



Animal Food Science LV0131, 40110.2526

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Galia Zamaratskaia, Jing Lu

Evaluation report

Evaluation period: 2026-05-31 - 2026-06-21

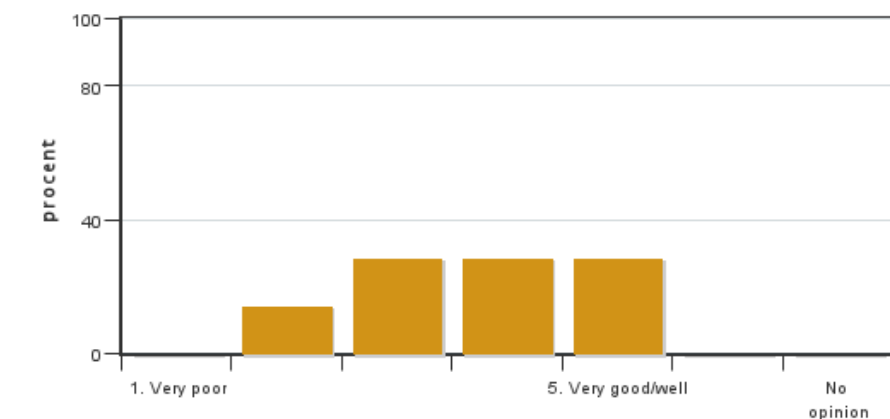
Answers 7

Number of students 9

Answer frequency 77 %

Mandatory standard questions

1. My overall impression of the course is:

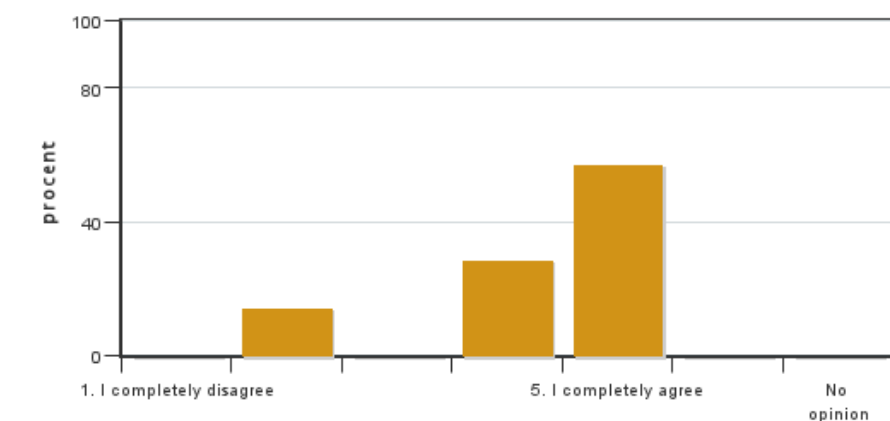


Answers: 7
Medel: 3,7
Median: 4

1: 0
2: 1
3: 2
4: 2
5: 2

No opinion: 0

2. I found the course content to have clear links to the learning objectives of the course.

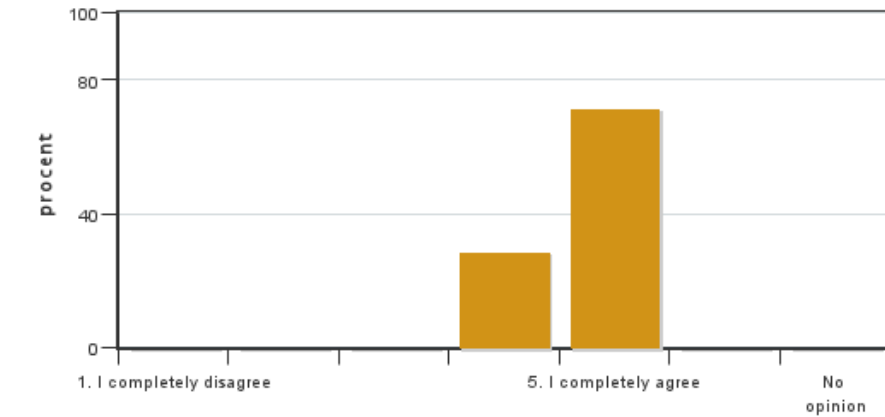


Answers: 7
Medel: 4,3
Median: 5

1: 0
2: 1
3: 0
4: 2
5: 4

No opinion: 0

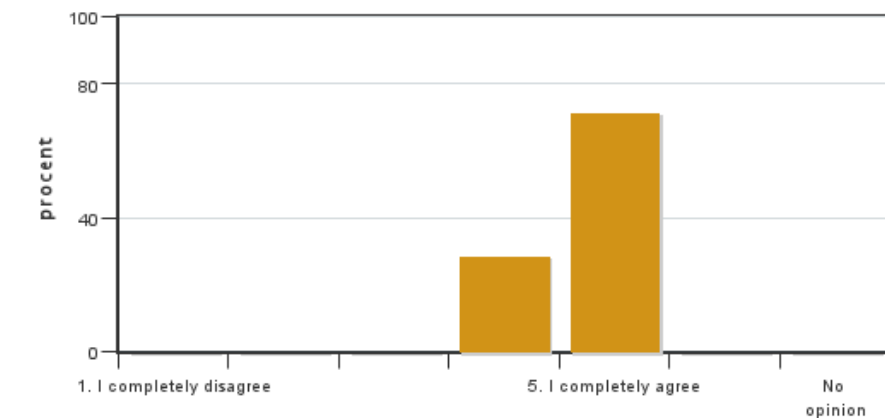
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 7
 Medel: 4,7
 Median: 5

1: 0
 2: 0
 3: 0
 4: 2
 5: 5
 No opinion: 0

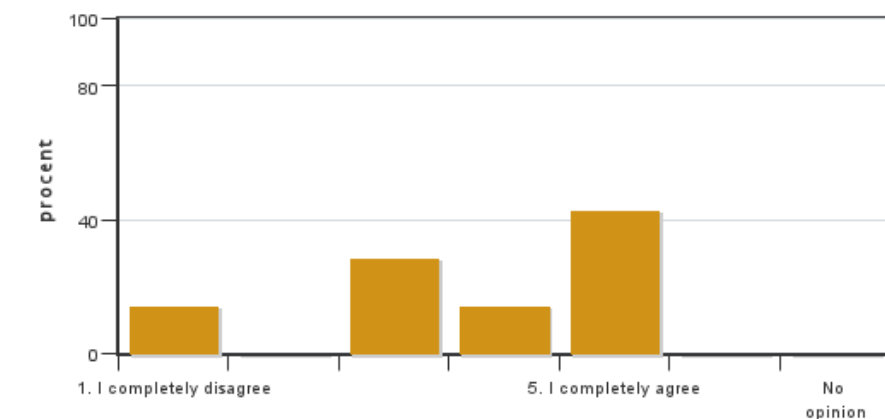
4. The information about the course was easily accessible.



Answers: 7
 Medel: 4,7
 Median: 5

1: 0
 2: 0
 3: 0
 4: 2
 5: 5
 No opinion: 0

5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 7
 Medel: 3,7
 Median: 4

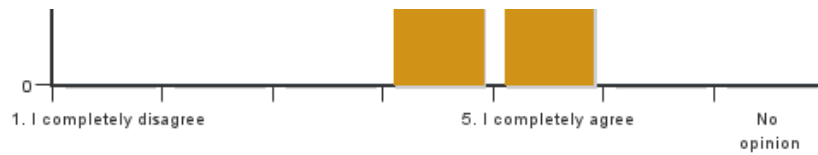
1: 1
 2: 0
 3: 2
 4: 1
 5: 3
 No opinion: 0

6. The social learning environment has been inclusive, respecting differences of opinion.



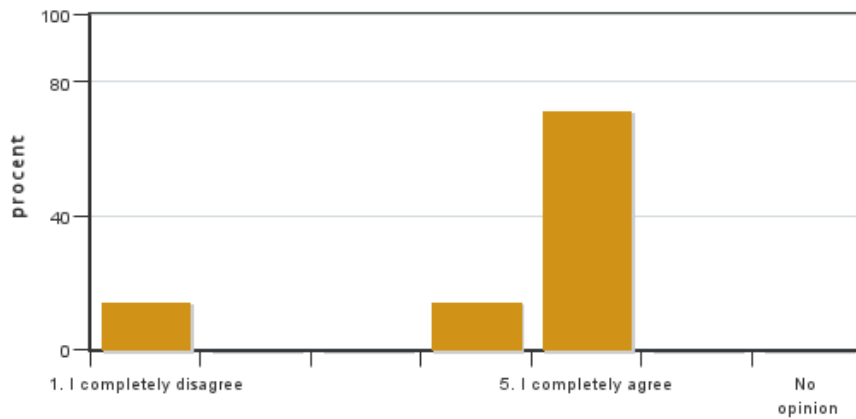
Answers: 7
 Medel: 4,7
 Median: 5

1: 0
 2: 0
 3: 0
 4: 2
 5: 5



No opinion: 0

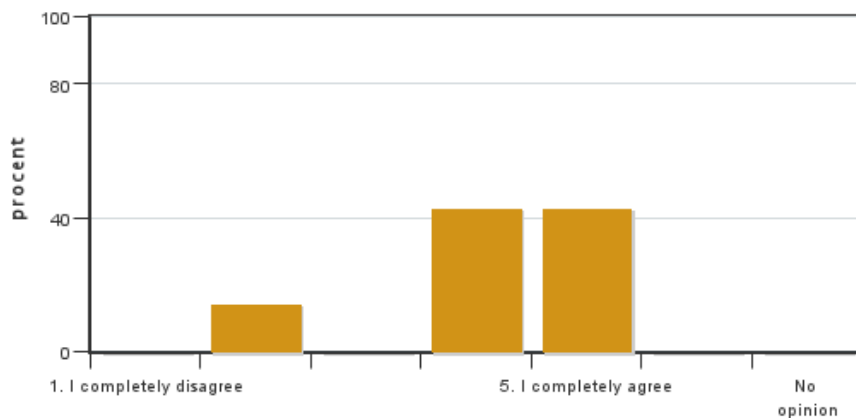
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 7
Medel: 4,3
Median: 5

1: 1
2: 0
3: 0
4: 1
5: 5
No opinion: 0

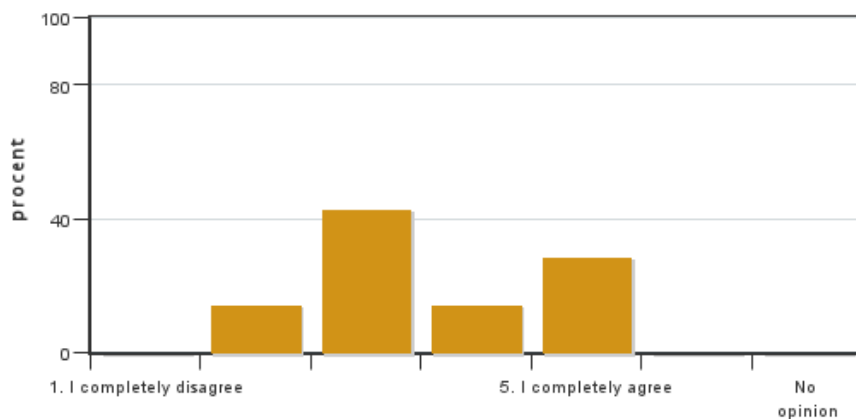
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 7
Medel: 4,1
Median: 4

1: 0
2: 1
3: 0
4: 3
5: 3
No opinion: 0

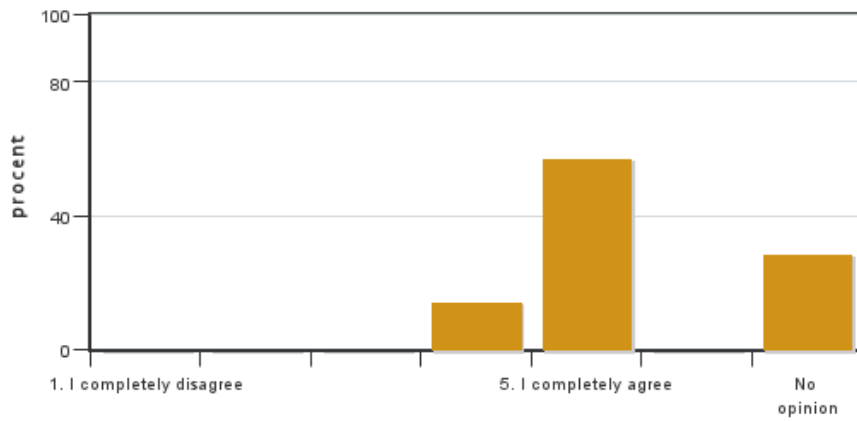
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 7
Medel: 3,6
Median: 3

1: 0
2: 1
3: 3
4: 1
5: 2
No opinion: 0

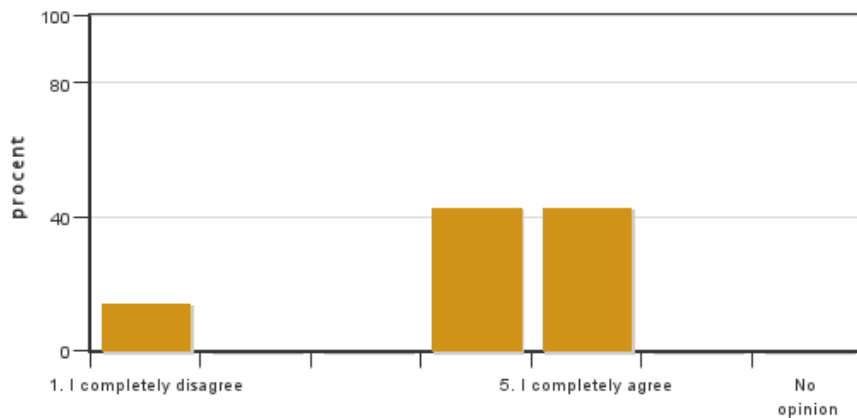
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 7
 Medel: 4,8
 Median: 5

1: 0
 2: 0
 3: 0
 4: 1
 5: 4
 No opinion: 2

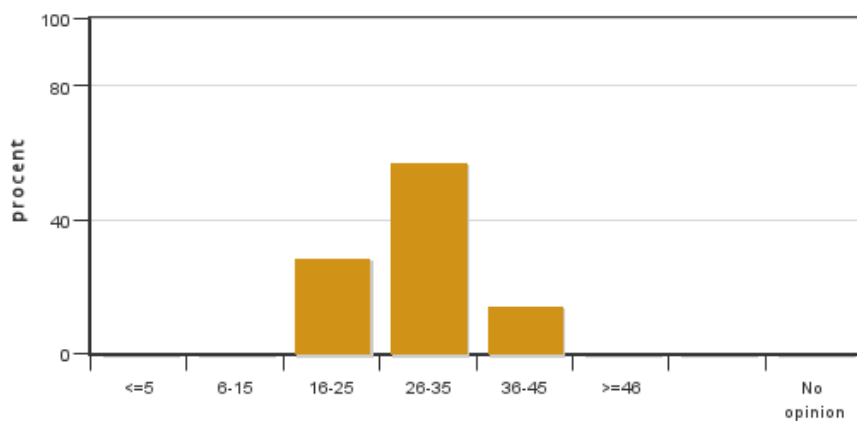
11. The course covered international perspectives.



Answers: 7
 Medel: 4,0
 Median: 4

1: 1
 2: 0
 3: 0
 4: 3
 5: 3
 No opinion: 0

12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 7
 Medel: 28,6
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 2
 26-35: 4
 36-45: 1
 ≥46: 0
 No opinion: 0

Course leaders comments

Overall, the course received positive feedback, with an average score of 3.7 out of 5 for overall impression. Students consistently praised the course leaders' engagement, enthusiasm, and pedagogical quality, and several highlighted the course as memorable and highly applicable to future careers. The inclusive social environment (4.7/5), accessibility of course information (4.7/5), and alignment with prior knowledge (4.7/5) were rated particularly highly.

Students especially appreciated the study visits to the dairy plant and slaughterhouse, the seminars in the meat science section, and the exercises, which were seen as effective tools for deepening understanding. The breadth of international perspectives covered in the course was also well received.

Areas for improvement were identified based on both the written course evaluation and oral feedback:

- Quality and language proficiency of invited lecturers. Multiple students noted that several guest lecturers, particularly in meat processing, dairy science (cheese/coagulation), and microbiology/hygiene, had insufficient English proficiency to answer student questions, and that some lectures lacked structure and logical progression. This was the most consistent and strongly worded critique across students.
- Relevance and scientific depth of some invited lectures. The aquaculture lecture was described as too business-oriented rather than science-based. Greater attention to the scientific content and relevance of invited contributions is warranted.
- Course literature. The dairy science textbook was described as too technical and dense relative to the course content. A more targeted reading list would better support student learning.
- Timing of the literature review assignment. Several students noted that placing the milk science literature review close to the final exam created unnecessary time pressure and suggested scheduling it earlier in the course.
- Sustainability coverage. Students found that environmental impacts of animal food production including dairy and meat, were insufficiently addressed, with scores averaging 3.6/5.

Based on the course evaluation, the following changes are planned for future course occasions:

- Stricter criteria for selection of invited lecturers, with particular attention to English proficiency and the ability to engage with student questions at university level.
- Review and update of the course literature, replacing or supplementing the dairy science textbook with more accessible and course-relevant materials.
- Rescheduling of the milk science literature review to earlier in the course, well ahead of the examination period.
- Introduction of a dedicated lecture or seminar on environmental sustainability and animal welfare in animal food production.
- Continued development of the aquaculture component to ensure it is grounded in food science rather than industry promotion.

We are grateful for the constructive and thoughtful feedback from students and will use it to further strengthen the course. It was a pleasure to work with such an engaged group, and we wish all students well in their continued studies and professional development.

Student representatives comments

No comments from the student representatives