

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: Victimology		
Course code	Scope (credits)	Semester in which the course is completed
KA931E	7,5	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 (Two-Year)		
Course coordinator		Number of registered students
Mika Hagerlid		41

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	
None	
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 2025-10-02 - 2025-10-10	
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)
11	27

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: Posting the course report and answers on the canvas page ☐ 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: Presented during 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 course has an above average rating throughout. The lowest mean rating is for student influence (3,5), and the highest ratings are for taking responsibility for your own learning (5,5), the course being research based (5,2), and safe conversational environment (5,0). All other ratings are between 4,0 and 4,9, leading the course to have an overall high rating. Most student spent 31-40 hours on the course weekly (40%). 30% spent 11-20 hours weekly, and and additional 30% spent more than 40 hours on the course weekly. Most participants (63%) rated the course as having some international aspects, and an additional 27% rated it as having great international aspects, 9% rated it as having no international aspects. In the open ended answers (only 3), the students describe the course structure with separate blocks for teaching, seminars and paper as helpful, although mandatory seminar literature could have

been posted earlier. One student would have preferred to have had fewer teachers, and especially to have had the same teacher doing the grading as doing the teaching, and another student described having a hard time doing all the readings. The same student describes that the real-life examples illustrating theoretical concepts were especially helpful from a pedagogical perspective. One of the students suggests having some less common forms of victimization included.

In general, the feedback in the open ended comments are aspects that I (course coordinator) recognize from informal conversations with the students as well.

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 course is generally rated highly by the students, and the course structure works well.

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 next year, we do not plan to make any larger revisions or changes. It is possible to discuss in the teaching group if the student presentations should be less controlled with regards to subject area (so that they can choose less common victimization topics for example), and it is worth while to discuss the policy of dividing teacher and examiner roles in the department. Perhaps we might need to clarify reasons for this and find a format where the student are given to opportunity to have more contact with their examiner.

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	2025-10-28