

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 provide constructive feedback. In this way, the results can serve as a relevant and concrete basis 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*, Dnr. LED 1.3-2018/123) and in the "Routines for course evaluations and course reports at the Faculty of Health and Society", Dnr. MAU 2025/607.

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)

<b>Course name</b>		
Sexology: Violence, Trauma and Sexuality		
<b>Course code</b>	<b>Credits (ECTS)</b>	<b>Semester in which the course is completed</b>
SX735E	7.5 credits	VT26
<b>Specify the freestanding course or contract education (if the course has been completed within a programme, specify the name of the programme)</b>		
Masterprogramme in Sexology		
<b>Course coordinator</b>		<b>Number of registered students</b>
Charlotte Petersson, Marie Karlsson		32

**Students' perspective** (to be completed if possible by the course administrator, otherwise by the course coordinator)

<b>Formative course evaluation</b> (oral or questionnaire) and when it was completed	
<b>Number of students who responded to formative course evaluation</b>	<b>Response rate as a percentage</b> (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.)
<b>Summative course evaluation</b> (oral or questionnaire) and when it was completed	
Questionnaire 26/3-3/4 2026	

<b>Number of students who responded to summative course evaluation</b> (please indicate both the number of registered and the number of active students on the course)	<b>Response rate as a percentage</b> (please indicate response rate both based on the number of registered students and the number of active students on the course)
15/32	47%

<b>Feedback to students who have completed the course: describe how and when the feedback has been given</b>
<input type="checkbox"/> By email (sent automatically, with or without comments from the course coordinator, by the survey system 7 days after the survey has closed) <input checked="" type="checkbox"/> In Canvas (in other way than above), how: <input type="checkbox"/> Classroom dialogue, how: <input type="checkbox"/> In other way, how:  Other comments (e.g. how the feedback functioned)

<b>Feedback to new students on the upcoming course: describe how feedback will be provided</b>
<input checked="" type="checkbox"/> Presented at the start of the course <input type="checkbox"/> In other way, how:

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

<p><b>Results:</b> 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</p>
<p>The overall results of the course indicate a high level of student satisfaction and strong alignment between the course implementation and its intended learning outcomes. Students reported a high level of goal fulfilment, with the vast majority indicating that they achieved the learning outcomes to a high or very high extent.</p> <p>The course design successfully supported learning, as reflected in positive evaluations of learning activities and examination forms. Students also perceived good opportunities for independent learning, suggesting that the course effectively fostered student responsibility and engagement. Overall, the course met or exceeded expectations, and teaching materials were considered highly supportive.</p> <p>Key success factors include well-structured course organisation, high-quality literature and lectures, appreciated guest lecturers, and a supportive learning environment that enabled engagement with complex and sensitive topics. The individual written assignment was particularly valued for allowing students to deepen knowledge within their own areas of interest.</p> <p>At the same time, some areas for improvement were identified. A recurring concern relates to the group assignment, which several students perceived as administratively demanding and offering limited learning value. There was a clear demand for more discussion-based formats, particularly additional literature seminars. Some students also reported a relatively high workload, especially when multiple assignments</p>

coincided, and suggested clearer and more realistic assignment instructions. Student influence was rated slightly lower, indicating potential for further development.

**Analysis:** Analysis based on a summary of the students' individual course evaluations – both formative and summative. Conducted in collaboration with the teachers involved in the course, alternatively by taking their views into account.

The analysis is based on the students' formative and summative course evaluations in combination with reflections from the course coordinators, who are also responsible for the majority of the teaching. Overall, there is a high level of agreement between student feedback and teachers' own assessment of the course.

Students' suggestions for improvement are considered highly relevant. In particular, the group assignment was consistently identified as less effective for learning. In response, this component will be replaced by a mandatory seminar with a stronger focus on discussion. The seminar will be scheduled earlier in the course in order to better support ongoing learning and avoid overlap with the individual assignment.

Both students and teachers also noted the need for improved balance in workload and clearer structuring of course activities. Measures will therefore be taken to better distribute assignments throughout the course and to create more space for discussion during lectures and seminars, which are seen as central to students' learning.

The individual written assignment will be retained, as it is considered a valuable element that allows students to deepen their knowledge within a chosen area. However, clearer instructions will be provided to emphasize that the selected topic must explicitly address the relationship between violence, trauma, and sexuality, and be grounded in the course literature.

**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. Comment on why no changes are needed despite any identified problems. Follow-up of measures proposed based on previous course report(s) should also be presented here.

As this is the first time the course has been delivered, and thus the first and only course evaluation available, the proposed changes are based on student feedback and the teaching team's reflections.

The main adjustments concern the replacement of the group assignment with a mandatory seminar, improved workload distribution, increased opportunities for discussion, and clearer instructions for the individual assignment.

Implementation will be carried out by the course coordinators and will take place in the next course iteration. No follow-up from previous course reports is applicable, as this is a new course. The planned measures are part of the continued development of the course.

**Publishing and archiving (arranged by course administrator)**

**Publication and archiving of the course report:** when and where both were carried out

Valen

**Course administrator**

Name	Date
Johanna Kemoka	20260604