

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)

Course name		
Criminality and Ill-health		
Course code	Scope (credits)	Semester in which the course is completed
KA821E	7,5	Autumn 2025
Specify the freestanding course or contract education (if the course has been completed within a programme, specify the name of the programme)		
Criminology, Master's Programme		
Course coordinator		Number of registered students
Marie Väfors Fritz		40

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	
Informal discussions about the course is done continuously through the course	
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.)
About 20 - 39 present in the class when discussions took place	unknown

Summative course evaluation (oral or questionnaire) and when it was completed	
Questionnaire 2025-11-06 - 2025-11-14	
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, without decimals, response rate both based on the number of registered students and the number of active students on the course)
14	35

Feedback to students who have completed the course: describe how and when the feedback has been given
<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) <input type="checkbox"/> By email (otherwise than above), how: <input checked="" type="checkbox"/> In Canvas, how: Posted in the Module Course Evaluations/Course Reports <input checked="" type="checkbox"/> Through a discussion in class, how: Continously <input type="checkbox"/> In other way, how:
Other comments about the feedback:

Feedback to new students on the upcoming course: describe how feedback will be implemented
<input checked="" type="checkbox"/> Presented at the start of the course, how: Usually previous year's course report/course eval are presented on the introduction lecture <input checked="" type="checkbox"/> In other way, how: trends over the years shown on a PPT

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 course implementation followed smoothly and as planned. The Journal Clubs (JC), the obligatory seminars, were interesting, and most students participated actively as usual. The participation scale was mostly 3-4s, representing the higher end of the scale. The final exam, the science outreach papers, and the peer review seminar were divided into 4 half-days, which was a better alternative than having half the student population be there for a whole day. As usual in this course, all participating students achieved the learning outcomes and engaged in lively discussions in class during the Journal Clubs and lectures. Thus, the students get to show their oral academic skills in this course. About half the class participated in the lectures that were not obligatory and held on campus.</p>

Regarding students' Likert scale ratings on the course evaluation (1 to a very little extent - 6 to a very high extent): Achieved the course's intended learning outcomes (LOs) 5.1; the forms of work/learning activities supported your learning 5.5; the examination allowed showing how you achieved the LOs 5.4; the course met your expectations 5.1; opportunity to take responsibility for your learning 5.6; the learning material made it easy to achieve the learning activities 5.1; was the course research-based 5.4; reasonable workload 5.5; student influence 5.4; study support from your peers and your teacher 5.3/5.4; clear information 5.3; safe conversational environment 5.7; and all students who answered the evaluation reported that the course had some or great international aspects. 75% of the students that answered spent between 11-40 hours weekly studying for this course.

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.

This course is designed around the reading material and the opportunity to discuss it in-depth in small, comfortable groups. As a result, the reading load is somewhat lighter compared to other courses. The aim is to give students enough time to prepare thoroughly for these discussions, understand the meaning of the texts, and apply their insights from their diverse academic backgrounds, their work experience, and the diverse nationalities they represent. This approach seems to have been appreciated again this year.

The discussion format—journal clubs and small interactive groups—encourages active participation from everyone, which strengthens engagement. Having all students lead a journal club in groups proved effective, and they get insights on how it can be to get discussions flowing among students; they collaborated on the entire text and planned the structure together rather than simply dividing the work among them. Some students used the critical review forms and found them really useful.

Outreach activities

Communicating with a broader audience was a different challenge—often harder than expected—because students are accustomed to writing in a strict academic and scientific style. But communicating criminology and research results is a beneficial skill to have when discussing with family and friends, or with practitioners or policymakers.

Guest lectures

We aim to include at least one external guest lecturer each year to connect theory with practical applications of criminology, which was highly appreciated again this year. Other guest lecturers, whether in class or online, also add valuable perspectives and make the course content more applicable to real-world contexts. Due to the poor audio quality of one video, this should be recorded again for improvement of the sound.

Overall feedback

Students appear satisfied with the course structure, content, learning activities, and examination formats. This motivates me to continue with a similar approach if I teach the course again in the future.

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 major concerns, try to record the VIDEO with SL again to improve audio quality.

Publishing and archiving (arranged by course administrator)

Archiving and publication of the course report: where and when archiving and publication were completed

Valen

Course administrator

Name	Date
Åsa Nilsson	2025-11-21