

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	Spring 22
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 as well as an independent course		
Course coordinator		Number of registered students
Marie Väfors Fritz		41 Only 38 paraticipating!

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	
I always have continues dialog with the students throughout 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.)

Summative course evaluation (oral or questionnaire) and when it was completed	
Questionnaire 22-02-17 - 22-02-25	
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, without decimals, response rate both based on the number of registered students and the number of active students on the course)
20	49

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 on announcement <input type="checkbox"/> Through a discussion in class, how: <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: At introduction <input checked="" type="checkbox"/> In other way, how: Canvas

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>Due to the Covid-19 pandemic this course was conducted digitally. For the students in the program this is their second semester and most of semester 1 was conducted digitally due to the outbreak. Some of the students meet on social activities during while others have not met (especially the students taking this as an independent course). Having had most of these students before in previous courses it is noticeable how the students level of comfort has increased in discussions which is great to see.</p> <p>Below are mean values described on a scale from 1 (to a very little extent) to 6 (to a very high extent):</p>

Learning outcomes (LOs) reached (5.2); Work/Learning activities support your learning (4.7); Forms of examination (4.5); The course as a whole has met my expectations (4.5); Has the course given you the opportunity to take responsibility for your own learning (5.4); Work material fit the LOs (4.7); Research based course (5.4); Work load (5.2) and most of the students report spending between 11-40 hrs a week on studying; Student influence (5.1). Some to great international aspects (2.5 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 the students that have written the individual written exam this far has passed it. Two re-exam have been scheduled for absent students but these have not been conducted yet (at the time this report is written). As for the active participation required in the course most of the students have passed this as well for the few who were absent or did not active participate they have a chance to do so in the re-exams.

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.

If comparing the mean values of this years students' responses to last years responses this year's mean values are a bit lower. Perhaps it is due to two of the scheduled lectures were different this year from last. One cancelled due to the strains of the pandemic and one was a recorded video compared to last years "live" lecture held on Zoom. Looking at the open thoughts in the student evaluation one student actually mentioned that more lectures would be nice.

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.

Generally, the course got tooe reviews. So the things improved from last year probably worked since no comments on those things were brought up.

From the open thoughts the following can be understood:

While one student did not enjoy the work format of journal clubs (JCs) five other students specifically addressed positively how they had appreciated the participatory aspects, inclusive- and involving nature of the JCs.

Many students liked science outreach exam in combination with the peer-reviews.

One student encouraged us to adding more about mental illness generally and specifically some specific disorders and conditions.

One student shared the perception of a low course workload while another expressed appreciation of the pace and reflective nature of the layout of the course, material and journal clubs.

One student disclosed liking the balance between readings from both quantitative, qualitative, positivistic and interpretivistic nature. Perhaps next year the whole course can be held as it has been originally intended - on campus.

Great course to teach and great students to learn from!

Publishing and archiving (arranged by course administrator)

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

Course administrator

Name	Date
Åsa Nilsson	