

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2014-2015

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

Faculty / School of:	Food Science and Nutrition
Subject(s):	BSc Nutrition, Food studies and Nutrition, (international, industrial, European)
Programme(s) / Module(s):	FOOD3330, FOOD 2170, FOOD3340, FOOD2031, FOOD3050, FOOD2150, FOOD2160, FOOD2165, FOOD219501, FOOD3070, FOOD3371, FOOD2300, FOOD3390, FOOD3050, FOOD 3381, FOOD 3370, 3371, FOOD3390, FOOD 3340 I also looked at several Year 2 modules
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.

Alternatively you can post your report to: **Head of Academic Quality and Standards**
Academic Quality and Standards Team
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

NA

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?

NA

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

NA

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.*

Overall satisfied with the quality, diversity and level of the work assessed. Year 2 work is challenging and current and pushes the students preparing them for final year. Year 3 is appropriate with a good mix of assessments.
All standards are appropriate for BSc honours level.

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.*

This is not relevant for this programme of studies. Nutrition degree is now accredited by the UKVRN and I think this is excellent progress.

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.*

A range of assessment methods were used. Seen and unseen examination paper. Seen journal articles used to base examination question on have been introduced to year 2 and a seen again in year 3. This is challenging at this level, but the students did an excellent job with these types of question. Project work was available to look at, as was practical workbooks, literature reviews and honours projects.

Exams are diverse with seen case studies and unseen papers – so good to see the students being stretched. Diversity in the examinations is good overall, but it would be useful for some standardisation in the examination format (e.g. same number of questions per exam in a set time etc.), as I saw a range (e.g. 2 questions from 5 in section A, all in section B and then the next exam was slightly different – 3 from section A and 2 from section B). This is something I mentioned in previous years – I think this will make workload easier for staff and also standard for students.

There is quite a lot of group work in the final years – food project (30 credits, 100%), Nutrition Policy (20 credits – 50% group work). Although I value group work and do like both of these modules, as these are final year modules, it does appear that a lot is riding on a 'group' mark - however reassuring to see that (at least for 3370/3371 WebPA is being utilised to address the peer marking and this all seems satisfactory.

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.*

- In the main part most examination papers were well annotated, with a breakdown of the marks given and compared with last year's marks. This was extremely useful. These annotated papers will help to give good feedback back to the students and I suggest that this is formalised in a tutorial session, to ensure returning year 3 students are fully briefed on their examination results. I received mark schemes which were really useful to see the standard expected by the lecturers teaching the modules.
- For those assessments where a high middle and low mark had been pulled out, this was really useful. It would be helpful for this to happen for examinations as well – to help reduce workload for the future external examiner.
- There was a good spread of marks in general – however 'top' marks were not always given. Project mark – really good variation in project titles, ranging from clinical studies, chemical analysis, qualitative nutritional studies. Marking appropriate, however some big difference (greater than 10) between some markers – these should always be '3rd' marked.

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

NA

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.

I really liked FOOD2201 – voice commentary providing feedback – very innovative and exemplary. Also the use of a formative blog – again an innovative teaching/assessment method. I would have loved to have seen some of this and to see whether all students engaged with this- did the lecturer give feedback on the blog? Great ideas.–

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.

Honours projects – really good spread of project type– from dietary surveys, intervention studies, protein ELISA and sensory food analysis – so should be commended on this. Use of current articles in 'seen' examinations in year 2 and 3 is an excellent way of showing research on the curriculum. This type of question was well used on the nutrition course.

For Examiners involved in mentoring arrangements

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

NA

The Examination/Assessment Process

9. 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.*

Sufficient material supplied.

10. 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.*

Yes

11. 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?

Yes.

12. 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?

Yes. It would be helpful if for next year if a sample of 1st class, 2;2 and 3rd class papers are pulled out to the top of the module pile –to make it easier for us to find these papers and check the spread. Or at least have the papers 'ranked'. This could be easily done by the module leader.

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

Honours projects – really good spread – from dietary surveys, intervention studies, protein ELISA and sensory food analysis – so should be commended on the spread.

14. 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?

Yes – I was looked after very well and everything was well organised. Thank you to all the admin staff.

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

Yes.

I was also asked to double check some marks where there were discrepancies between 2 markers to ensure fairness.

Other comments

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

As this was my final and fourth year of acting as external examiner I would like to commend the whole team for their interesting and high quality degree programmes. I have enjoyed my time examining and am happy to see previous year's comments have been taken on board by the team, where they feel this is appropriate. I would be happy to be involved in the masters programme, if needed. It has been a pleasure.

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W www.food.leeds.ac.uk**UNIVERSITY OF LEEDS**25th January 2016

Dear

Thank you for your recent External Examiner's Report. The School was pleased to note your comments about the use of a wide range of assessments and that the programme is challenging for the students.

With respect to your comment concerning the variety of examination paper format, I can report that the School has a Teaching Enhancement Scheme group that have been considering a wide range of issues about examinations in the School. An agreement has been made to have more standardisation in examination paper format, and the range of formats is being agreed.

As you have pointed out there can be potential problems with assessment of group work, and we are pleased that you regard the way in which we use peer marking is satisfactory.

The method that you have advised for examination feedback, through use of a formal tutor meeting is how we aim to give returning students examination feedback. Of course there is the problem that a significant number of students do not attend the tutor meetings and so do not make use of the feedback available.

The suggestion that you have made that if the difference between markers on the final year research project is greater than 10% then a third marker will be appointed will be discussed at the next School Taught Student Education Committee and the new module leader for this module will be advised of the procedure.

I would like to thank you for the work and commitment that you have shown over the last four years as External Examiner and especially for the advice on a number of issues that we have adopted, which has resulted in an improvement to our procedures and to the student experience on the programmes at Leeds.

Yours sincerely,

Head of the School of Food Science & Nutrition