5). The students seem to like the seminar in large extent. The examination form has been seen to be relevant in relation to the course learning outcomes (grade 4.7).

**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.

The students seems to be rather satisfied with the course.

**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.

No changes are planned at the moment.

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

**Publication of the course report:** when and where the report was published

2021-11-18 Box

**Course report archiving:** when and where the report was filed for archiving

2021-11-18 Share

**Course administrator**

Name	Date
Maria O´driscoll	