Animal Nutrition and Welfare
HV0201, 30041.2324

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Carlos Hernandez Verduzco, Jenny Yngvesson

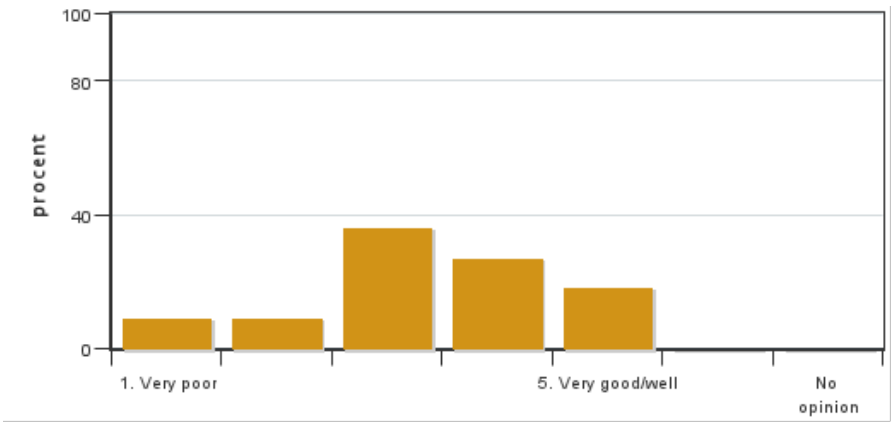
Evaluation report

Evaluation period: 2024-03-12 - 2024-04-02

Answers	11
Number of students	19
Answer frequency	57 %

Mandatory standard questions

1. My overall impression of the course is:

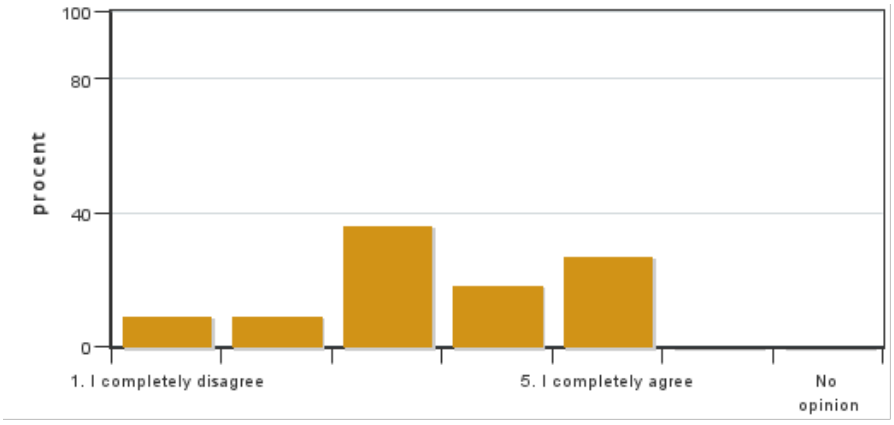


Answers: 11
Medel: 3,4
Median: 3

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

No opinion: 0

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

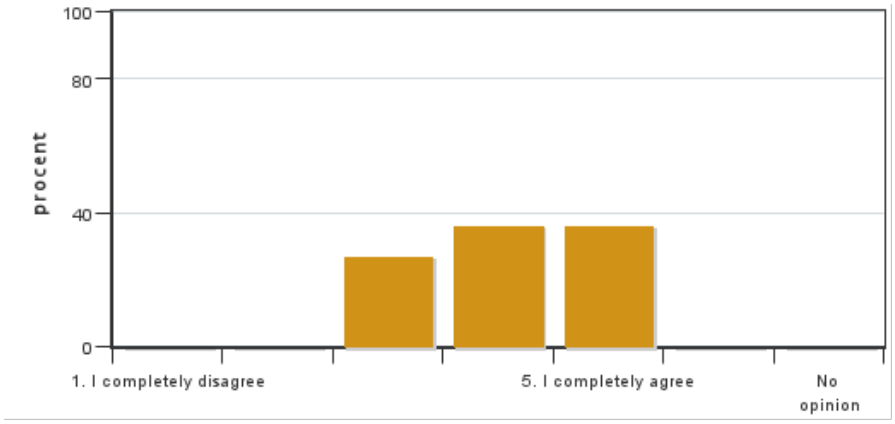


Answers: 11
Medel: 3,5
Median: 3

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

No opinion: 0

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

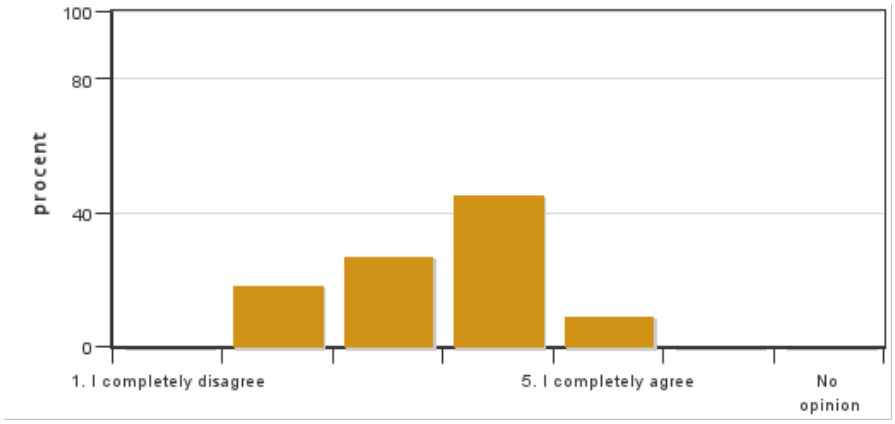


Answers: 11
Medel: 4,1
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

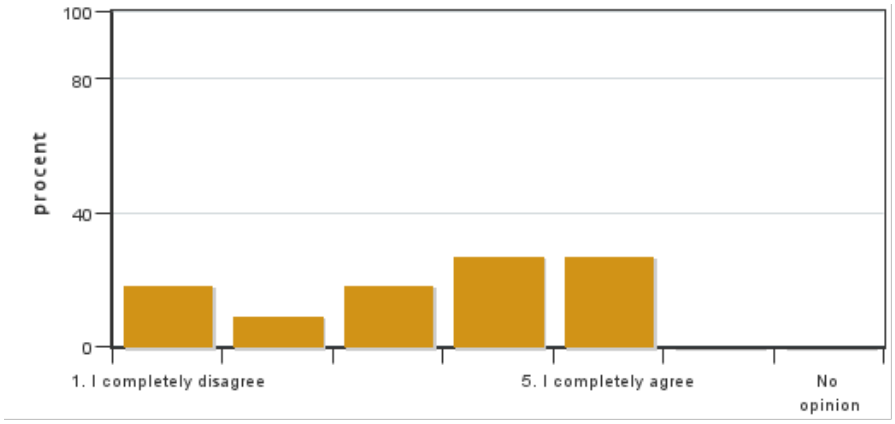


Answers: 11
Medel: 3,5
Median: 4

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

No opinion: 0

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

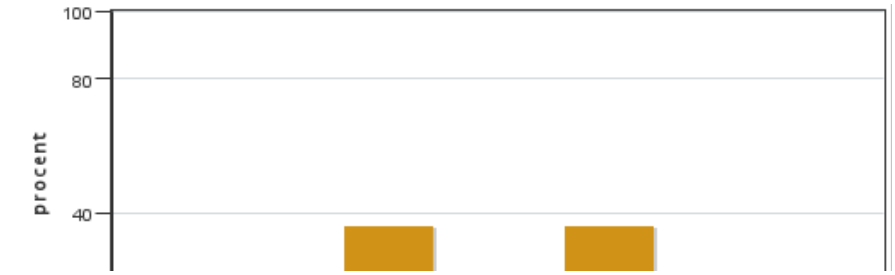


Answers: 11
Medel: 3,4
Median: 4

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

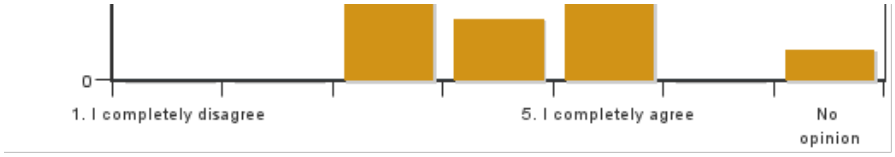
No opinion: 0

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



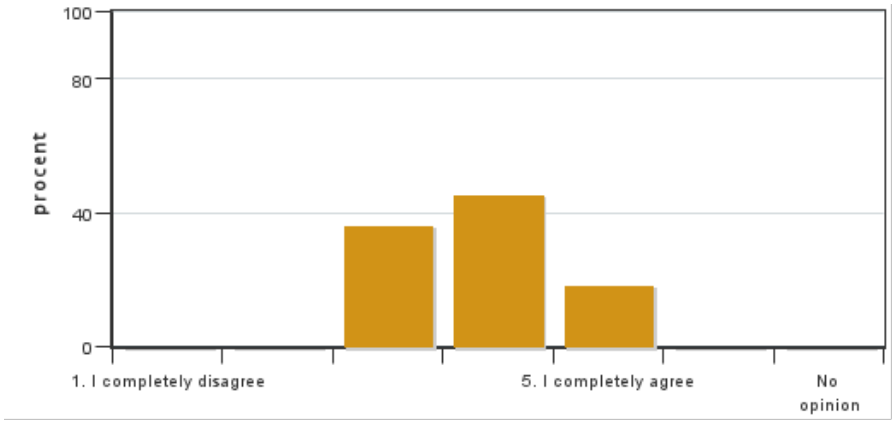
Answers: 11
Medel: 4,0
Median: 4

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



No opinion: 1

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

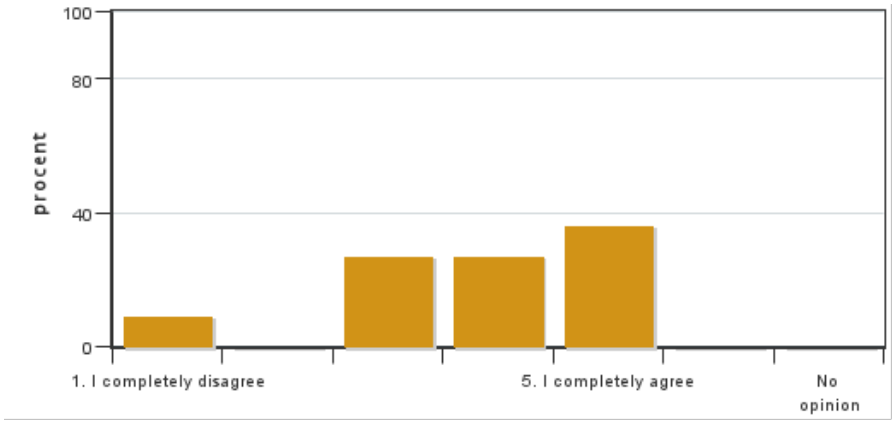


Answers: 11
Medel: 3,8
Median: 4

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

No opinion: 0

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

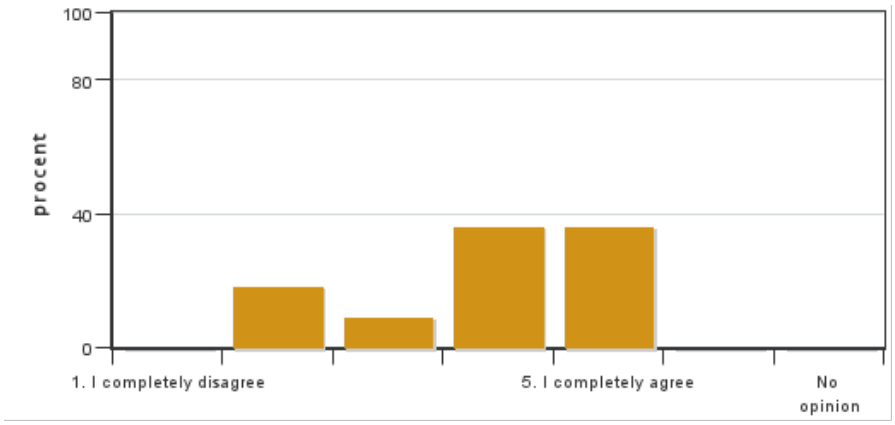


Answers: 11
Medel: 3,8
Median: 4

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

No opinion: 0

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

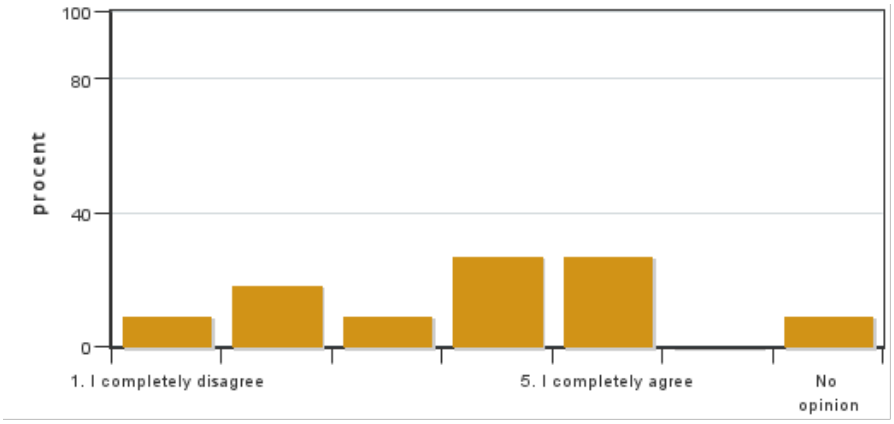


Answers: 11
Medel: 3,9
Median: 4

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

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).

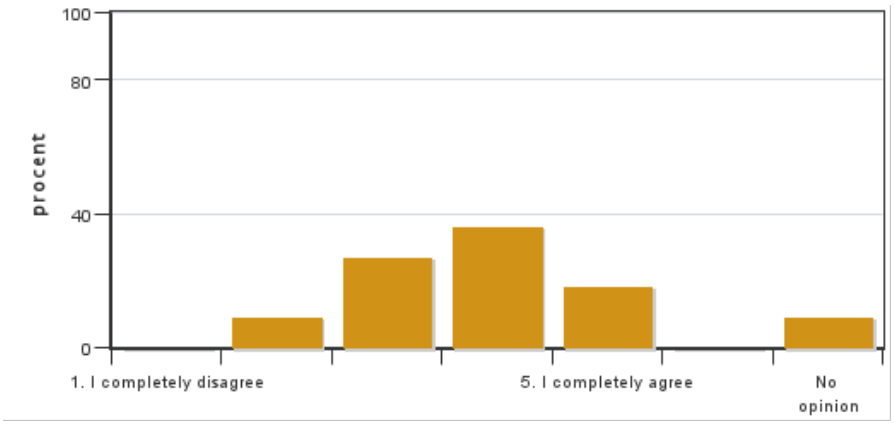


Answers: 11
Medel: 3,5
Median: 4

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

No opinion: 1

11. The course covered international perspectives.

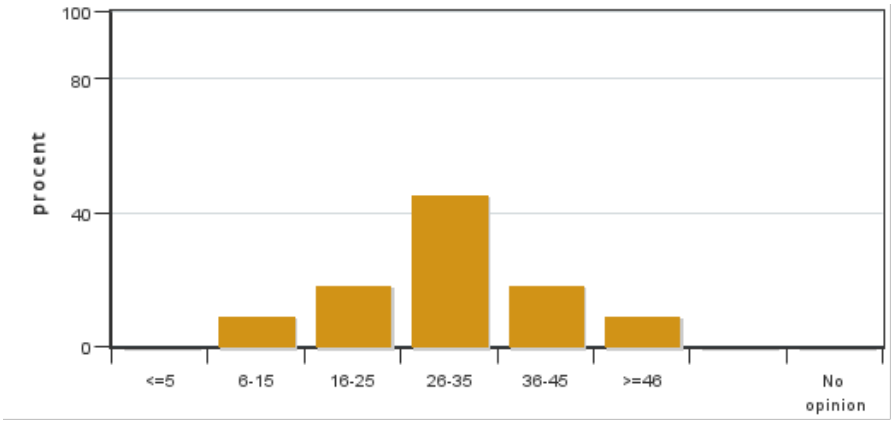


Answers: 11
Medel: 3,7
Median: 4

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

No opinion: 1

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



Answers: 11
Medel: 29,6
Median: 26-35

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

No opinion: 0

Course leaders comments

The general impression of the course is good overall with an average score of 3.4 (overall impression score: 1=very poor to 5= very good), with four of the responding 11 students rating it 3 and five of the responding students rating it 4 or 5. However there is some variation and one of the responding students strongly disliked the course. A suggestion for picking up students views is that we in the future have a half-time check (after half of the course time) to see if the students can see how teaching activities support their learning on the way to the learning outcomes. During the check we can get response from students who need extra support.

During this half-time we can also re-visit the course outcomes with the students and also highlight the importance of generic competences taught in this course. The generic competence we mainly focus on this course is the evaluation of scientific literature and how to do that in a systematic and critical way, but a few students did not understand how to do this. The students do not see the red thread of generic competences in the master's

programme and this could probably be highlighted more during the programme.

The students did not find the course difficult meaning we could challenge them a bit more next year. At the same time the learning activity supported the students' learning and the variation of activities was appreciated. Both the social and the physical learning environment worked well. The examination of this course has worked well for several years and it was developed further this year. This development will continue to make sure students can demonstrate their learning, the examination also being a learning opportunity and at the same time being possible for teachers to mark within the resources of time and funding for the course.

Both the sustainability, the equity and the international perspectives were covered and the international heterogeneity of students was utilised. However these perspectives could be discussed on a meta-level with the students to make sure they reflect on these aspects in the learning activities.

Overall this is a well-functioning course, this year with a somewhat new constellation of teachers and examiner and we look forward to 2025!

Student representatives comments

11 out of 19 students took part in this course evaluation, which represents 57% of the students. Even though not all who participated in the course evaluated it, the answers should be taken cautiously. Overall impression of the course had a mean of 3,4 and a median of 3. In general, there was a wide range especially in comments, although we have to take in consideration that not so many have used the comment function. This may also mean that comments do not match the average rating and do not necessarily reflect the opinion of the majority of the course, as confirmed by personal discussions with fellow students. Nevertheless, it is important to address all comments and opinions.

The general impression of the course with a median of 3,4 is good, but there still seems to be potential for optimisation in certain areas, as will be seen in the following evaluation questions.

In the general evaluation of the course, it was noted negatively that some classes were cancelled, although it must be said that most of the classes and content were made up for at another time.

There was also criticism of the class on evidence-based practice (EBP), which was an important part of the course. It was unclear and confusing for some at the beginning. This could have been mainly due to the different background knowledge of the very diverse course composition of students. Opinions on this part of the course varied widely. For people who had little previous knowledge in this area, it was very complex at the beginning, but it was a very important basic knowledge, especially with regard to their future university career, which was perceived as very valuable to deepen and acquire knowledge here and recognised as important, despite its complexity.

Personal discussions about the course also reflected a diverse range of opinions. Due to the very international background and therefore also different levels of knowledge, some people felt underchallenged as it was more of a repetition for them. On the other hand, some students were in favour of repetitive elements in order to deepen knowledge and to be able to put known knowledge into a different context. When asked whether the prior knowledge was sufficient to benefit from the course, most students voted clearly in favour of yes, with a mean of 4,1 and median of 4, as much of the content was repetition for many students. It should be said that the focus of the course was more on linking two already familiar subjects, Nutrition and Animal Welfare. The focus was therefore not necessarily on imparting new knowledge.

With a mean of 3,5 and median of 3 the students found the course content in general moderately to have clear links to the learning objectives of the course. However, one part of the course, evidence-based practice, seemed to some students to be less appropriate to the course description. According to the commentary, too much time and assignments was spent on it. Whilst it was seen as important and practical knowledge in general, it did not seem as relevant to this course specifically.

There is a suggestion that this part, for example, would fit better in the first course in the Animal Science master's programme "Animal Science - a scientific approach".

Opinions were also divided on the question of whether the various components of the course supported learning, but tended towards the positive side with a mean of 3,4 and a median of 4. One student particularly liked the seminars and the variety of teachers.

The social learning environment was perceived as inclusive and respecting differences of opinion, as shown by the mean and median of 4,0. It was commented that this was particularly the case between students.

The physical learning environment was also predominantly rated positively with a mean of 3,8 and median of 4.

With regard to the examination, there was criticism that the level of the examination differed too much from the level of the whole course. However, the majority of the students were quite content with the grading of their examinations at the end. This also explains the very positive assessment of the examinations with a mean of 3,8 and thus a median of 4. On the one hand, there was also criticism that the focus was too strongly on EBP. One comment said that the format of the examination was good; the atmosphere of the examination was pleasant and the oral

presentation and subsequent discussion made the requirements for the written part of the examination clearer.

The high rating with a mean of 3,9 and median of 4 shows that the course covered the sustainable development aspect.

The assessment of whether the course covered international perspectives was rated with a mean of 3,7 and a median of 4. Some lectures were more focussed on Sweden. However, one comment also shows that, for example, the different backgrounds were addressed through the presentation of the individual study visits and the course thus supported and took the very international backgrounds of the course up.

Overall, the students estimated the time required for the course at a mean of 29,6 hours and a median of 26-28 hours.