

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		
Criminology: Criminological Theory		
Course code	Scope (credits)	Semester in which the course is completed
KA823E	15	Spring 2026
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
Alexander Engström		43

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	
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 2026-03-26 - 2026-04-03	
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)
21	49

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

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)
 By email (otherwise than above), how:
 In Canvas, how: Upload + announcement
 Through a discussion in class, how:
 In other way, how:

Other comments about the feedback:

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

Presented at the start of the course, how: Course introduction
 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 students who submitted their essays in the first round generally achieved passing grades, which indicates that most students reached the learning outcomes. The last course report (2025) showed that many students reached lower grades but the grades are generally higher this year. It should be noted that a fairly large amount of students did not submit their essays in the first round, so grading in the upcoming retakes may provide a different picture than what is shown in this report.

Success factors are probably the same since the course underwent large changes in the structure a few years ago: a clearer focus on the essay throughout the course. The themes that the essay must cover are used as a structure in the course itself so that the students should be able to link the contents of lectures and seminars to their essays. Another potential success factor this year was a

new essay template, which made it clearer for the students what they need to include in their essays to reach a passing grade.

Potential problems resulting in some students failing in the first round include the interpretation of the essay template and the expected workload for achieving a passing grade. While the new template hopefully made it clearer for some students what to include in their essays, other students may have struggled with the new, stricter format. Thus, not all students might benefit from having a stricter template. In terms of workload, this is a 15 credit course requiring a lot a time from the students to find and read relevant literature for the essays. It is possible that not all students realized the workload needed to achieve a passing grade.

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.

Starting with the students' course evaluations, the scores vary in relation to the different aspects covered. However, given a response rate of 49%, the interpretation of the evaluations must be done with caution. Numbers below refers to means unless stated otherwise.

Most students felt that that they reached the learning outcomes (4.1) and that the examination provided an opportunity to show that the learning outcomes had been reached (4.0), while the work/learning activities to achieve the learning outcomes received a slightly lower score (3.5) as did the fulfillment of expectations on the course (3.4).

The students state that they had many opportunities to take responsibility for their own learning (5.3). Materials provided in the course were seen as helping achieve the learning outcomes to a fairly large extent (4.0) and the course was considered as highly research based (4.9). The workload was seen as fairly reasonable (3.9). However, 3/4 students reported spending max 30 hrs/week on the course, which is problematic given the need for the students to use their time to find and read the literature, and writing a fairly advanced essay.

The student influence was rated quite low (3.3) but the students reported high support from peers (5.2) and teachers (4.8). The information during the course was considered fairly clear (4.3) and the course had a safe conversational environment (5.0). International aspects were rated low (2.2) but is not clear how that aspect can be interpreted in relation to the course since no open answers commented on this aspect.

The students' open answers provide some context to the numbers above which are therefore used herer as part of the overall analysis. Only comments made by several students are included in the analysis. The teachers' thoughts and comments are also integrated in the analysis to provide a more comprehensive picture of the course.

The most common issue mentioned in the comments refer to the view that the teachers had a "scare campaign" regarding the essay where the students felt that they were warned continuously about the risk of failing the essay. The teachers did not think of this in the same way as the students - talking about the essay as difficult and challenging was intended to make the students understand that they need to start with their essays early, keep working with them during the course and not underestimate the time needed. Due to many students not understanding this in previous years, the teachers felt that it was important to continuously highlight the importance of focusing on the essay

throughout the course. However, it is clear from the comments that some students did not appreciate this, which needs to be considered by the teachers next year. At the same time, the master programme is heterogenous with some students clearly understanding the complexity of a certain task, while others struggle to understand the required level. It is thus important to find a balanced approach that both highlights the complexity of the task and encourages the students in that they are capable of completing the essay.

Some students commented on the essay instructions and template. They were, for instance, stressed about the amount of work needed which is understandable. However, a 15 credit course over 10 weeks having only one larger examination will naturally have an examination that covers much more compared to shorter courses. Some students felt the instructions were too strict which took away the creativity. The new template is indeed stricter and the reason for implementing it was the fact that students in previous years missed out on some central contents. The students in previous semesters also wished for an improved template. The idea this year was that a stricter template will help the students to better understand the requirements of the essay. Still, the teachers need to discuss whether there is a need to open up for more creativity to make the writing process more enjoyable for the students.

The seminars were mentioned by some students, both in positive and negative terms. The teachers believe that student-led seminars are very important at the master level because they offer the students a possibility to plan and structure a seminar in which they will show their knowledge of a certain topic. While some comments on this matter refer to a wish for other types of seminars placing the teacher at the centre, the teachers will rather work to improve and motivate the student-led seminars better to increase the understanding of the importance of student centered learning activities.

It should be noted that only one student commented that the word limit of the essay was too low. This is an improvement from previous years and is likely a result of the new template where the students are allowed to write much more than in previous years.

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.

Drawing from the analysis above, the course works quite well. It is a demanding course that requires the students to plan for a large examination and to find and read a lot of literature. The teachers believe that this is important for a theory course on an advanced level. The analysis shows no need for larger course revisions, but there are some minor aspects that the teachers need to consider next year:

- When discussing the essay with the students, the teachers need to provide a balanced and more nuanced picture of the task. There is no wish from the teachers to "scare" the students, but the students also need to understand that the essay is not something that can be done in the last week.

- The essay instructions may need to be revised somewhat to not be too restrictive. The teachers will need to find a balance between helping students to provide relevant contents while still not making the task too restrictive.

- The teachers need to better explain the idea behind student-centred learning.

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	2026-04-09