



Course analysis template

After the course has ended, the course leader fills in this template.

Course code 4HM002	Course title Health systems and Policy	Credits 7.5
Semester HT2023	Period November - January	

Course leader Sibylle Herzig van Wees	Examiner Sibylle Herzig van Wees
Other participating teachers	Other participating teachers

Number of registered students 35	Number after regular session 35 (4 had to resubmit essay)	Response rate for course survey (%) 40%
Methods for student influence other than course survey		
How will the results from the course analysis be communicated to students Meeting via student rep		

1. Description of any implemented changes since the previous course

In this course, I paid particular attention to responding to previous student comments surrounding requesting more support and guidance for the essay. I was previously under the impression that this was covered in the beginning of the Master programme.

In collaboration with the learning Unit at KI, I prepared a session solely dedicated to essay writing and to the specificities of the essay. I updated all requirements on Canvas.

2. A brief summary of the students' evaluations of the course

(Based on the students' quantitative answers to the course evaluation and comments. Quantitative compilation and possible graphs attached. Enclose results from the course evaluation)

Students seem mostly content with the course. I also received feedback from individual students via email that they enjoyed the course. Students appreciate the diverse speakers, flexibility with the schedule as I use a blended learning approach.

Some negative comments were linked to organisation and cancellation of classes or shift of classes online. I understand that not sticking to a schedule is inconvenient, however, there is absolutely nothing I can do if speakers cancel due to illness, so I do not fully understand the usefulness of these



comments. I tried to shift online with one speaker who had COVID and that worked, one session had to be cancelled completely and I provided students with a clear task to work on during that time.

One student asked for more content on health policy. This is a basic course and if I were to include more lectures on policy, I would have to teach in the Christmas weeks. Therefore, I outline the theory and examples in one week and provide guidance on self-learning and the essay for the Christmas period.

One student asked for more examples from Europe. It is difficult to cover the whole globe. We do use examples from Europe and it is up to the student to identify a country and health system of their interest, if they choose Europe they can do that.

3. The course-responsible reflection on the course implementation and results

Course strengths: The course is well structured and responds to students needs (flexibility over Christmas, blended learning). The course draws on a wide range of speakers and introduces students to health system examples from throughout the world.

Course weaknesses: The course suffered from organisational challenges. First there was a glitch with Canvas where I had to involve IT to fix it, then I myself was sick the first two days and several speakers got sick in the last week of lecturing. Several students were also absent due to illness. I have been module leader for courses for 10 years and have never had this many cancellations due to illness. It was a struggle to improvise.

4. Other comments

In my opinion Anna Borgström's essay session was useful and improved the quality of the essays. Some essays that were weak were submitted by candidates who hardly attended the course.

5. The course-responsible conclusions and any proposals for changes

(If any changes are proposed, please specify who is responsible for implementing these and a time schedule.)

Since increasing illness co-morbidities with flu and COVID may be the norm, I may be required to think of ways to be better prepared for such challenges. One approach would be to pre-record lectures and get a facilitator or myself to then jump in to support the seminar. I may try this flipped classroom method next year in that last week before the Christmas break.