



## A scientific approach to veterinary nursing DO0147, 10103.2526

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Hanna Palmqvist

### Evaluation report

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Evaluation period: 2025-10-26 - 2025-11-23

Answers 3

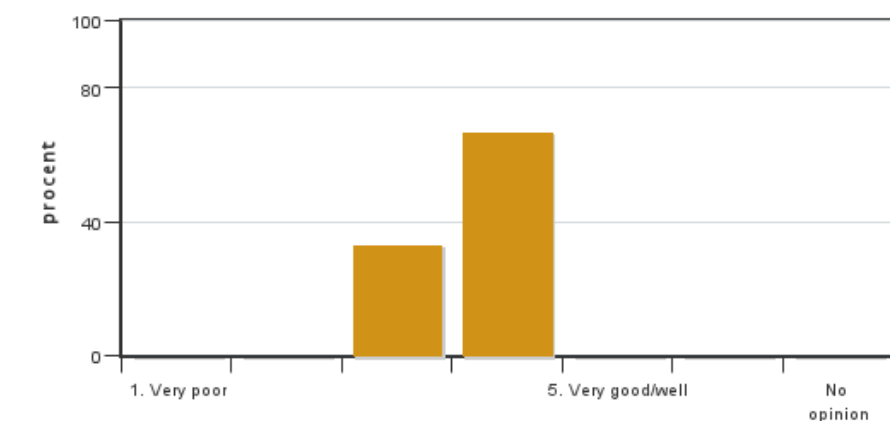
Number of students 8

Answer frequency 37 %

### Mandatory standard questions

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#### 1. My overall impression of the course is:



Answers: 3

Medel: 3,7

Median: 4

1: 0

2: 0

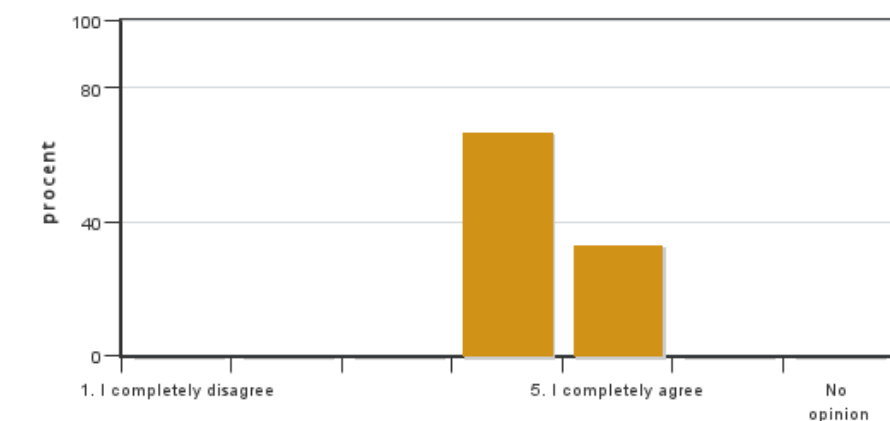
3: 1

4: 2

5: 0

No opinion: 0

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



Answers: 3

Medel: 4,3

Median: 4

1: 0

2: 0

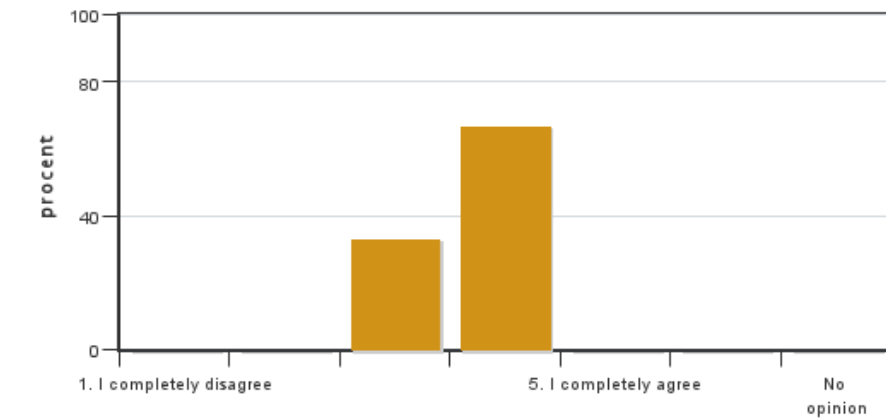
3: 0

4: 2

5: 1

No opinion: 0

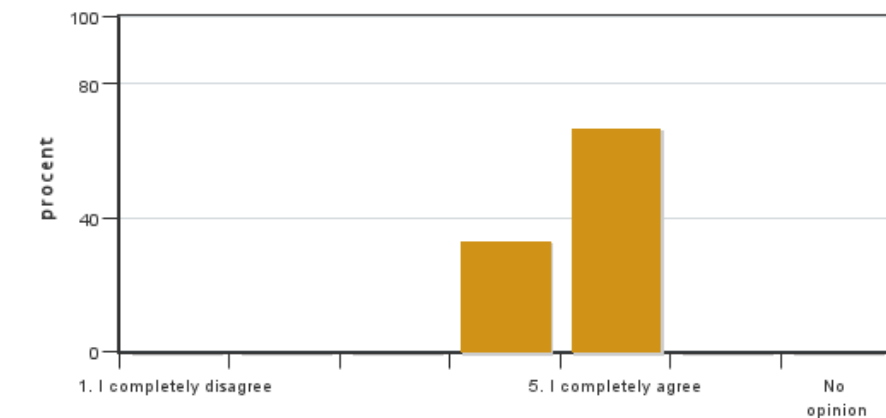
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 3  
 Medel: 3,7  
 Median: 4

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

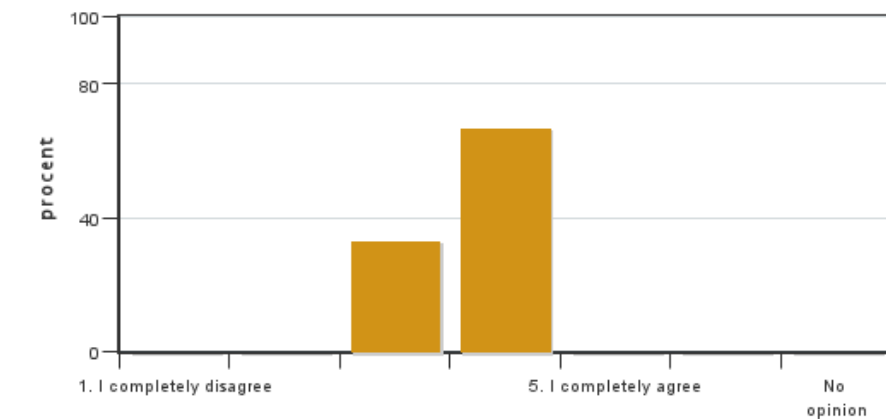
**4. The information about the course was easily accessible.**



Answers: 3  
 Medel: 4,7  
 Median: 5

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

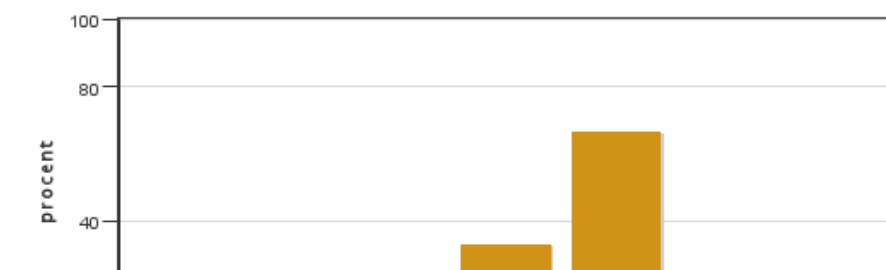
**5. The various course components (lectures, course literature, exercises etc.) have supported my learning.**



Answers: 3  
 Medel: 3,7  
 Median: 4

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

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



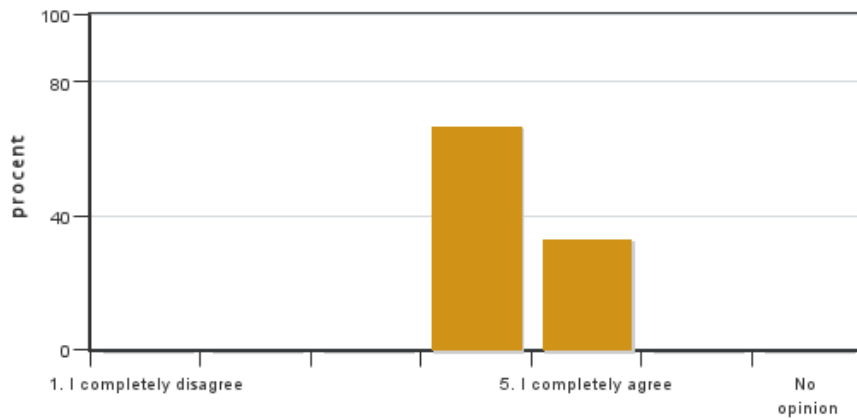
Answers: 3  
 Medel: 4,7  
 Median: 5

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



No opinion: 0

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

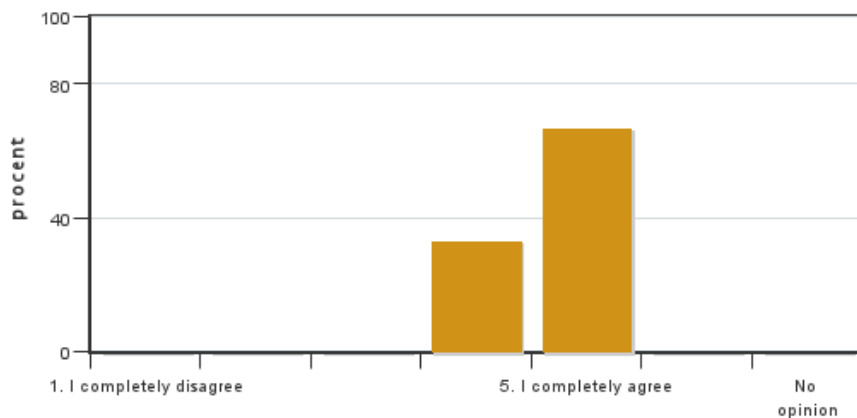


Answers: 3  
Medel: 4,3  
Median: 4

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

No opinion: 0

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

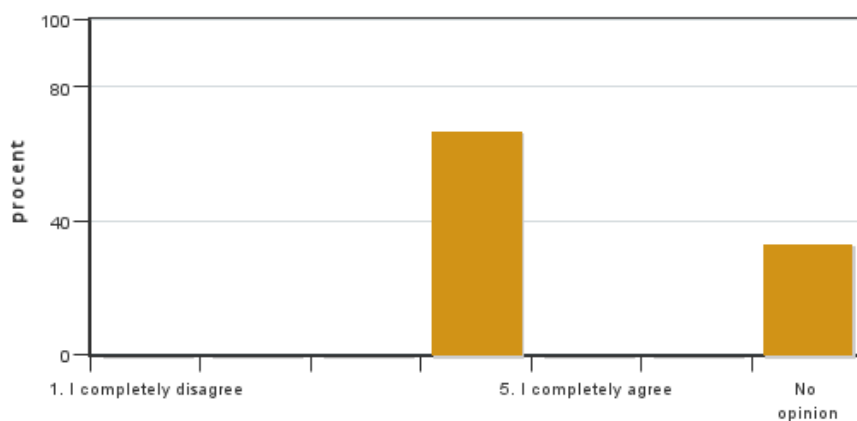


Answers: 3  
Medel: 4,7  
Median: 5

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

No opinion: 0

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

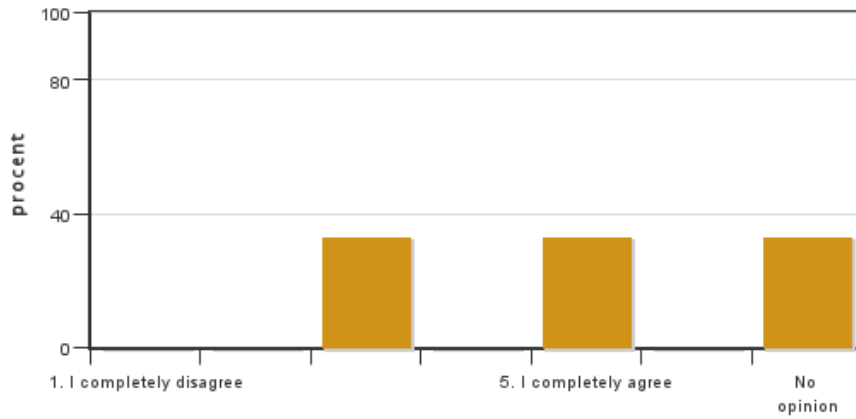


Answers: 3  
Medel: 4,0  
Median: 4

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

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).**

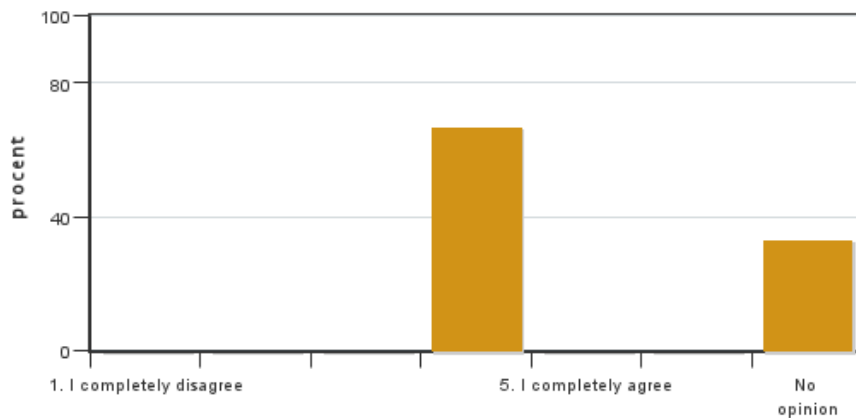


Answers: 3  
 Medel: 4,0  
 Median: 3

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

No opinion: 1

**11. The course covered international perspectives.**

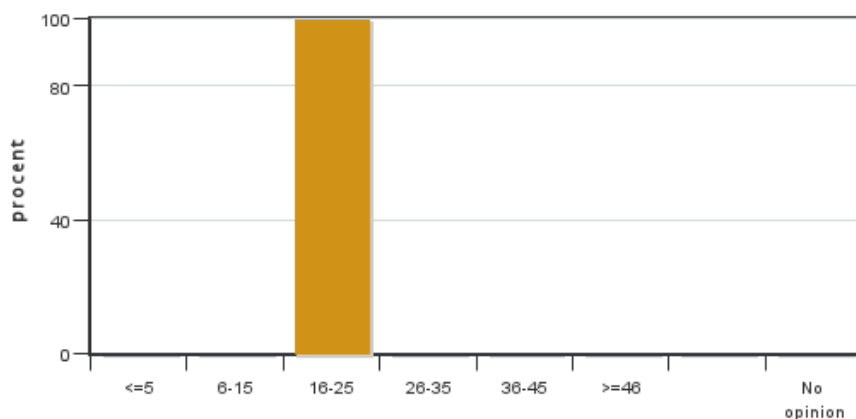


Answers: 3  
 Medel: 4,0  
 Median: 4

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

No opinion: 1

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



Answers: 3  
 Medel: 20,0  
 Median: 16-25

≤5: 0  
 6-15: 0  
 16-25: 3  
 26-35: 0  
 36-45: 0  
 ≥46: 0

No opinion: 0

**Course leaders comments**

Only 3 respondents (5 persons in total in the course)

Overall impression average 3,7 – positive comments about content and execution. One comment about that replacement assignments should be predetermined. These assignments are not supposed to be known to the students beforehand, but the replacement assignment should be handed out soon after the mandatory session – this was not executed perfectly in this course. But now that the course has been run twice there is already a replacement assignment in place for most sessions. This is also applicable to the very last comment about assignments not being uploaded early – for next year we will have most assignments already in order and have the possibility to open them up earlier.

One student commented that the prior knowledge (3,7) in statistics was not sufficient. The lectures in basic statistics

also did get very low scores (1,5). With the limited time for statistics in the course, it is difficult to have thorough basic statistics education. We increased the cr from 1,5 to 2,5 for this year, but for next year we will work on how we could help the students be better prepared. The statistics week was suggested by one student to be mandatory. We will discuss with the lecturers how we could have a better layout for the lectures. The lecture in qualitative methods got a better score (3,5) which might be due to more examples of application incorporated in the lecture. The sessions with time for questions regarding statistics had only one respondent each. We will keep these sessions as we believe it is helpful in preparation for their statistics assignment and that statistics is regarded as a bit difficult.

Time spent on the course was quite low for all respondents with 16-25 hours. This indicates that there is room for more self-studies for example regarding statistics.

Some of the students of the course had quite recently done their bachelor's in veterinary nursing at SLU, thus the lectures from the library might be quite similar to what they learnt from their bachelor. For those that had not done their bachelor recently, or at SLU, this is valuable for their continued learning in the master programme.

We asked for the preferred layout for the student discussions and related seminars, but with only two answers with differing opinions it is difficult to deduct anything from that.

The different parts of the work with the project plan seems to have been appreciated (4,3-4,7). One person would have liked to get written feedback from the last supervisor meeting as well, which would of course be good, but there is limited time for the supervisors. Oral feedback at that meeting should be very clear and include how the project aligns with the grading criteria.

Two comments about the schedule with mandatory sessions not being collected – this is sometimes difficult because of the possibility to book lecturers, but we will think about that for next year.

## Student representatives comments

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Among those who responded, the overall impression of the course is positive, and several students appreciated the distance-based format and Zoom sessions. The mandatory on-campus lectures received mixed feedback: some students felt they were well planned, while others wished they had been more condensed rather than spread out over several days, with only a few hours at a time.

The supervisors receives consistently positive feedback. However, students expressed a desire to receive written feedback before the final editing stage (and after the last meeting), in order to better understand their progression in relation to the grading criteria and to be able to make corrections.

Some students requested alternative assignments in beforehand for situations in which they have a valid reason to miss mandatory sessions.

The course information on Canvas is described as clear and easy to navigate.

Respondents reported spending approximately 16–25 hours per week on their studies, and most found it manageable to combine with work.

There were comments regarding submission procedures, particularly a wish to submit mandatory assignments earlier, and that upload folders should not open at the last minute.

The lessons on statistics received low ratings: some students felt they did not gain much from these sessions and would have preferred more basic foundational content.

In contrast, the project work was viewed very positively overall and described as highly educational by most respondents.