

Efter avslutat kurstillfälle fyller kursansvarig i denna mall. Kom ihåg att ta bort kursiv text inom parentes innan du lämnar in din kursanalys.

<b>Kurskod</b> <b>2BM021</b>	<b>Kurstitel</b> Examensarbete i sexuell, reproduktiv och perinatal hälsa	<b>Högskolepoäng</b> <b>15</b>
<b>Termin (vt/ht år)</b> <b>HT 25</b>	<b>Tidsperiod</b> <b>25/08 – 30/10</b>	

<b>Kursansvarig</b> <b>Michael Wells</b>	<b>Examinator</b> <b>Anna Gustafsson</b>
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**Övriga medverkande lärare**  
**Emilie Lindström, Ingrid Andersson, Lina Lindstein, Henrik Ahlenius**

<b>Antal registrerade studenter vid 3-veckorskontrollen</b> <b>42</b>	<b>Antal godkända vid sista kursdatum</b> <b>40</b>	<b>Svarsfrekvens kursvärdering vid sista kursdatum</b> <b>25</b>
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#### **Slutsatser vid föregående kursutvärdering**

(Klipp in text från föregående kursvärdering).

Students found the course more enjoyable than expected and particularly appreciated the group supervision sessions. However, they noted inconsistencies in the requirements for the opposition process, which created some uncertainty.

#### **Beskrivning av genomförda förändringar sedan föregående kurstillfälle**

This course maintained the established structure that students clearly value: a focused thesis block with few mandatory meetings, flexible study arrangements (distance-friendly), and group supervision sessions. No major structural changes were introduced this term. However, the opposition lecture was adapted, as well as the contents in the Riktlinjer document updated to be clearer about the opposition requirements.

#### **Metod(er) för studentinflytande**

(Ange:

- *Hur studenterna getts möjlighet att vara med i beredning och beslut på kursnivå*
- *Hur studenterna getts möjlighet att ge återkoppling på kursen och hur detta ligger till grund för analysen och förslagen nedan)*

Michael asked the students in person and via email, multiple times, if they needed further support or requested to hear how their theses were going. He made himself available for students to ask questions through email, phone, zoom or in person. Students consistently reported easy access to the course coordinator and examiner and rapid responses to questions, enabling timely adjustments during

Students further reported in errors or omissions on Canvas, that Michael promptly updated so that future iterations wouldn't have the same issue. For example, the Riklinjer document needed to be updated in a few places regarding the thesis structure and the opponentskap.

The group supervision meetings further allowed students to learn from each other's projects and surface needs (e.g., clearer guidance for opponent roles) that informed the improvement plan below.

Lastly, we met toward the end of the course to go over the courses' structure and content and to hear feedback on the course.

#### **Kort sammanfattnings av studenternas svar på kursvärdering**

*(Grafer och utvalda citat från kursvärdering kan användas).*

Students rated the course very positively, with nearly all scores falling between 5.5 and 6.0 on a 6-point scale. They felt well-supported by teachers, appreciated the flexibility of the course structure, and reported strong opportunities for independent learning and reflection. The highest scores were for students' ability to take responsibility for their own learning and to seek out information independently—both receiving perfect marks. Students also felt included and respected, and described the course as professionally enriching. While overall satisfaction was high, several comments pointed to a need for clearer guidance and expectations around the opposition process, suggesting this as an area for future improvement.

#### **Kursansvarigs reflektioner kring kursens styrkor och svagheter gällande genomförande och resultat**

The course was successful in fostering independent learning, with students reporting high satisfaction across nearly all areas. To build on this, several targeted improvements are planned. These include clearer guidance and training on how to act as an opponent during thesis presentations and more transparent communication about assessment outcomes. Further emphasis needs to be placed on equal sharing of thesis work loads among some students; it might be good for supervisors to have individual meetings with their students, to better understand if a lopsided supervision is happening early on, so that it can be corrected.

#### **Beskrivning av hur kursen arbetar med kvalitet, forskningsanknytning och samverkan med andra professioner.**

The course helps ensure quality by having student pairs-supervisor contact throughout the course, where the supervisor checks in on the students' work. If the supervisor has students who are struggling, there are opportunities for that supervisor to talk with the course leader and/or course examiner. Michael made himself available to the supervisors whenever they needed it, and sent out emails or talked in person with each supervisor multiple times throughout the term to see if they needed any support.

Further more, students met in peer group sessions to learn from each other and potentially from other supervisors than their own. This helped establish a bigger research connection outside of their own project.

Some students, depending on their thesis, collected their own data, and thus had to reach out to other professionals and/or expectant or new parents as part of collecting data for their thesis.

#### **Kursansvarigs slutsatser och förslag till förbättringar**

The course was very successful in promoting independent learning and received consistently high ratings. Students appreciated the flexibility, strong teacher support, and opportunities for reflection. To improve further, we may introduce clearer guidance on the opposition process, including a short training session and a rubric, and ensure examiners provide immediate and timely feedback after opposition. Scheduling will be adjusted for fairness.

#### **Beskrivning av hur kursvärderingen har återkopplats internt och till studenterna**

(Ange:

- *Vilka forum som kursvärderingen diskuterats i (t ex programträffar, programmöten med kursansvariga lärare och där studentrepresentanter finns närvarande)*
- *Hur kursvärderingen återkopplats till studenterna (t ex på kurswebb och lärplattform)*

Students are made aware of the course evaluation as it is posted on KBH websites and within Canvas modules, so that they, and future students, can see the course evaluation.

The evaluations are also talked about via emails and within teacher meetings and in preparing for future semester meetings with other teachers, the program director, and our boss being present.

*Kursanalys ska vara klar senast 4 veckor efter kursslut.  
Kursanalysen skickas till PD, programhandläggare, enhetschef och utbildningsadministratör.*