

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)

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| Course name | | |
| Criminology: Violence Risk Assessment | | |
| Course code | Scope (credits) | Semester in which the course is completed |
| KA923E | 7,5 | Spring 2024 |
| Specify the freestanding course or contract education (if the course has been completed within a programme, specify the name of the programme) | | |
| Freeständig course as well as part of Criminology, Masters' Programme | | |
| Course coordinator | | Number of registered students |
| Zoran Vasiljevic | | 43 |

Students' perspective (to be completed, if possible, by the course administrator or in some cases by the course coordinator)

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| Formative course evaluation/Momentary study climate assessment form for course evaluation (oral or questionnaire) and when it has been carried out | |
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| 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.) |
| - | - |

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| Summative course evaluation (oral or questionnaire) and when it was completed | |
| questionnaire 2024-05-30 - 2024-06-07 | |
| 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) |
| 19 | 45% |

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| 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: <input type="checkbox"/> Through a discussion in class, how: <input type="checkbox"/> In other way, how: Other comments about the feedback: |
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| 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: <input type="checkbox"/> In other way, how: |

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

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| <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>Success Factors:</p> <ol style="list-style-type: none"> 1.Responsibility for Learning: Many students (63.2%) felt the course allowed them to take responsibility for their own learning, with a mean score of 5.4 out of 6. 2.Research-Based Content: The course was perceived as highly research-based, scoring 5.2, with most students appreciating the research focus. 3.Support from Peers: Many students felt supported by their peers when needed, with a high rating of 4.7. 4.Safe Conversational Environment: A good portion of students felt the course provided a safe environment for discussion, with a mean score of 4.4. <p>Problems Identified:</p> |

1. Course Structure and Expectations: The course as a whole did not meet many students' expectations (mean score of 2.8), with complaints about unclear instructions and poor structure, especially regarding assignments and deadlines.
2. Forms of Learning Activities: The learning activities were rated lower (3.2), with some students feeling they lacked support to fully achieve the intended outcomes.
3. Examinations: Some students felt the forms of examination did not sufficiently allow them to demonstrate their knowledge (mean score of 3.4).
4. Overemphasis on Group Work: Students expressed frustration over the excessive use of group work, suggesting smaller groups or more individual assignments to better reflect their individual learning.
5. Lack of Clarity in Instructions: Some students struggled with understanding what was expected of them, particularly for the systematic literature review, and requested clearer guidance.

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.

Most students appreciated the opportunity for independent learning and found the research-based content valuable. However, there were some complaints regarding unclear course structure, insufficient guidance, and an overemphasis on group work, which created uneven workloads and frustration. While peer support was strong, students felt that the learning activities and examinations did not fully help them achieve or demonstrate the intended outcomes. Overall, clearer instructions and a better balance between individual and group tasks were suggested for improvement.

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.

To improve the course, clearer instructions and better organization are needed to reduce confusion. Additional support, especially for complex tasks like literature reviews, would benefit students. Increasing interactive learning activities and ensuring timely feedback from teachers would also enhance the overall learning experience.

Publishing and archiving (arranged by course administrator)

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| Archiving and publication of the course report: where and when archiving and publication were completed |
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| Valen |
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| Name | Date |
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| Åsa Nilsson | 2024-06-25 |