

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

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 Science and Nutrition FOOD 2045, FOOD 2100, FOOD 2192, FOOD 2196, FOOD 2031, FOOD 2140, FOOD 2175, FOOD 2400, FOOD 3010, FOOD 3041, FOOD 3130, FOOD 3100, FOOD 3050, FOOD 3371, FOOD 3330
Awards (e.g. BA/BSc/MSc etc):	BSc

Part B: Comments for the Institution on the Examination Process and Standards

Points of innovation and/or good practice

Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.
Writing up the final year dissertation as a research paper for publication
Team work by students in other projects and a component of peer review in the assessment.
Professional training and industrial experience
Occasional involvement of industrial visiting lecturers.
Double marking of projects
Process of deciding awards for borderline cases.

Enhancements made from the previous year

Please highlight any enhancements made to the programme(s) or processes over the past year in this box.
Module revision to enhance student knowledge and experience.

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

For Examiners in the first year of appointment

1.	Were you provided with an External Examiners Handbook?	Y
2.	Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?	Y
3.	Were you provided with a External Examiner Mentor?	Y

For Examiners completing their term of appointment

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y
5.	Has the school responded to comments and recommendations you have made?	Y
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	N/A
7.	Have you acted as a External Examiner Mentor?	Y

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

The Department has continued to provide very relevant Food Science and Nutrition modules to a high standard by very dedicated and committed academic staff, who are experienced in their field. The student experience has been enhanced by new project modules and industrial participation and all recommendations made by external examiners and students comments have been noted and acted upon. The student achievement and degrees awarded demonstrates a large number of first and upper second class degree classifications reflecting the increasing numbers of very well qualified students being admitted and retained. The Professional Year has also contributed vastly to the student skills and experience which is reflected in the degree awards. The examinations and marking systems have also continued to improve and are very fair and thorough. The administration team is very efficient. The University of Leeds Food Science and Nutrition degrees are now ranked amongst the top three in the UK and have contributed to the Gold TEF award to the University this year.

Standards

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y
<p><i>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</i></p> <p>The Food Science and Food Science and Nutrition programmes are very well designed and structured. The modules cover the breadth and relevant aspects of the subject area. The aims and intended learning outcomes are very clear and are followed with total commitment of staff.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
<p><i>Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)</i></p> <p>The curriculum is informed by current research in the subject and in particular discussion of research papers is included in some modules. In addition, the projects that are undertaken by students are based on the research expertise of staff who suggest the topics for the dissertation. The findings are then presented as a research paper for publication. This is a very good idea and has consistently resulted in excellent papers whilst giving students the experience of writing concisely and communicating effectively. .</p>		
14.	Does the programme form part of an Integrated PhD?	N
<p><i>Please comment on the appropriateness of the programme as training for a PhD:</i> N/A</p>		
15.	Does the programme include clinical practice components?	N
<p><i>Please comment on the learning and assessment of practice components of the curriculum here:</i> N/A</p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
<p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i></p>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<p><i>Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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.</i></p> <p>The module summary sheets presented were very useful and included amongst others, learning outcomes, skills outcomes, syllabus, feedback and methods of assessment. These were very appropriate particularly the design and assessment methods which range from examinations to coursework essays, projects and practicals.</p> <p>The module organiser report summarising exam marks and questions answered was also very useful. All scripts, coursework and projects were available to the external examiners who checked a selection prior to the exam board. All assessments were marked fairly with annotation and many were double marked to ensure consistency. The standard was commensurate with similar degree courses offered by other UK Universities. I received all the draft exam papers in good time and comments I made were taken on board by an efficient academic and administration team. Comments that I made about a module in my previous report, was also addressed satisfactorily.</p> <p>The examination board for the classification of degrees was conducted appropriately and fairly, considering each student and borderline cases carefully.</p>		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y
<p><i>Please comment on 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:</i></p> <p>The standard achieved was very high overall with some excellent in depth answers and reports.. It was pleasing to note that most degree classifications were in the first and 2i categories, which reflects the high standard of teaching and student knowledge and commitment. The standard of answers and coursework are in line with those of other students on similar courses in the UK.</p> <p>The external examiners met with selected students, on 8th February 2017. The students indicated that they were very happy with the course and facilities and considered the modules well organised especially the Group projects; they also liked the peer reviewing component of the assessment. Those students who took a professional Year out benefitted enormously from the experience and training; this was also reflected in the generally higher degree classifications attained by students who had been on a PTY compared with students who moved directly to the final year.</p>		
<p><i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i></p> <p>The assessment and feedback was very fair and undertaken to a high standard by very diligent and committed staff</p>		

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiners role, powers and responsibilities in the examination process?	Y
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
25.	Were you provided with all draft examination papers/assessments?	Y
26.	Was the nature and level of the assessment questions appropriate?	Y

27.	Were suitable arrangements made to consider your comments on assessment questions?	Y
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y
29.	Were the examination scripts clearly marked/annotated?	Y
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y
33.	Were you able to attend the Progression and Awards Board meeting?	Y
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i> All the appropriate documents and scripts were provided and staff were at hand to explain details on their modules prior to the Exam Board. The Exam Boards were conducted professionally and fairly. Each student was considered carefully including those with mitigating circumstances.</p>		

Other comments

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

The Food Science and Nutrition and Food Science degree courses are excellent and are ranked high in the UK League Tables.. It has been a pleasure to have been involved as external examiner and see the Department grow from strength to strength under excellent leadership and academic input and commitment.

Leeds
LS2 9JT

www.food.leeds.ac.uk



UNIVERSITY OF LEEDS

Dear

Thank you for your External Examiner's report for 2016 – 2017. The School Taught Student Education Committee has now considered the report. Colleagues were pleased with your positive comments concerning the research based teaching in the School, your recognition of the standard of research and team projects, and your observations of the dedication and commitment of Academic Staff in the School. The School is happy that administrative arrangements met all of your requirements, and that you found the module summary sheets and module leader examination summary reports useful.

The School is highly appreciative of the work that you have carried out in your role as External Examiner, returning comments on examination papers with a short turn around, rapid responses to requests throughout the year, thoroughly checking examples of coursework and examination answers and providing some valuable insight and advice. Acting on your advice and comment has certainly improved the programmes and student satisfaction.

Thank you for your dedication, advice and support that you have provided over the last four years and the School wishes you all the best for your future endeavours,

Yours Sincerely