Production and quality evaluation of forages
BI1327, 40149.2526

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Nilla Nilsdotter-Linde

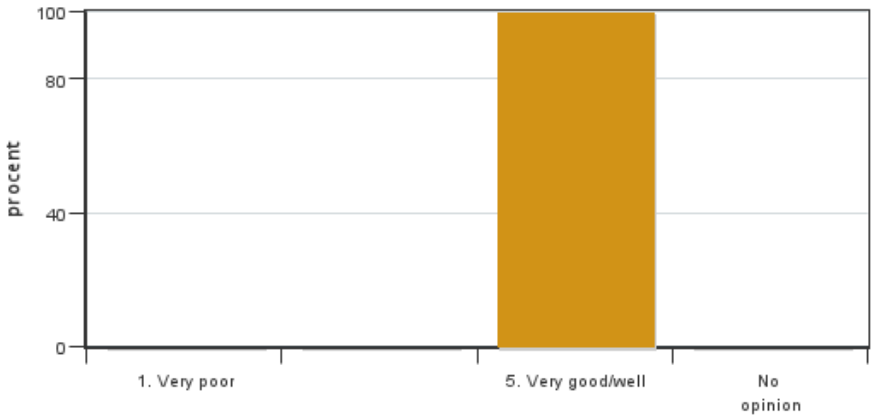
Evaluation report

Evaluation period: 2026-05-27 - 2026-06-26

Answers	13
Number of students	15
Answer frequency	86 %

Mandatory standard questions

1. My overall impression of the course is:

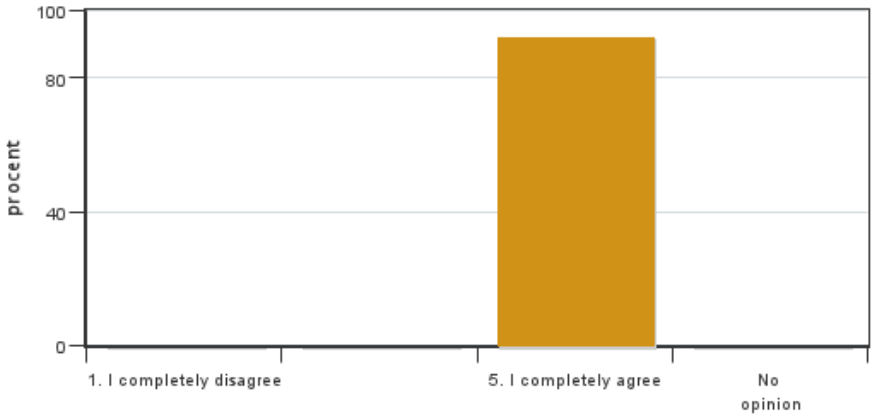


Answers: 13
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 13

No opinion: 0

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

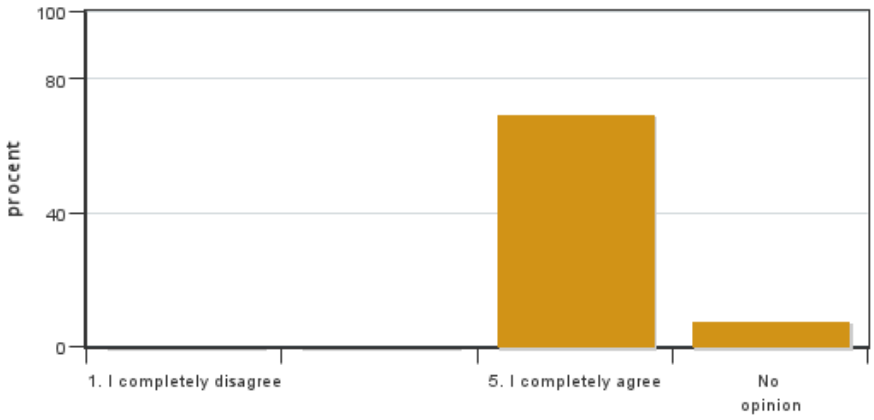


Answers: 13
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 12

No opinion: 0

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

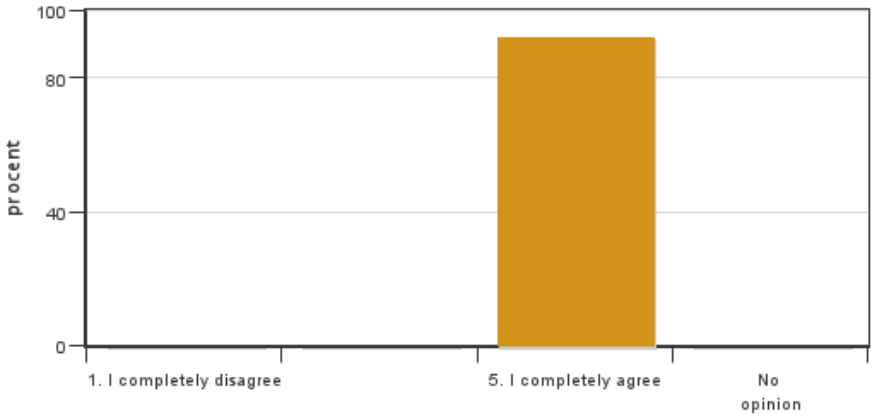


Answers: 13
Medel: 4,7
Median: 5

1: 0
2: 0
3: 1
4: 2
5: 9

No opinion: 1

4. The information about the course was easily accessible.

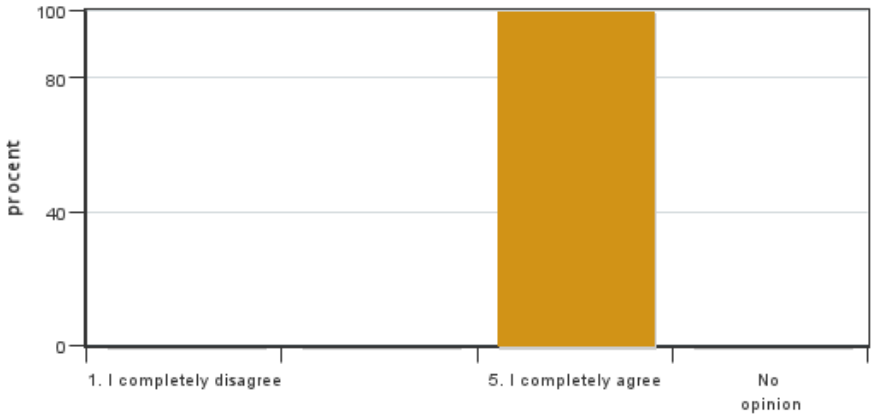


Answers: 13
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 12

No opinion: 0

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

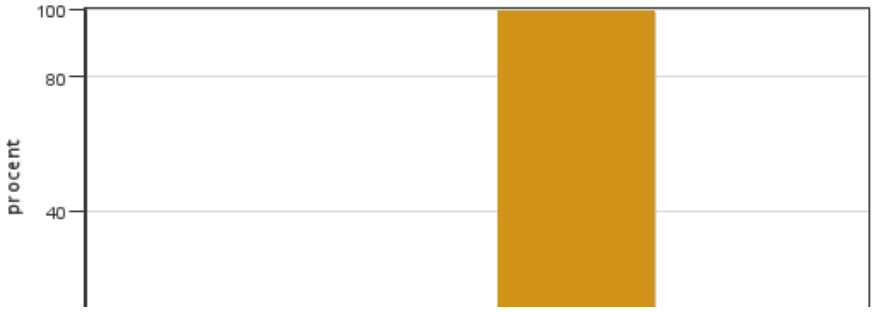


Answers: 13
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 13

No opinion: 0

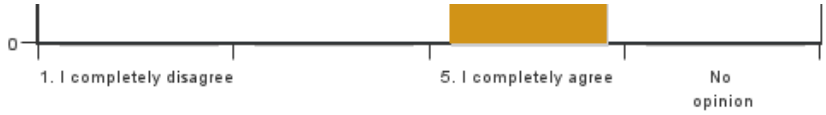
6. The social learning environment has been inclusive, respecting differences of opinion.



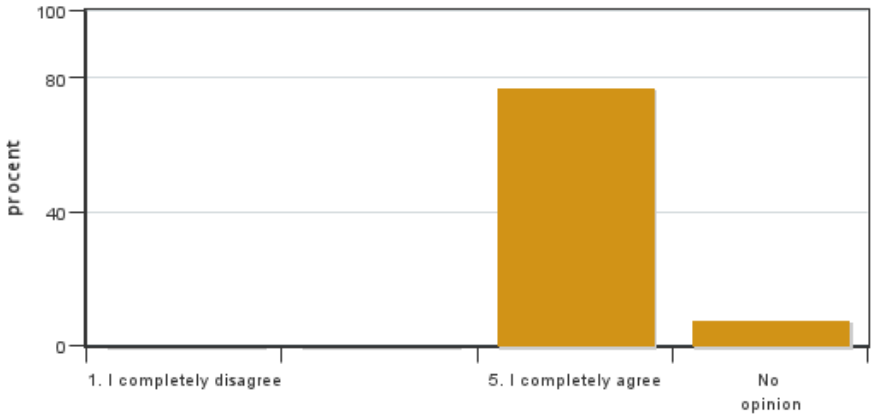
Answers: 13
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 13

No opinion: 0



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

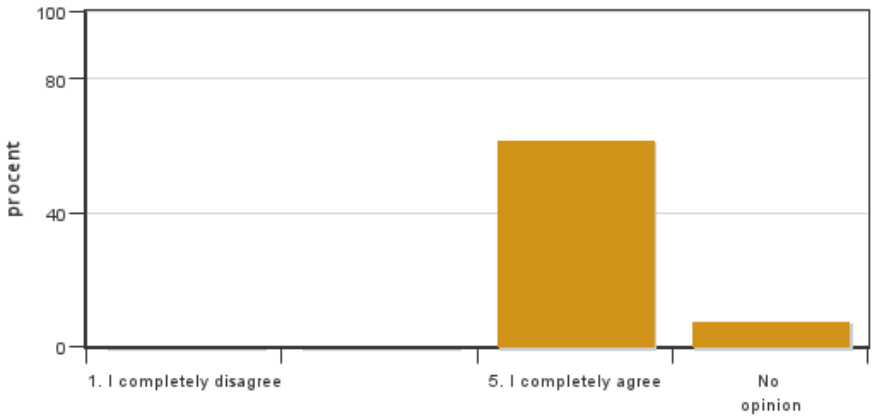


Answers: 13
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 10

No opinion: 1

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

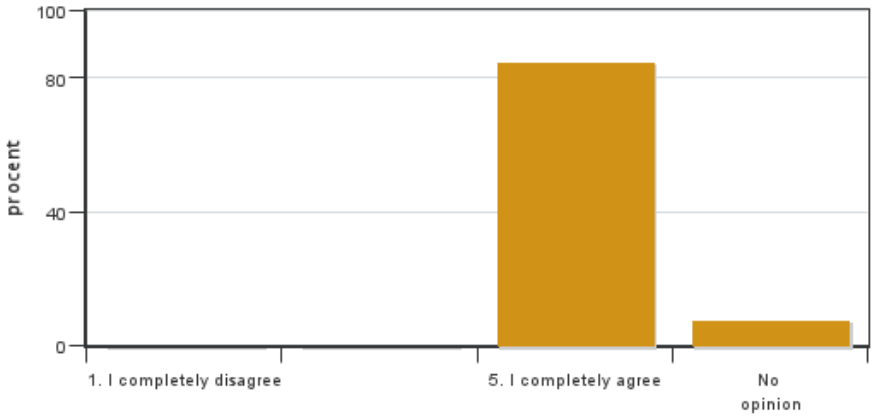


Answers: 13
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 4
5: 8

No opinion: 1

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

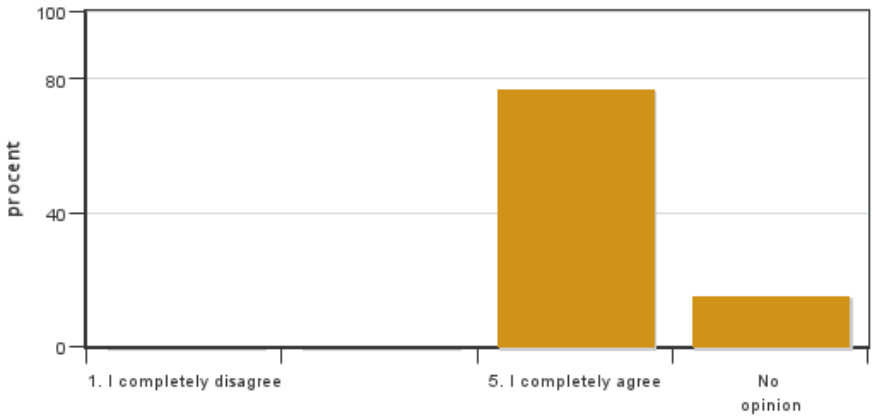


Answers: 13
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 11

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).

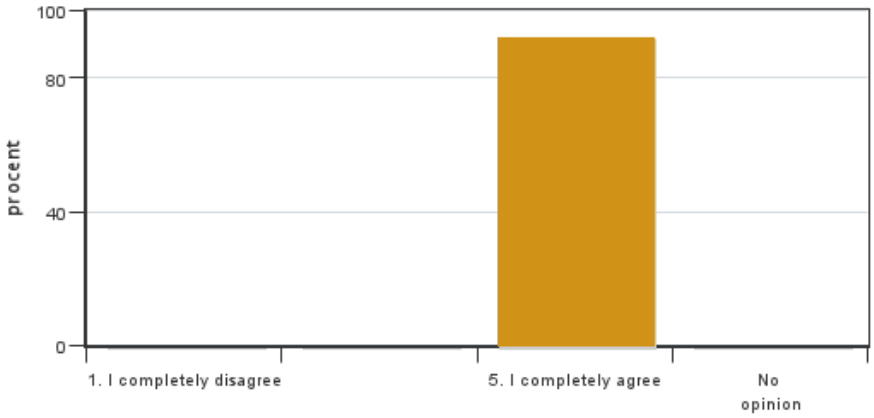


Answers: 13
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 10

No opinion: 2

11. The course covered international perspectives.

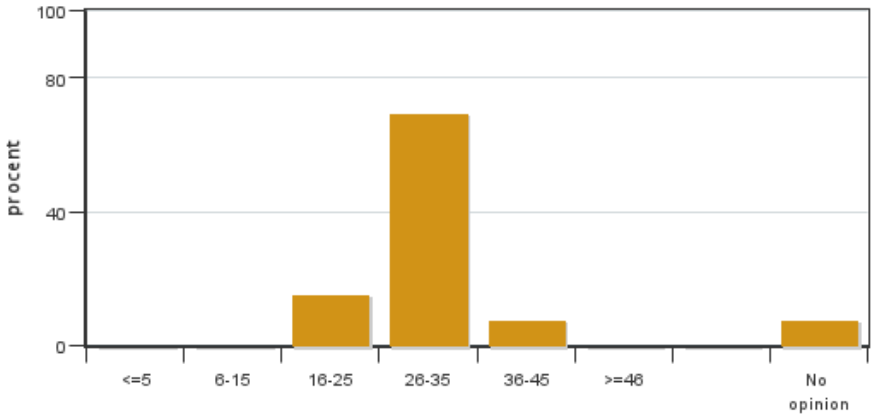


Answers: 13
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 12

No opinion: 0

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



Answers: 13
Medel: 29,2
Median: 26-35

≤5: 0
6-15: 0
16-25: 2
26-35: 9
36-45: 1
≥46: 0

No opinion: 1

Course leaders comments

This course was given for the 7th time as a 15 credits course. Fifteen students have participated, the highest number of students until now, and 86 % answered the course evaluation (compared to 78 % in 2025, 100 % in 2024, 92 % in 2023, 84 % in 2022, 50 % in 2021 and 100 % in 2020). The overall impression was 5.0 out of 5.0, an excellent result. Due to unfortunate crashes in the frame programme for the crop & soil students, these students had to make special arrangements to be able to take this course. The participating students, including four students from the business programme, and two Erasmus students (crop & soil and animal husbandry, respectively), were very motivated to take this course, and apparently, they were happy with the outcome.

The mixture of various course components to facilitate learning was appreciated. Some positive comments are listed below as well as some modifications that can be made:

- The *Scientific writing* module of the course was highly appreciated (4.7). This assignment gives the students

possibilities to delve into a certain area, and after careful review get feedback from the supervisors. The page limit is a useful challenge. The short, but informative, oral presentation trains the students to focus on their message.
- Most students thought that the *Group discussions* were a good tool to facilitate learning, activating self-studies by the students stimulated by the teachers (4.8). It is important to continue to focus on discussions on each theme, not only answering the questions given or giving an ordinary lesson.
- The different *background* of the students – animal, economy and crop & soil, respectively – was highly appreciated and gave different perspectives. In most exercises good trans-disciplinary discussions took place in the course. On the other hand, it is a challenge to meet the different knowledge levels, to be considered by the teachers.
- The *Social learning environment* has been inclusive (5.0), the course has increased the students´ interest in grassland production and utilisaton (4.8) and made the students more confident in this area (4.7).
- The different *Examination forms* included in the course were highly appreciated to inspire studies during the entire course,
- All *Excursions* (overwintering, dairy farm visits, and semi-natural grasslands) were highly appreciated. The silage exercise at Lövsta could, however, be a bit improved.

The overall impression from the course leader´s perspective is that this course fills an important gap between the animal and crop disciplines, also existing in the advisory service in Sweden today. The course combines theory with practical applications in a good way. It is urgent to continue to conduct this course in collaboration with the Department of Applied Animal Science and Welfare and it is important to complete the course in Uppsala. A good balance between the different categories of students is important to create a good learning environment. More efforts will be made to market this course for students from other countries.

Some tips for the coming course:

- delay the deadline for deciding which *Theme of scientific paper* each student prefers a few days,
- include a *Group assignment,* maybe on feed calculations, together with the HV0166 course where the animal students will bring in a lot of knowledge as the crop & soil students did in the Group assignment 1 about seed mixtures,
- consider including some *Lectures* about whole crop silage and risk of leaching after ploughing a ley in the course, maybe mid-time of the course, but it is still important to keep a lot of space to write the scientific paper and prepare the Group discussions,
- check the *Literature list* and consider updating part of it,
- spend some more time on introducing *Botanical terms* before the assignment on species characteristics.

Student representatives comments

Production and evaluation of forages.
Bi1327

On average the students gave the course a score of 5,0 with an answer frequency of 86% (13 out of 15 students).

The students spent on average 29,2 hours per week on the course.

Schedule

More compressed in the beginning of the course and more airy schedule later part of the course.

Individual studies during Valbrogsveckan and after Easter was appreciated.

Canvas & litterature

Much litterature in the course list can be outdated and could be updated with newer sources.

The obligatory coursebook has a good basic of how forages work while some parts are not very applicable any longer and outdated. But overall very good book.

Scientific Writing

Introduction to scientific writing a few days later so students have time to settle into the course, read up and have some lectures before choosing the topics and to free up some time in the beginning to group discussions.

Feedback from the supervisiors were recieved in good time and there was time to change.

Grade was decided on first assignement before the feedback was given. Low incentive to fix things later in the course.

The intstructions differed from regular slu thesis formats (whitout abstract, etc). Caused some minor cunfusion in the beginning, but was overall felt as good. Good with few examples so students have to learn yourselves and so the work is individual. The dificulties with page limits is to encourage consiseness and to evaluate. The requirements that the sources are incluted in the max page number was limiting.

Written exam

The written exam gave students a chance to show what they learnt.

Species exam

Lecture about understaning the botanical parts so that the key is understandable. A pedacogical trick from Nilla.

Multiple Choice Tests

The students thought of it as a good tool to help with studying.

Group discussions & assignments:

Group discussion 1 was placed before the crop knowledge test. Students from Agronomy plant and soil were ahead in knowledge about the varieties. Other student had less understanding which caused misunderstandings. Feed values could be discussed aswell so their is more balance between anmal science students and plant/soil agronomist.

Having the discussions and assignemenst together with he animal students HVxxxx, gives a wider understanding for the value of forages and leys.

Group discussion 3 could have

Study visits

Several study visits to see what ley, grazing forage production and silage looks like and how it is used is good.

Seeing thing in real life and not just reading about it is good for learning.

Lectures

The course gives a good progression in lectures from the basics to the advance so students from all backround can learn and understand. Many lecturers who are experts in their fields makes the topics and disussions deeper.

Lecturers use studies they did in lectures. Thhey show how they did it, why it was important and it's practical application.

Overall:

The course uses everything that we have learnt during our studies. The course is preparing for work with practical applications.

The course recieved an average grade of 5,0 and the students are happy with the course.

The courseleader, Nilla, is very good. Lots of paper was given out :)