Summary course evaluation report

Academic year 2019-20

Degree programme(s):	**Global Development**
Head of Studies:	**Quentin Gausset**

All ECTS-generating activities are evaluated at each pass

Completed Bachelor's projects, theses, academic internships, field work and Master's projects must be evaluated. Have one of these categories of study activities not been evaluated and, if so, why?	We have evaluated everything
Are there courses or other ECTS-generating activities that have not been evaluated and, if so, why:	No

Response rates

Response rate, Autumn Semester:	Response rate for Theories, Facts and Current Issues 83 %, Transnational Actors 65 %, Academic Internship 15 %, Advanced Research Methods 60 % and Global Business and Economics 53 %.
Response rate, Spring Semester:	Interdisciplinary Field Research 64 %, Global Politics 46 %, Economic Growth and Inequality 46 %
Response rate, last year, Autumn Semester:	Unknown
Response rate, last year, Spring Semester:	Unknown
Target response rate:	25%
Does the Head of Studies regularly encourage lecturers to evaluate during teaching hours:	No (he tends to forgets as he has too many other pressing things to deal with)
Does the Head of Studies encourage that the first course of teaching begins with the lecturer explaining which changes have been made to the course compared to last year.	No (the teachers always do it on their own initiative and do not need to be reminded)
Account in brief for any further action taken to increase the response rate:	None, we are very satisfied with the present response rate

Processing of student evaluations received

Distribution of the evaluations in categories A, B and C	Number, autumn	Number, spring
Category-A assessment Category-A assessments are given when evaluations are particularly good, for example when lecturers have taken exemplary initiatives and positive experience has been gained from which other teachers or course elements can benefit.	1	2
Category-B assessment Category-B assessments are given when standards are satisfactory. The communication of the result to the lecturer may still be accompanied by suggested improvements and adjustments, but it is basically up to the lecturer to introduce initiatives.	3	1
Category-C assessment Category-C assessments are given when one or more aspects of the degree programme are so problematic that improvements must be made, supervised by the programme management and/or the departmental management (depending on the nature of the problem(s)). Category-C assessments can also be given if other aspects of a subject element than the teaching as such need to be adjusted, e.g. the course content, requirements in relation to the academic background of participants, the academic level or the extent of the teaching.	0	0

Reflection on the distribution of teaching evaluations in categories A, B and C and response rates:
Satisfactory
For category A, focus is on the particularly positive experience gained during the period:
From the evaluations, the course was appreciated because the teachers are brilliant, the course is academically stimulating, and there is a good interplay between lectures and seminars (in which the lecture texts are discussed in depth).
Category-B (the middle group, probably the largest of the three) are commented on only in brief.
Everything is working fine in the autumn term; no major pedagogical problem. There were general problems with the fact that 4 courses running concurrently create too much stress for the students. This has been dealt with by creating a new semester structure with 2 x 2 courses running concurrently (a kind of "block structure")
For category C, a description is provided of any issues identified as being in need of attention, as well as any adjustments and other follow-up initiatives already implemented or due to be implemented.
Follow-up initiatives. Mention is made, in particular, of skills development initiatives.
New first semester structure, which is a kind of block structure

Links to the underlying evaluation data. If no links are provided, it must be stated what material the programme evaluation report is based on (For example questionnaires): This is an example of a questionnaire for the spring semester: https://www.survey-xact.dk/answer?key=7QEWJH1R38MM
Questionnaire See attachments for examples of questionnaires for the autumn semester.
How was the data material obtained:
Through an online questionnaire
Will the lecturer, the course organiser (if there is a course organiser), the Head of Department and the Study Board receive the results of the course evaluations?
Of course