

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: Master's (Two Year) Thesis		
Course code	Scope (credits)	Semester in which the course is completed
KA942E	30	Spring 2025
Specify the freestanding course or contract education (if the course has been completed within a programme, specify the name of the programme)		
within Masters' Programme in Criminology as well as freestanding course		
Course coordinator		Number of registered students
Claes Andersson		39

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	
Compulsory oral half-time seminary.	
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.)
39	100

Summative course evaluation (oral or questionnaire) and when it was completed	
Questionnaire 20250605 - 20250613	
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)
9	23,08

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: Uploaded on Course homepage ☐ 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: Will be presented in January 2026 ☐ 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 formative evaluation was carried out through a survey containing 15 questions, each answered on a scale from 1 to 6 points. The average score for all questions was 4.44 points. It should be noted that the average score regarding the amount of time students spent per week was 3.9 points, corresponding to slightly less than 40 hours per week. The lowest scores were given for "International Aspects" (2.2 points), followed by "Supporting Learning Activities" (3.9 points) and the time students spent per week (3.9 points). The highest scores were received for "Research Connection" (5.7 points) and "Own Responsibility" (5.7 points), followed by "Examination Form" (5.2 points). The course information (4.0 points) and teacher support (4.3 points) were on average assessed as good. The formative evaluation was presented to the supervisors during a so-called supervisor meeting.

In the summative evaluation, four students submitted written comments. Two of these comments were entirely positive. The less positive comments concerned the following: that students receive supervision to varying extents; that the midterm seminar was not perceived as useful because the teachers did not provide feedback (it was suggested that students should give feedback to each other to a greater extent, i.e., peer review); and that it has been difficult to manage referencing according to APA guidelines.

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 has generally received positive evaluations. Further development may be needed to ensure that students feel they receive equal supervision. The format of the mandatory midterm seminar could possibly be reconsidered. Students should also be offered additional support regarding reference management.

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.

In the short term, already in connection with the upcoming course, students' perceptions of equal supervision will be discussed within the teaching team. During the midterm seminar, students will be given greater opportunities to review and comment on other students' work. Instructions regarding reference management will be provided to students at the course introduction. Within the teaching team, additional measures may be discussed to ensure that students feel that the information provided throughout the course is sufficient.

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	25-06-30