

## The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2013– 2014

**Part A: General Information****Subject area and awards being examined**

Faculty / School of:	School of Food Science and Nutrition
Subject(s):	<i>Food Science</i>
Programme(s) / Module(s):	BSc Food Science and BSc Food Studies and Nutrition FOOD1040 FOOD1131 FOOD2031 FOOD2100 FOOD2195 PAPER 1 FOOD2195 PAPER 2 FOOD3041 FOOD3100 FOOD3130
Awards (e.g. BA/BSc/MSc etc):	BSc

**Name and home Institution / affiliation of Examiner****Completed report**

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six weeks after the relevant meeting of the Board of Examiners, to [exexadmin@leeds.ac.uk](mailto:exexadmin@leeds.ac.uk).

Alternatively you can post your report to: **Head of Quality Assurance**  
Room 12:81, EC Stoner Building  
The University of Leeds, Leeds LS2 9JT

**Part B: Comments for the Institution on the Examination Process and Standards****Matters for Urgent Attention**

*If there are any areas which you think require urgent attention before the programme is offered again please note them in this box*

None

**Only applicable in first year of appointment**

*Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?*

Two external examiners reports and form provided in July

**For Examiners completing their term of appointment**

*Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School*

N/A

## Standards

**1. Please indicate the extent to which the programme Aims and Intended Learning Outcomes (ILOs) were commensurate with the level of the award**

- *The appropriateness of the Intended Learning Outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

The Learning Outcomes were entirely appropriate for the Food Science Programmes as was the structure and content of the Programme. The standards are appropriate at all levels. A high standard was achieved in the final year with many first and upper second class degrees awarded. The students are well equipped to take up a range of posts after graduating.

**2. Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?**

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

The aims and intended learning outcomes of the programme are in line with similar courses in the UK including my own at the University of Surrey. The courses provide a range of topics and relevant Food Science modules underpinned by chemistry and biology, and were covered in depth in the final year. A range of modules in each year ensures progressive development of students resulting in very good degrees at the end of the Programme. Students knowledge and skills are further enhanced by the Industrial Year Placements. The content of the degree meets the Food Science QAA benchmarks

**3. Please comment on the assessment methods and the appropriateness of these to the ILOs**

- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
- *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

The design and structure of the assessments including coursework essays and exams is appropriate, allowing students to achieve learning outcomes. Marking criteria were fine on the whole but could be made more consistent across modules. The marking was fair and appropriate. The online degree classification system was impressive and fair, allowing each student too be considered fully. Student projects were marked consistently but the whole range of marks particularly at the top end should be used.

**4. Were students given adequate opportunity to demonstrate their achievement of the Aims and ILOs?**

- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
- *The strengths and weaknesses of the students as a cohort.*

The students performed very well at all levels and particularly well in the final year where they given good opportunity to demonstrate their achievement of the Aims and ILOs. Final year students performed very well with a high number achieving Firsts and Upper Second classifications. I was not able to meet the students in February, but I saw a good range of exam scripts and coursework. The marking was fair and consistent.

**5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum**

N/A

**6. Please comment on the nature and effectiveness of enhancements to the programme(s) and modules since the previous year**

*It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.*

N/A

**7. Please comment on the influence of research on the curriculum and learning and teaching**

*This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.*

Many of the topics are taught by academics who undertake research in the area. Also a final year module incorporates a team project which is challenging for but enjoyed by students. The replacement of the traditional dissertation with the project written up as a scientific paper is useful and was impressive demonstrating a high standard. However, marks at the top end need to be higher.

**8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD**

N/A

#### For Examiners involved in mentoring arrangements

9. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

I received some very helpful comments from Dr Ruth Valentine.

#### The Examination/Assessment Process

10. The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner.

*Whether External Examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.*

I received sufficient information.

11. Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks, marking criteria?

*The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.*

I received the Programme Handbook.

12. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

I was provided with all the draft examinations papers.in good time. The nature and level of questions was appropriate . Suggested corrections were taken on board .

13. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

A good selection of scripts and coursework from each module and degree classes were made available. Marking was fair and useful comments were made in the margin . and supplied by the module organiser.

14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

Students had a wide choice of subjects and presented their results as a poster which was accessed.

15. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

The administrative arrangements were very good and <> is to be commended for <> efforts . I attended the Board of Examiners meeting and was very impressed by the consideration given to each student and the commitment of staff to their students. I was very happy with the recommendations of the Board.

16. Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?

Mitigating circumstances and medical evidence was discussed and acted upon fairly.

#### Other comments

Please use this box if you wish to make any further comments not covered elsewhere on the form



UNIVERSITY OF LEEDS

18/10/2014

Programmes: BSc Food Science  
BSc Food Studies and Nutrition

Dear

Thank you for your input to the setting of the examination papers and for the work during your visit in checking scripts and coursework. We have now received your External Examiner's report which has been considered by the School Staff at a School Taught Student Education Committee.

The School staff were pleased by your positive report, particularly with your comments about the standards reached by final year students, the challenge of completing a final year team project, the value of the replacement of a traditional placement with writing up the project as a scientific paper, the recognition of research in our curriculum and on the fair and consistent marking.

Your comment that the whole range of marks, particularly at the top end should be used has been discussed. The staff are in agreement that marks awarded at the top end of the research projects could have indeed been higher. Instructions to all staff will be made closer to the marking period to remind them that those projects reaching the higher standards must be awarded marks commensurate with the level of achievement. The marking criteria will be checked to ensure that they encourage colleagues to use higher marks where appropriate.

Once again thank you for your contribution to the School's examination procedures and we look forward to meeting you again in the 2014/15 session,

Best wishes,