



Summary course evaluation report

Academic year 2023-24

Degree programme(s):	MSc Global Development
Head of Studies:	John Rand

All ECTS-generating study activities are evaluated at each pass

Are there any courses or other ECTS-generating study activities that haven't been evaluated, and if so, why?	No
Are there any courses or other ECTS-generating study activities that haven't been rated due to no or too few responses to the evaluation? If so, what have the Study Board done to ensure the quality of the study activity?	Yes, Academic Internship has not been evaluated as no students responded to the evaluations

Response rates

Autumn	
Response rate, Autumn Semester courses	55%
Response rate, Autumn semester Bachelor's Project	N/A
Response rate, Autumn semester Master's Thesis	56%
Response rate, Autumn semester Academic Internship	35%
Response rate, Autumn semester Master's Project	N/A
Response rate, last year, Autumn Semester:	62%
Spring	
Response rate, Spring Semester courses:	39%
Response rate, Spring semester Bachelor's Project	N/A
Response rate, Spring semester Master's Thesis	26%
Response rate, Spring semester Academic Internship	0%
Response rate, Spring semester Master's Project	N/A
Response rate, last year, Spring Semester:	56%
Target response rate: 50 %	
Does Head of Studies regularly encourage lecturers to evaluate during teaching hours?	Yes, both face-to-face and via email. Moreover, student representatives in the Study Board are asked to use social media platforms to encourage students to evaluate courses.
Does the Head of Studies encourage lecturers to inform new students on which changes have been made to their courses compared to last year, and why.	Yes, and we also discuss this in the Study Board, and ask student representatives to inform fellow students about the changes.

Autumn	
If the response rates do not meet the target: Briefly elaborate on what initiatives Head of Studies, Study Board and lecturers have implemented to increase the response rates in the future:	We remind teachers of the evaluations and encourage them to set aside time in class for the students to respond to the evaluations. Student representatives in the Study Board are also asked to use social media platforms to encourage fellow students to evaluate courses. Head of Studies is going to introduce a prize (going to the common room), if more than 75% of students complete the evaluations.

Processing of the course evaluations

Distribution of the evaluations in the 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.	0	0
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.	7 (7/7)	9 (9/10)
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 (0/7)	1 (1/10)

Reflect on the response rates and the distribution of teaching evaluations in the categories A, B and C:
We have very few courses at Global Development, which makes it difficult to generalise the distribution of teaching evaluations. However, compared with 2022/23, we now have 0 A-rated courses (1 in 2022/23), but also 1 C-rated course (also 1 C-course in 2022/23).
What positive experiences have been gained in the A category? Are there any of these experiences which can serve as inspiration for other courses?
NA
Briefly comment on what characterize the evaluations of the B-rated courses. What works well in these courses, and what can be improved?

B-courses are still considered to have a very high academic level.
Which items of improvement has been identified in the category C courses? What adjustments and other follow-up initiatives have been or will be implemented as a result of the course evaluations?
For the C-rated course an action plan has been made to improve especially the information that students receive and the general coordination of the course.
Has Head of Studies implemented any competence development initiatives as a consequence to the processing of the course evaluations?
No, not beyond overseeing the implementation of the digitalisation initiative in 4 courses ARMs, TFC, FIELD and GloBE, which was not as easy as expected. All courses implemented the digital tools according to plan but especially in one course (GloBE) it has been discussed how to make it improve the digital learning experience in the course.
According to the UCPH guidelines for course evaluations and publication of course evaluation reports, Head of Studies is responsible for informing Head(s) of Department(s)/Center Director on the results of the course evaluations. Does Head of Studies inform the Head(s) of Department(s) Center Director on the results of the course evaluations and other notable circumstances related to the teaching of a course?
Yes, I'm in constant dialogue with both with Heads of Departments of Anthropology and Economics, and both participate in the annual Global Development teachers meeting (in May each year).