COURSE REPORT – COMPREHENSIVE DOCUMENTATION OF COURSE EVALUATION
The Faculty of Health and Society

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 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**
Mika Hagerlid		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	
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	

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questionnaire 2026-10-07 - 2026-10-16

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)
10	23

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: Posted under course modules once finished
☐ 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: Next course occasion
☐ 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

Due to the very limited number of responses (N=10), there is no statistical reliability or generalizability among the answers. From the few answers available, the course is rated high (mean 5 or above on a six graded scale) on achieving the learning outcomes, that the forms/activities supported learning, that the exam provided the possibility to illustrate their skills, that the course met expectations, that they've taken responsibility for their own learning, that the work material made it easier to achieve the learning outcomes, that the course is research based, peer support, clear information and safe conversational environment. The course is rated below 5 on workload (4,7), student influence (4,4), support and help (4,1), but the rates are still high. Responders mostly spent 21-30 hours on their studies per week, which is a rather low rate, and the course was rated relativetly high on international aspects.

The open ended question show that the students appreciated having many lectures per week, the fictive interview case, and getting many real life examples. Suggestions for next time is having at most 2 lectures per lecture day.
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.
There is very little information due to the few number of respondents, but the content generally concur with dialogue that I've had with students throughout 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.
Switching from triple lectures on one day to two lectures.

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	2026-10-21