

Survey Analysis Report — Module Satisfaction Survey

Bachelor's Programme in Food Quality Control (LCQA / FQC)

Academic year 2025-2026 — Survey ref.: ENR-PES-16

1. Background and methodology

As part of ISBB's quality assurance framework, a module satisfaction survey was conducted among students using the ENR-PES-16 questionnaire.

The questionnaire includes 20 items across five areas (teaching quality, course content and learning, student engagement, overall satisfaction, and assessment) rated on a 5-point Likert scale from 1 (Strongly disagree) to 5 (Strongly agree), plus two open questions on weekly workload.

2. Survey participation

Cohort	Semester(s) covered	Number of respondents
Year 1 (common core LCQA/LIPA)	S1 - S2	30
LCQA Year 2	S3 - S4	12
LCQA Year 3	S5 - S6	23

3. Results by module

The overall average score across all cohorts and modules is 4.22/5, with an average score above 3.5/5 for every module surveyed.

Module	Average score /5	Student observations
Semester 1		
Applied mathematics	3.7	Good overall level; students would like more application of abstract concepts (linear systems, matrices).
Physics	4.1	Good overall appreciation, no blocking issue reported.
General chemistry	4.2	Good overall appreciation, no blocking issue reported.
Organic chemistry	4.4	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Cell biology	4.5	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Genetics	4.5	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Plant biology	4.1	Good overall appreciation, no blocking issue reported.
Animal biology	4.2	Good overall appreciation, no blocking issue reported.
C2i	3.6	Good hands-on adoption of the tools; students request software user guides.

Module	Average score /5	Student observations
English I	3.6	Adequate satisfaction; recurring request for increased teaching hours and more oral practice.
Agri-food law	3.6	Content seen as relevant but too theoretical; students request practical case studies.
Semester 2		
Structural biochemistry	4.0	Good overall appreciation, no blocking issue reported.
Physicochemical analysis techniques	4.3	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Molecular biology	4.3	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Microbiology	4.2	Good overall appreciation, no blocking issue reported.
Plant physiology	4.5	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Animal physiology	4.5	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Elective Module 1 (S2)	4.2	Good overall appreciation, no blocking issue reported.
Elective Module 2 (S2)	4.3	Very positive appreciation; teaching methods and hands-on supervision praised by students.
General economics	3.7	Lecture-based approach to be reinforced with applied exercises and case studies.
Management	4.5	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Semester 3		
Food biochemistry I	4.2	Good overall appreciation, no blocking issue reported.
Enzymology	4.5	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Food microbiology	4.2	Good overall appreciation, no blocking issue reported.
Process engineering	4.3	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Applied nutrition	4.1	Good overall appreciation, no blocking issue reported.
Toxicology	4.0	Good overall appreciation, no blocking issue reported.
Food science	4.5	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Elective Module 1 (S3)	4.2	Good overall appreciation, no blocking issue reported.

Module	Average score /5	Student observations
Elective Module 2 (S3)	4.3	Very positive appreciation; teaching methods and hands-on supervision praised by students.
ICT multimedia	4.4	Very positive appreciation; teaching methods and hands-on supervision praised by students.
English II	3.9	Adequate satisfaction; recurring request for increased teaching hours and more oral practice.
Semester 4		
Bioprocess engineering	4.1	Good overall appreciation, no blocking issue reported.
Conservation techniques	4.6	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Agrifood techniques	4.5	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Unit operations	4.3	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Quality control management	4.3	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Metrology	4.5	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Elective Module 1 (S4)	4.2	Good overall appreciation, no blocking issue reported.
Elective Module 2 (S4)	4.3	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Organizational Culture	4.3	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Bioethics and biosecurity I	4.3	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Internship in a professional setting (Year 1)	4.1	Good overall appreciation, no blocking issue reported.
Semester 5 (FQC/LCQA specialisation)		
Science and technology of animal products	4.6	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Science and technology of plant products	4.2	Good overall appreciation, no blocking issue reported.
Food traceability	4.5	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Sensory Analysis and Rheology	4.2	Good overall appreciation, no blocking issue reported.
Hygiene in food industry	4.0	Good overall appreciation, no blocking issue reported.
Conservation, conditioning and packaging techniques	3.9	Good overall appreciation, no blocking issue reported.

Module	Average score /5	Student observations
Standardisation, normalisation, certification	4.3	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Elective Module 1 (S5)	4.3	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Elective Module 2 (S5)	4.4	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Food legislation	3.9	Content seen as relevant but too theoretical; students request practical case studies.
Entrepreneurship	4.3	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Biostatistics I and bioinformatics I	4.6	Very positive appreciation; teaching methods and hands-on supervision praised by students.
Internship in the food industry (Year 2)	4.1	Good overall appreciation, no blocking issue reported.
Semester 6		
Final internship and Final Year Project (FYP)	4.2	Good overall appreciation, no blocking issue reported.

4. Summary by thematic area

- Teaching quality: instructor supervision and availability rated very satisfactory.
- Course content and learning: teaching materials and difficulty level generally well suited.
- Student engagement: good motivation, group work well received.
- Overall satisfaction: a majority of students would recommend their programme.
- Assessment: grading criteria seen as clear; feedback on exams generally timely.
- Workload: generally seen as reasonable, with some variation across modules to be further monitored.

5. Improvement recommendations

- Increase the number of teaching hours dedicated to English (Bachelor's programmes LCQA/LIPA and Master TAPLC) and continue presenting Final Year Projects and Master's Theses in English.
- Introduce, starting in Year 1 (common core), a “Study Skills” module (learning how to learn) to strengthen study methods, note-taking, time management and learning autonomy.
- Improve the teaching methodology of the General economics module: reinforce hands-on practice and add guided case studies in class rather than a purely lecture-based approach.
- For the Applied mathematics module: connect linear systems to concrete applications in biological sciences, and organise short in-class group activities on matrix reduction.
- Prepare guidelines for software use to support digital modules (C2i, ICT multimedia, Bioinformatics).

6. Action plan — Monitoring and Evaluation

Component	Detail
Monitoring tools	Feedback surveys; Module reports
Evaluation metrics	Change in average item score per module; Rate of timely feedback delivery; Student satisfaction with revised courses

7. Closing the feedback loop

In line with ASIIN Requirement A2, the results of this survey and the resulting improvement measures will be communicated to students through the ISBB institutional website and via student representatives on the Scientific Council.

8. Figures

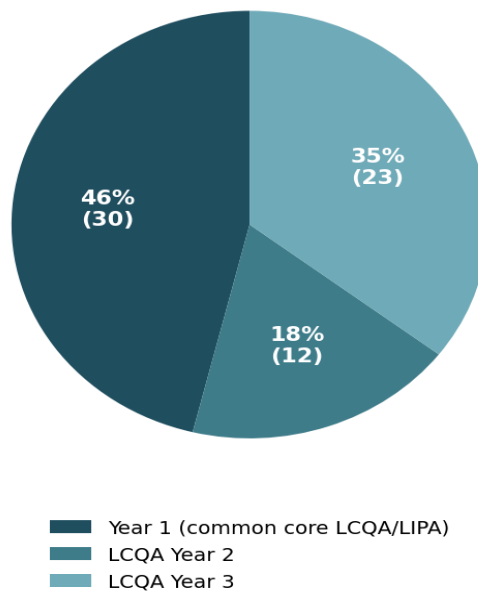


Figure 1. Survey respondents by cohort

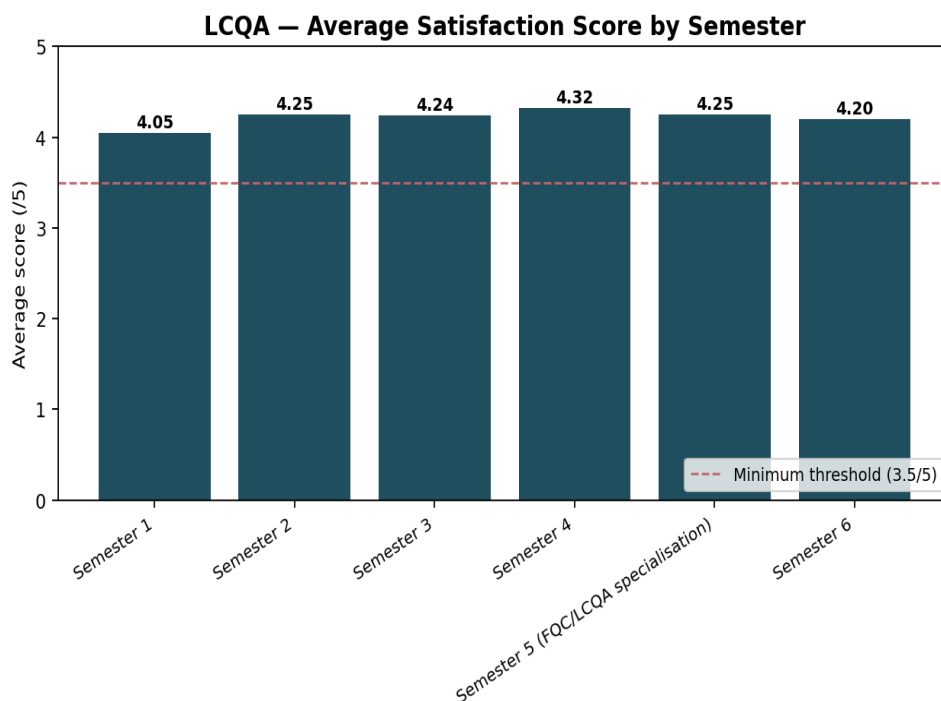


Figure 2. Average satisfaction score by semester

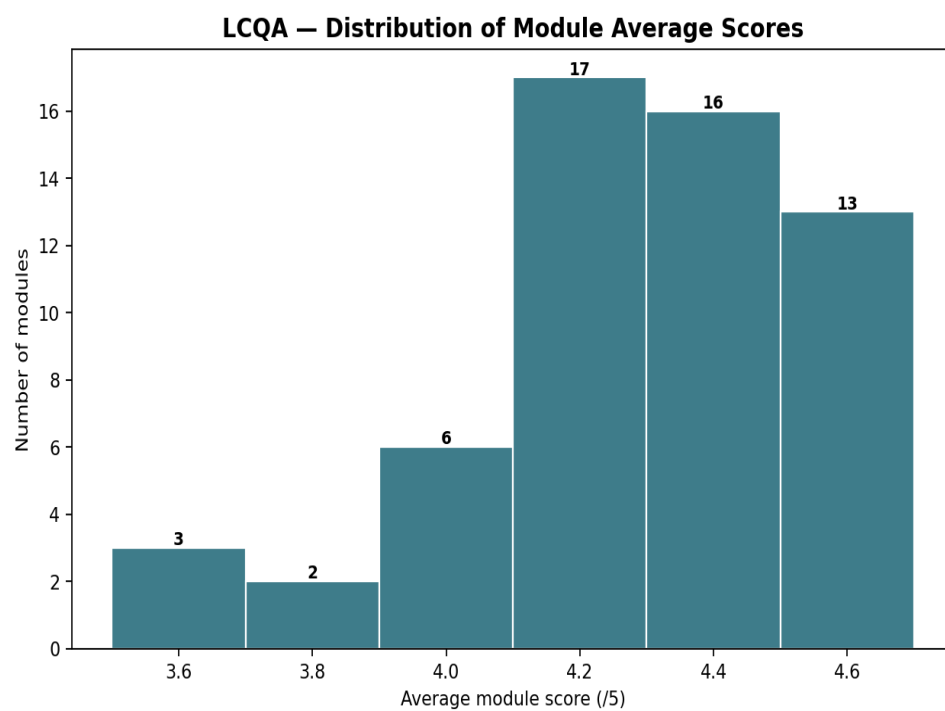


Figure 3. Distribution of module average scores