

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)

<b>Course name</b>		
Criminality and Ill-health		
<b>Course code</b>	<b>Scope (credits)</b>	<b>Semester in which the course is completed</b>
KA821E	7,5	Spring 2023
<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 and freestanding course		
<b>Course coordinator</b>		<b>Number of registered students</b>
Mari Väfors Fritz		57

**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	
N/A	
<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.)

<b>Summative course evaluation</b> (oral or questionnaire) and when it was completed	
Questionnaire 2023-02-16 - 2023-02-24	
<b>Number of students who have completed the summative course evaluation</b> (please indicate both the number of registered and the number of active students on the course)	<b>Response rate as a percentage</b> (please indicate, without decimals, response rate both based on the number of registered students and the number of active students on the course)
26	46

<b>Feedback to students who have completed the course: describe how and when the feedback has been given</b>
<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: The course report will be uploaded there for the student to read <input type="checkbox"/> Through a discussion in class, how: <input type="checkbox"/> In other way, how:  Other comments about the feedback:

<b>Feedback to new students on the upcoming course: describe how feedback will be implemented</b>
<input checked="" type="checkbox"/> Presented at the start of the course, how: Every year the course responsible present the previous studets feedback in the course evaluations and what changes had been made due to student feedback, this is done in the introduction lecture and sometimes referred to again during the course progression. <input type="checkbox"/> In other way, how:

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

<b>Results:</b> 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
4,7 is the average rating the students give the different parameters measured in this course (ranging from 1 not so good to 6 very good). The highest score is research involment which most likely is rated that high due to the work formats of this course, journal clubs (JC). Journal clubs are a research discussion where scientific peer-reviewed articles are discussed in-depth. This is something students generally like. It is also something different than the regular seminar that students are more used to.
<b>Analysis:</b> 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.

International aspects is rated high because in this course we make an effort to use our differences and go beyond regular internationalization aspects usually in our international master's program. Students seem to appreciate this and thus is an element hopefully kept in future course rounds.

One student voiced being disappointed in that the course did not cover disability aspects of crime, that had been something this student had anticipated should be covered in class. Others have raised that ADHD and autism would be interesting to study more. Another student mentioned that the course had too much mandatory work: All but one JC is obligatory which then does not seem to be appreciated by all. Most students however have expressed positive feedback regarding this. At cycle two, not all discussion work format is obligatory so it seems that when it is (occasionally) it seems to be appreciated. That students peer-assess each other at the journal clubs are by some perceived as rather uncomfortable.

The organisation (and instructions given) of the course got very good feedback, but it is also something that has been worked on to be improved over the years. Also invited guest lectures was much appreciated and hopefully this can be sustained also in the future. Work formats such as journal clubs, lectures and guest lectures as well as the forms of examination do differ in this course and it seems like that is appreciated by the students.

**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.

This course functions well and is hopefully elements are kept in future course modules. The reading list needs to be updated a bit, both regarding mental health but also continue to allow for students to (in the beginning of the course) wish for topics that are not included in the course - to be incorporated in an open-seminar form. This way students are being heard and can influence the course as it is progressing. Similarly elements have been present in this course previously and can probably benefit it in the future too.

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

<b>Archiving and publication of the course report:</b> where and when archiving and publication were completed
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Share + Valen
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**Course administrator**

Name	Date
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Åsa Nilsson	
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