The course report is an important instrument for the development of courses and programmes, as well as for guaranteeing student influence. The structure for course evaluation is described in *Riktlinjer för kursutvärderingsprocessen* (LED 1.3-2018/123) and in *Rutiner för kursvärderingar och kursrapporter för hälsa och samhälle* (LED 1.3-2016/187). The course report shall contain background information/key indicators, a summary of the students´ course evaluations, as well as an analysis and action plan.

The course report is compiled after each completed (full) course

Course administrator

Name	Date
Maria	190618

Background information (to be completed by the course administrator)

Course name		
Criminological Theory		

Course code	Scope (credits)	Semester in which the course is completed
KA723E	15 hp	20191

Specify a single subject course or contract education (if the course has been completed within a programme, specify the programme name)	

Course coordinator	Number of registered students
Carlo Pinnetti	21

Student's perspective (to be completed if possible by the course administrator, in other cases by the course coordinator**)**

Formative course evaluation type of course evaluation (oral or questionnaire) and when it was completed	

Number of students who answered the formative course evaluation	Percentage response rate

Summative course evaluation (oral or questionnaire) and when it was completed	
Questionnaire between 190606 - 190614	

Number of students who responded to summative course evaluation	Percentage response rate

12	57,14 %

Feedback to students: how (via email, canvas, dialogue in the classroom) and when the feedback was implemented

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' actual learning outcomes in relation to the course's intended learning outcomes are summarised here (incl. information regarding the result of the examination). Both success factors and problems are identified
Although attendance was high, there was varying participation in seminar discussions, which some students felt was a distraction during these sessions. There was also a very large variation in the submission of written assignments, which resulted in an unusually high failure rate.
Analysis: Analysis based on a summary of the students' individual course evaluations – both formative as summative. Produced in collaboration with the teachers involved in the course; alternatively, the views of participating teachers are taken into account.
The summary course evaluation shows that the learning outcomes of the course have been reached to a high extent, also with regards to seminars and written assignments. Students overwhelmingly report that their prior learning experience has been beneficial and assisted their learning on the course and that the course was research based. They also reported that they were able to affect the course in terms of the essay and poster topic, as well as the engagement in seminars.
Action plan: Changes to be made in the short and long term are stated here, as well as the timetable for when the actions will be implemented, as well as the person responsible for the implementation.   If identified problems are left without action, this must be justified.   Follow-up of proposed measures according to the previous course report(s), is presented here.
Changes will consider the structure of the course as students who did not have prior experience in the field reported that they would benefit from lectures. Other methods to encourage participation in seminar discussions will be explored. Students reported health and personal reasons for not submitting assignments.

To be completed by the course administrator

Publication of course report: where and when publication was completed
Course page, 190819