

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 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
Claes Andersson		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 2026-06-04 - 2026-06-12

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)

12

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)

26

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:
- ☐ 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

Students report a high degree of learning outcome achievement (5.0 out of 6). They also rate responsibility for one's own learning (5.5), research connection (5.2), workload (5.0), peer support (4.5), and support from teachers and supervisors (4.3) highly.

Lower ratings were given for course materials (3.7), learning activities (3.9), and the clarity of information about what is required to achieve the intended learning outcomes (3.5).

In the open comments, students generally describe the thesis process as valuable and academically rewarding. At the same time, several students request clearer guidelines regarding formal requirements, assessment criteria, and examination procedures. Students also highlight the importance of consistent information across supervisors, course documents, and course administration.

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 that students generally feel they have achieved the intended learning outcomes and developed the skills expected at the master's level. The high ratings for learning outcomes, research connection, and independent learning suggest that the course effectively supports students' academic development.

At the same time, the lower ratings for course materials and clarity of information suggest a need for greater consistency regarding course guidelines, thesis requirements and assessment criteria. Several comments indicate uncertainty about formal requirements, grading procedures and the relationship between supervision and examination. Students also want more structured opportunities for interaction and guidance during the thesis process.

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.

Before the next course offering, we will review course documentation and thesis guidelines to provide clearer, more consistent information on formal requirements, assessment criteria, and examination procedures.

Information provided through Canvas, course documents, and course activities will be aligned to reduce the risk of conflicting guidance. The course team will also review opportunities for additional structured course-wide meetings during the thesis process to support students' learning and communication with supervisors. Furthermore, the course will clarify grading procedures, the roles of the supervisor and examiner, and the thesis defense process before the course begins.

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	2026-06-23