

The course report is an important instrument for the development of courses and programmes, as well as for guaranteeing student influence. The structure for course evaluation is described in *Riktlinjer för kursutvärderingsprocessen* (LED 1.3-2018/123) and in *Rutiner för kursvärderingar och kursrapporter för hälsa och samhälle* (LED 1.3-2016/187). The course report shall contain background information/key indicators, a summary of the students' course evaluations, as well as an analysis and action plan.

The course report is compiled after each completed (full) course

Course administrator

Name	Date
Åsa Nilsson	2021-03-05

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	Spring 2021
Specify a single subject course or contract education (if the course has been completed within a programme, specify the programme name)		
VAKRE Criminology, Master's Programme and an independent course		
Course coordinator		Number of registered students
Marie Väfors Fritz		34 (only 32 students participating)

Student's perspective (to be completed if possible by the course administrator, in other cases by the course coordinator)

Formative course evaluation type of course evaluation (oral or questionnaire) and when it was completed	
Continues dialog with the students throughout the course	
Number of students who answered the formative course evaluation	Percentage response rate
Summative course evaluation (oral or questionnaire) and when it was completed	
Questionnaire 2021-02-18 - 2021-02-26	
Number of students who responded to summative course evaluation	Percentage response rate

20	59 (63%)
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Feedback to students: how (via email, canvas, dialogue in the classroom) and when the feedback was implemented

<p>Course report will be posted on Canvas for the students that filled out the questionnaire and in the introduction lecture the next time the course runs.</p>

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' actual learning outcomes in relation to the course's intended learning outcomes are summarised here (incl. information regarding the result of the examination). Both success factors and problems are identified</p>

Due to the Covid-19 pandemic this course is conducted digitally. For the students in the program this is their second semester of which both semester 1 and 2 has been conducted digitally due to the outbreak. More than half of the class is in Sweden and at this point more students have arrived. Some of the students who are in Skåne/Malmö have met on social activities during this course. Having had these students (all but one who study the course as an independent course) last semester in another course it is very noticeable that they have become much more familiar with each other since then. Gladly.

Below are mean values described on a scale from 1 (to a very little extent) to 6 (to a very high extent):

Learning outcomes (LOs) reached (5.2); Work/Learning activities support your learning (5.5); Forms of examination (5.4); The course as a whole has met my expectations (5.6); Has the course given you the opportunity to take responsibility for your own learning (5.4); Work material fit the LOs (5.1); Research based course (5.5); Work load (5.6) and most of the students report spending between 21-40 hrs a week on studying; Student influence (5.4). Some to great international aspects (2.7 of 3).

These mean values together with the students' Other thoughts (the last part of the Sunet Survey course evaluation) written as open remarks, e-mail correspondence, and IRL/Zoom discussions have been taken into account and are included in this report.

All except two students passed the course's written exam. Two re-exam has been scheduled for this but these have not been conducted yet (at the time this report is written). But the two student who did not pass the written exam will have the opportunity to submit again after they got feedback from the first occasion, they took the exam. Additional 3 students have not yet received a full grade for the course due to having missed one or more of the oral examinations. They have been notified of complementary assignments.

<p>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, the views of participating teachers are taken into account.</p>

Students' expressed concerns and positive perceptions of the course in previous course evaluations have been addressed and the course has been developed from these responses from one year to another. So, my perception is that previously this course has gotten high mean values in the course evaluations and students seems to be enjoying it. However, some of the lingering issues, despite my attempts to address and improve them, have to do with the instructions given in the course's Study Guide and to some extent the structure and organization of the course. Before this course-start I asked two colleagues to look at my revised text and they came with very valuable input for minor adjustments that made the text much clearer. This had a great effect upon the course and my own perception of the Study Guide. I also produced complementary instructions to each class-meeting. In the open-ended comments from the students, it could be seen in that they described the course as well-organized, interesting and structured. Further, in dialogue with the students they expressed the value of the extra complementary instructions I had made.

Action plan: Changes to be made in the short and long term are stated here, as well as the timetable for when the actions will be implemented, as well as the person responsible for the implementation.
If identified problems are left without action, this must be justified.
Follow-up of proposed measures according to the previous course report(s), is presented here.

Generally, the course got great reviews. However, three things may be further improved till the next time the course is given:

First, in the Study Guide, address what the focus and criteria for the peer-review is (part of the outreach assignment). This hopefully benefits the students in two ways: A. It allows the students who conduct the peer review to in more detail know what to pay attention to, and, B. It further elaborates, to the author of the paper, on what to emphasize when writing the paper.

Second, search for recent literature addressing treatment of ill-health in victims and offenders and include relevant reading material in the course literature.

Third, explore the use of a digital way of sharing documents when working in small groups (breakout rooms in Zoom) in the journal clubs.

Lastly, to be engaged and encouraging in lectures and seminars is appreciated by the students as can be seen in their feedback to me. It also creates a safe and exploring learning environment that I intend to continue to work hard to sustain.

To be completed by the course administrator

Publication of course report: where and when publication was completed