

# Summary course evaluation report

Academic year 2022-23

Degree programme(s):	Security Risk Management
Head of Studies:	Anders Esmark

## All ECTS-generating activities are evaluated at each pass

Completed Bachelor's projects, theses, academic internships and Master's projects must be evaluated. Have one of these categories of study activities not been evaluated and, if so, why?	<i>BA project are not relevant for SRM. Master theses and internship reports are presently included in the same pool as political science students</i>
Are there courses or other ECTS-generating activities that have not been evaluated and, if so, why:	No.

## Response rates

Response rates

Autumn		
Response rate, Autumn Semester:	23,9%	
	Knowledge and Methods	28%
	Organisation and Risk	25%
	Security Studies	27%
	Risk Analysis	23%
	Cybersecurity and International Politics	17%
	Policy and Governance for Global Catastrophic and Existential Risks	15%
Response rate Autumn semester master thesis	13% - Evaluated together with Political Science students	
Response rate Autumn semester academic internships	20% - Evaluated together with Political Science students	
Response rate, last year, Autumn Semester:	39,7%	
Spring		
Response rate, Spring Semester:	36,7%	
	Risk and Uncertainty in a Connected World	42%
	Risk, Regulation and Governance	39%
	The Politics of Cybersecurity: Governance, Strategy and Practice	31%

Response rate, Spring Semester master thesis	32% - Evaluated together with Political Science students
Response rate, Spring Semester academic internships	26% - Evaluated together with Political Science students
Response rate, last year, Spring Semester:	56,8%
Target response rate: 50 %	
Does the Head of Studies regularly encourage lecturers to evaluate during teaching hours:	The course evaluation system automatically generate mails to encourage the students to evaluate the courses. SRM teachers are also included on the mailing lists for Political Science staff and will thus receive mails from the Political Science HoS about evaluation windows. Additional communication from the SRM HoS can be considered, but also have to be weighed against the risk of fatigue given the number of reminders already sent.
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.	N/A. No significant changes. Also, it is not entirely clear why students would benefit from knowing about previous iterations of the course (if that is indeed what is suggested here). Lecturers are certainly encouraged to communicate their ideas about the present version of the course clearly at the beginning.
Account in brief for any further action taken to increase the response rate:	None at present.

### Processing of student evaluations received

Distribution of the evaluations in categories A, B and C	Number, autumn	Number, spring
<b>Category-A assessment</b> 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	
<b>Category-B assessment</b> 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.	5	3

<b>Distribution of the evaluations in categories A, B and C</b>	<b>Number, autumn</b>	<b>Number, spring</b>
<b>Category-C assessment</b> 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.		

<b>Reflection on the distribution of teaching evaluations in categories A, B and C and response rates:</b>
The distribution is viewed as completely satisfactory and on par with comparable programs. The response rate does not meet the benchmark, which merits consideration of additional steps. As mentioned above, however, these have to be considered against the already rather intensive efforts to make students fill out evaluations.
<b>For category A, focus is on the particularly positive experience gained during the period:</b>
Qualitative comments and feedback from students in the study board suggests that it is the engaging and entertaining style of the course teacher that singles out the A-rated course.
<b>Category-B (the middle group, probably the largest of the three) are commented on only in brief.</b>
Positive comments for this group includes: - A clearly defined course objective and structure - In-depth engagement with the assigned literature (from teacher as well as group discussions) - A mix of lectures, discussions, exercises and group work - Activation and motivation of students -Input from professionals
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.
N/A
<b>Follow-up initiatives. Mention is made, in particular, of skills development initiatives.</b>
There are no such initiatives or programs dedicated specifically to SRM, as they fall under the purview of the management of the Political Science Department (where SRM staff is employed). However, there is a continuous and very smooth dialogue between the SRM HoS and Political Science management about this and all other matters pertaining to SRM activities.
<b>Does the head of studies regularly inform the head of department about evaluation results and other results of the teaching?</b>
Principally through orientation in combination with submission of the overall program reports.