Advanced animal welfare and animal protection
HV0196, 10257.2627

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Johan Lindsjö

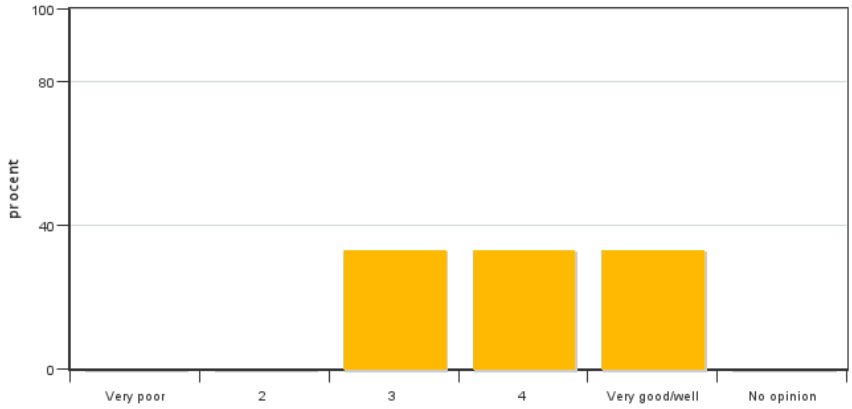
Evaluation report

Evaluation period: 2026-10-25 - 2026-11-15

Answers	9
Number of students	12
Answer frequency	75 %

Mandatory standard questions

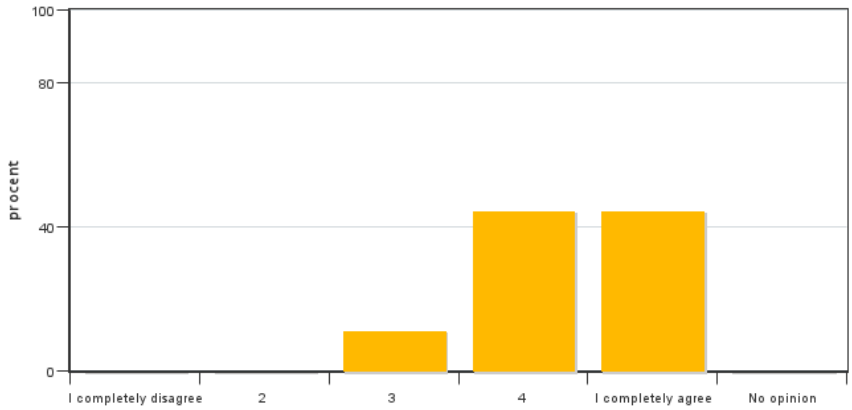
1. My overall impression of the course is:



Number of answers: 9
Average: 4,0
Median: 4

Very poor : 0
2: 0
3: 3
4: 3
Very good/well: 3
No opinion: 0

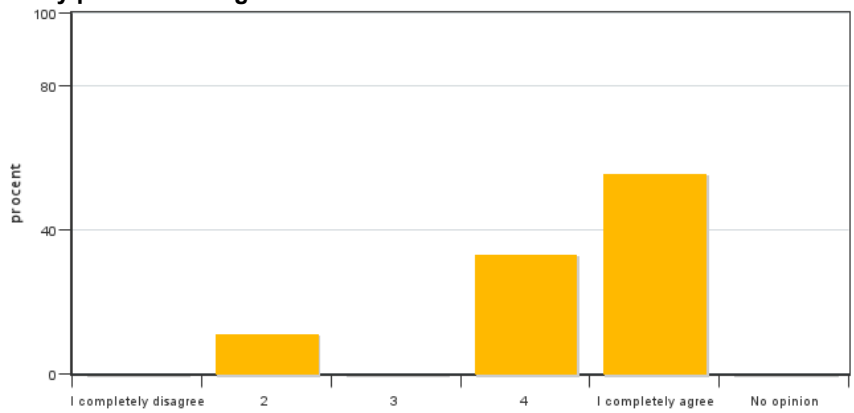
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 9
Average: 4,3
Median: 4

I completely disagree: 0
2: 0
3: 1
4: 4
I completely agree: 4
No opinion: 0

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

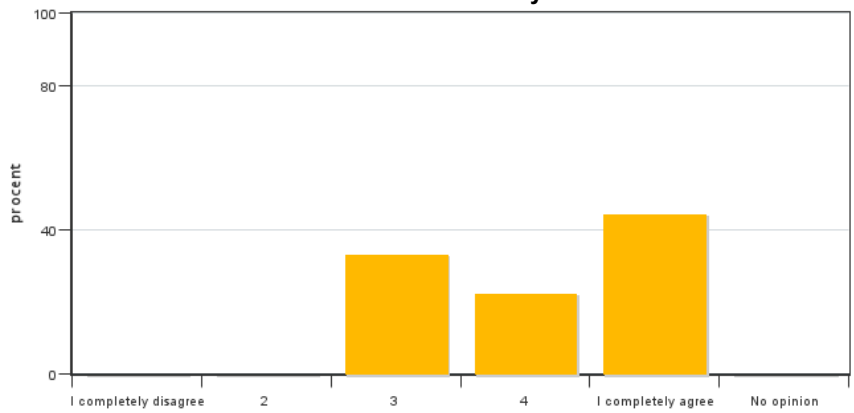


Number of answers: 9
Average: 4,3
Median: 5

I completely disagree: 0
2: 1
3: 0
4: 3
I completely agree: 5

No opinion: 0

4. The information about the course was easily accessible.

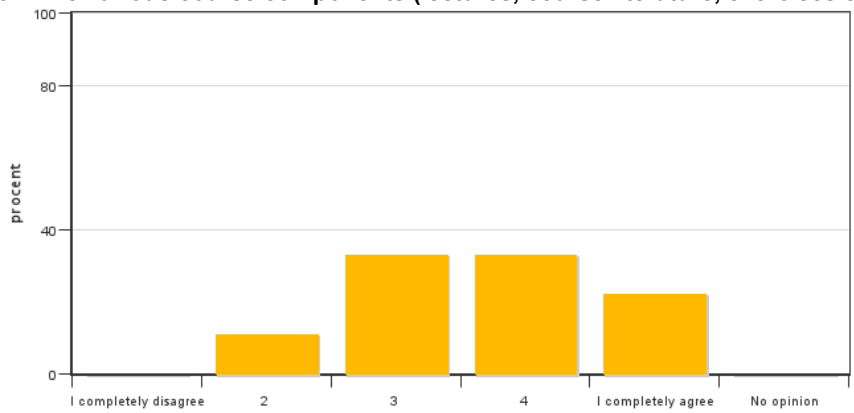


Number of answers: 9
Average: 4,1
Median: 4

I completely disagree: 0
2: 0
3: 3
4: 2
I completely agree: 4

No opinion: 0

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

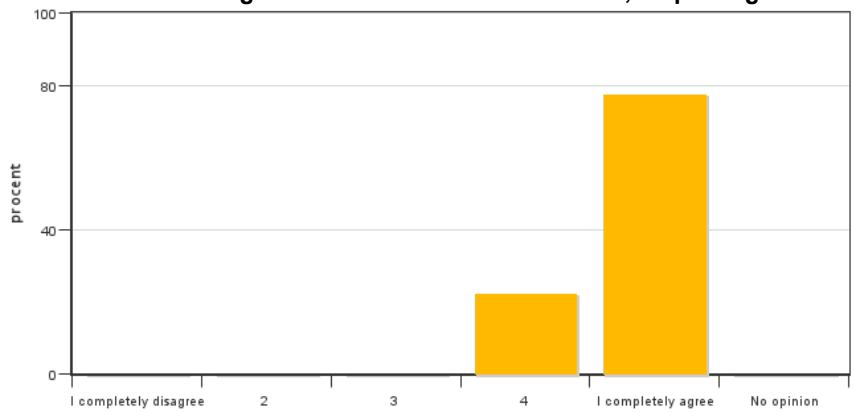


Number of answers: 9
Average: 3,7
Median: 4

I completely disagree: 0
2: 1
3: 3
4: 3
I completely agree: 2

No opinion: 0

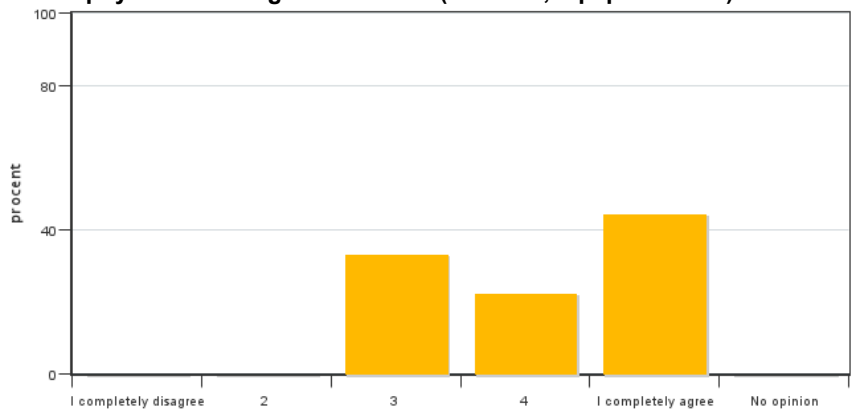
6. The social learning environment has been inclusive, respecting differences of opinion.



Number of answers: 9
Average: 4,8
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 2
I completely agree: 7
No opinion: 0

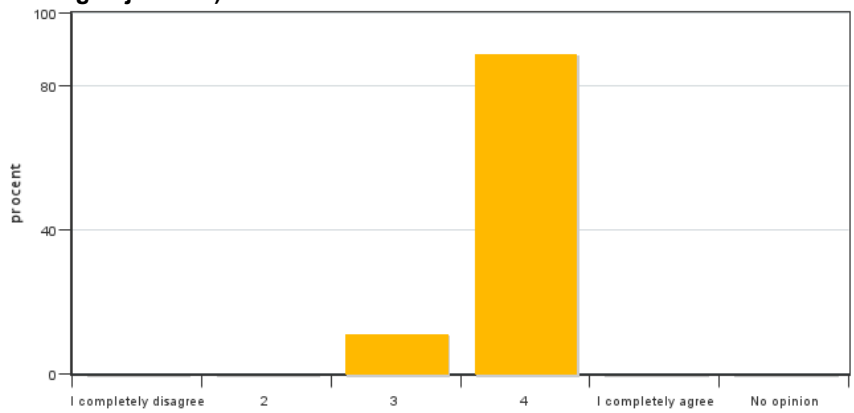
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Number of answers: 9
Average: 4,1
Median: 4

I completely disagree: 0
2: 0
3: 3
4: 2
I completely agree: 4
No opinion: 0

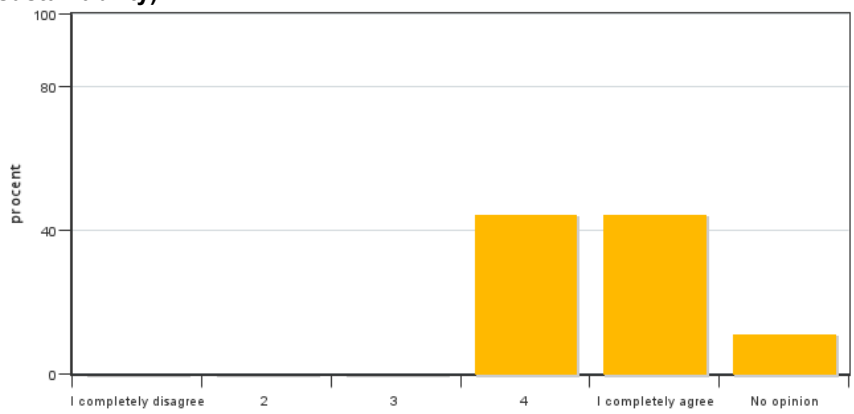
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Number of answers: 9
Average: 3,9
Median: 4

I completely disagree: 0
2: 0
3: 1
4: 8
I completely agree: 0
No opinion: 0

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

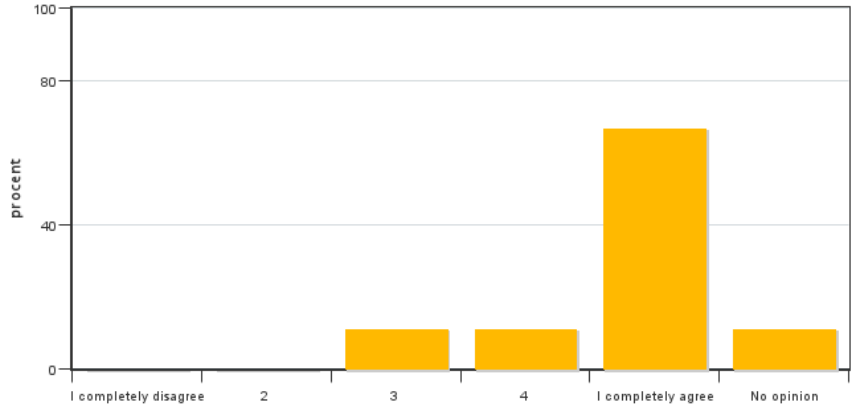


Number of answers: 9
Average: 4,5
Median: 4

I completely disagree: 0
2: 0
3: 0
4: 4
I completely agree: 4

No opinion: 1

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).

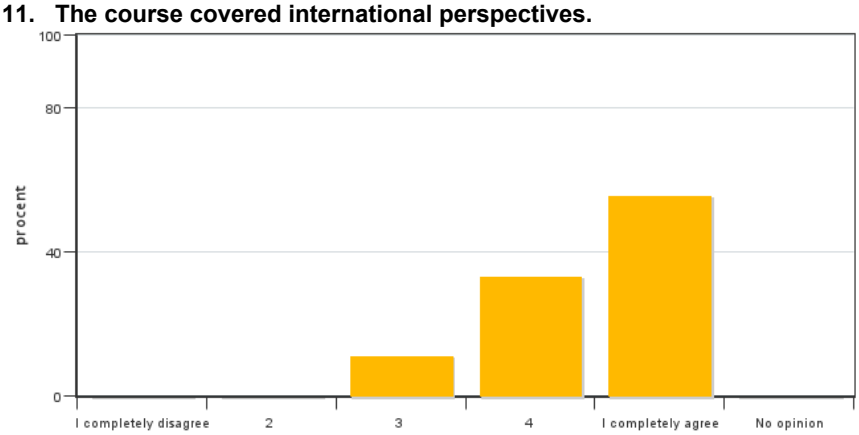


Number of answers: 9
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 1
I completely agree: 6

No opinion: 1

11. The course covered international perspectives.

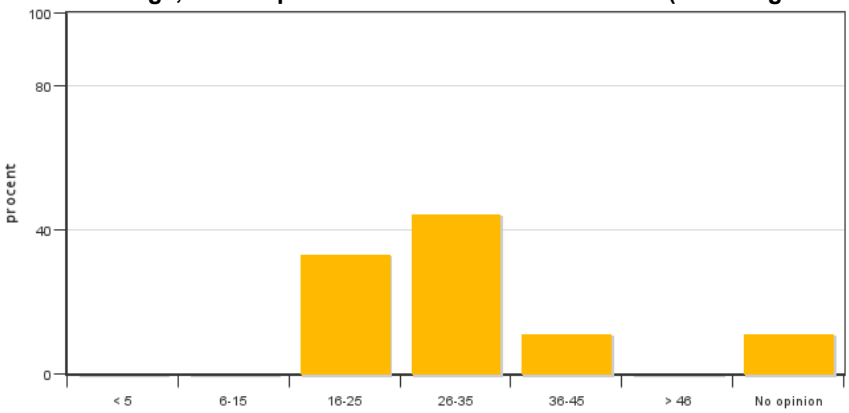


Number of answers: 9
Average: 4,4
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 3
I completely agree: 5

No opinion: 0

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



Number of answers: 9
Average: 27,5
Median: 26-35

< 5: 0
6-15: 0
16-25: 3
26-35: 4
36-45: 1
> 46: 0

No opinion: 1

Additional own questions

13. **Any thoughts about the Checkpoints - were they helpful or not? If so, in what way?**

14. **Did you miss any topic or subject in the course? If so, what?**

15. **What new knowledge did you gain in this course?**

16. **Any other suggestions or anything else you would like to add?**

Course leaders comments

No comments from the teacher

Student representatives comments

9 out of 12 students in the course answered the evaluation, making for an answer frequency of 75%.

Overall impressions:
The average impression of the course was a 4, with no answer below three, suggesting that students were satisfied with the course as a whole. The students also thought that the content of the course had a clear link to the learning objectives. While most students thought they had sufficient prior knowledge for the course, one student expressed that because of their biology background, they lacked knowledge in animal science, perhaps suggesting the need for a basic refresher on the central themes of the course to make sure all students start on the same page.
The students felt that both the social and physical learning environments were good overall, with the social learning environment getting a particularly high score (avg. 4.8). While most aspects got an average score of 4 or higher, there were two aspects which received lower scores overall, though both well above 3:
The examination(s) provided opportunity to demonstrate what I had learnt during the course (Avg. 3.9)
The various course components (lectures, course literature, exercises etc.) have supported my learning (Avg. 3.7)
This suggests that these two areas should receive special attention when planning the course in the coming years.

The amount of time spent on the course was quite varied, possibly reflecting a diverse range of learning strategies and/or objectives in the course for this year's students.

Additional questions from course leaders:

The thoughts on the weekly checkpoints in this course were varied. Three students answered that the checkpoints were a good opportunity to revise the week's course material and review the course content. However, four students said the checkpoints weren't very useful for them and mainly added an additional stressor in the course. Thus, the overall opinion was very divided.

No specific suggestions for missing topics in the course were given, though one student said that more lectures with experts in different areas of the field would be appreciated, as those already included in the course were very interesting.

The question about what students had learnt during the course yielded diverse answers, though an appreciation for the systems mapping lecture and exercise was recurrent.

Suggestions for changes to the course mainly concerned time constraints and scheduling. Students wanted more time for the group assignments and individual oral presentations, especially for the one concerning systems mapping, as this task was very complex but was allocated very little time in the schedule. Another suggestion was to place the systems mapping exercise earlier in the course, again because of the task complexity. One student suggested using a PBL-based learning approach instead of almost weekly oral presentations to save on time and stress for the students. Another student expressed that there weren't enough lectures and too much time went towards preparing for presentations, even if they thought the presentations could be informative as well. One student expressed that while information about the ethics exam was given early in the course, the actual task description wasn't available until later. The uncertainty of not knowing exactly what to do until then was described as quite stressful. There was also a desire for a clearer and more structured way to ask questions about the home exam. It was also suggested that it would be good for students to get the information about assignments earlier than Mondays, when the task is due the same week, to allow for better planning.

Conclusion:

Overall, the students seem to have enjoyed the course and proposed some changes to make the course better for future students.