

COURSE REPORT – Summary of course evaluation

The course report is a summary of the course evaluation. The course evaluation takes into account the students' course evaluations, the study administration's views, the teachers' views, and the course outcome - ie the students' actual results, course completion, and conditions for course implementation such as teaching and supervision time, premises and support functions. The course report also contains an analysis and development/action plan for the course.

The course report forms the basis for feedback to students and follow-up in quality dialogues both in the education-centered and in the university-wide quality work.

Background information (To be completed by the course administrator)

Course LADOK code: OL675E	Scope (hp): 30,0 hp
Course title: Leadership and Organisation: Master Thesis	
Course coordinator: Kenneth Mölbjerg Jørgensen	Number of registered students: 34
Semester in which the course is conducted: Spring Term 2026	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. SASCO24h	

Administration's perspective (To be completed by the course administrator)

The administration's views:

Forms of evaluation and feedback (To be completed by the course coordinator)

Formative course evaluation: (Describe the form of course evaluation and when it was completed)	Number of students who participated in the course evaluation:
Summative course evaluation: (Describe the form of course evaluation and when it was completed)	Number of students who participated in the course evaluation: 11
Feedback to students: (Describe how and when the feedback will be given to the current student group). This is the final course, which means that it is the master thesis course. Students have left the university system now. Therefore, there will be no feedback to the students.	

Student's perspective (To be completed by the course coordinator)

Summary of the students' course evaluations: (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.) It is very hard to draw something out of the evaluation. 11 students have filled out the evaluation. Most of them are positive about the learning outcomes and meeting them. But basically, the master thesis course is a course where they work themselves and get supervision from supervisors. The seminars have been start-up seminar and then 25% and 50% seminars, where students give feedback to each others works. By far the most hours to teacher is for supervision, which is how it should be, because the students are working on their own thesis, have to define a problem, select literature, and so on. Some of the answers are very strange in this respect.

One critical remark for example was that there was a wish for mere lectures and seminars and a need to use more real-life cases to apply knowledge. These comments are irrelevant for this course. One complains about the literature. A part of writing a master thesis is to choose the literature. So, this comment is also irrelevant.

One wishes one more seminar, for example a 75% seminar. We discuss all the time, but we feel we have the right distribution between the collective seminars and supervision.

One would like more precise description of assignments. This is also a balance. We look for independence and critical thinking and the freedom to design appropriately a master thesis and carry it through. There is a limitation to how precise it can be. For example, how can you describe more precisely about what you mean by critical thinking and independence.

In the end, it is very hard to draw something out of the evaluation for the course. The critical comments seem to be more directed toward the education as a whole.

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

Summary of the teacher's views/Results: (The comments on the course's implementation and the results based on an assessment of the students' actual learning outcomes in relation to the intended learning outcomes, are summarised here. Both success factors and problems are identified).

My comments are summarized under the students perspective. I insert the same comments below.

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Analysis and action plan (To be completed by the course coordinator)

Analysis: (The course coordinator is responsible for ensuring that the analysis is based on a summary of the students' individual course evaluations, views from relevant teachers and course administrators, knowledge development in the field of research and that this analysis is done in collaboration with the teaching team.)

Action plan: (The changes planned to be made in the short and long term are stated here, as well as the timetable for when the actions are planned be carried out and who is responsible for the implementation. If identified problems are left without action, this should be justified. The follow-up of proposed measures according to the previous course report(s) is presented here.)

I continuously discuss with the program coordinators and the remaining teachers about the course.

Publishing and archiving (To be handled by the course administrator)

The course report is published and archived according to the university's instructions.

The students are informed about the publication.

The course report is shared with the programme coordinator (if applicable) and saved according to any additional requests on behalf of the department.