

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, Advanced Research Methodology and statistical analysis		
Course code	Scope (credits)	Semester in which the course is completed
KA913E	15	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
Zoran Vasiljevic		46

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 2026-01-15 - 2026-01-23	
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)
28	61

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: ☐ 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: Main results from the previous course evaluation and the changes made to course structure, information, Canvas organisation and statistical seminars will be presented at the 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 summative course evaluation was completed by 28 of 46 registered students (61%). Students generally reported that they had achieved the intended learning outcomes (mean 4.1/6). The forms of examination were rated positively in terms of providing opportunities to demonstrate achievement of the learning outcomes (mean 4.6/6), and the workload was generally considered reasonable (mean 4.7/6). The course was also perceived as clearly research-based (mean 4.8/6). Students rated their opportunity to take responsibility for their own learning highly (mean 4.6/6). Examination-result statistics are not included in the course evaluation and therefore need to be added separately if required.
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.
The evaluation indicates several strengths. Students particularly valued the research-based character of the course, the examination formats, the reasonable workload, peer support (mean 5.2/6), and the safe

conversational environment (mean 5.2/6). Several comments also highlighted the value of continuous practical work with SPSS and the seminar structure as preparation for the statistical examination.

At the same time, the overall assessment of the course was more mixed (mean 3.6/6). The main areas for improvement concern course structure, communication and clarity. The course materials were rated comparatively lower (mean 3.5/6), as was the clarity and sufficiency of information about what students were expected to do (mean 3.5/6). Comments described unclear or late information about assignments and the statistical examination, delayed or missing materials on Canvas, and uncertainty about submission requirements. Several students also requested more time and support for practical SPSS work, particularly for students with limited previous experience. Some students perceived insufficient alignment between lectures and statistical seminars. Suggestions were also made to improve the organisation of peer feedback on the research proposal and to spread deadlines more evenly across the course.

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.

For the next course offering, the course structure and communication will be reviewed. Assignment and examination instructions will be made available earlier and will specify requirements such as scope, format, deadlines and submission procedures. Canvas will be reorganised so that slides, exercises, example material and suggested solutions are uploaded in a consistent and timely manner.

The statistical seminars will be reviewed with the aim of providing clearer step-by-step guidance, more time for students to work independently with teacher support, and a pace that better accommodates different levels of previous SPSS experience. The connection between lectures, seminars and examinations will also be made more explicit.

The timing of assignments will be reviewed to reduce clustering of deadlines. The peer-feedback activity for the research proposal will also be reviewed, including clearer group organisation and the possibility of making participation more structured. These changes will be implemented by the course coordinator together with the teachers involved before and during the next course offering.

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	2026-02-03