

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**

ACADEMIC YEAR: 2017-18

QAT Received 07/08/2018

**Part A: General Information**

**Subject area and awards being examined**

*Title and Name of Examiner:*

*Faculty / School of:*

School of Food Science and Nutrition

*Subject(s):*

*Food Science*

*Programme(s) / Module(s):*

B.Sc. Food Science and B.Sc. Food Science and Nutrition.  
FOOD 2045, FOOD 2100, FOOD 2192, FOOD 2196, FOOD 2031, FOOD 2040, 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):*

B.Sc.

**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.*

Team work by students in product development work which includes a "Dragons Den" session.

Final year dissertation which requires students to present work as a poster and write the dissertation as a research paper.

Student lectures on the interaction of ingredients in specific foods and involvement of industrial lecturer on how to make labels clean.

Involvement of industrial visiting lecturers.

**Enhancements made from the previous year**

*Please highlight any enhancements made to the programme(s) or processes over the past year in this box,*

*Restructuring of the New Product Development, Food QA and Dissertation modules which has led to higher student involvement and marks.*

**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 Examiner Handbook?	Y
2.	Were you provided with copies of previous External Examiners' reports and the School's responses 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?	N.A.
5.	Has the school responded to comments and recommendations you have made?	N.A.

6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	N.A
7.	Have you acted as an External Examiner Mentor?	N.A

*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*

## 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

*Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.*

The Food Science and Food Science and Nutrition programmes are very well designed and organised. The programme aims and learning objectives are well articulated at each level and clearly mapped and measured in the modules. Academic staff are very thorough in measuring students learning throughout each programme.

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
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*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)*

Yes the influence of research on the curriculum and in teaching and learning is clear. Current research on the subject informs the curriculum in lectures and students are required to carry out research on the subject to complete coursework. The dissertation projects students undertake are suggested by academic staff and are based on the research expertise of the staff. Students learn to present research results as posters and in the format of a research article.

14.	Does the programme form part of an Integrated PhD?	N
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*Please comment on the appropriateness of the programme as training for a PhD:*

15.	Does the programme include clinical practice components?	N
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*Please comment on the learning and assessment of practice components of the curriculum here:*

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
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*Please comment on the value of, and the programme's ability to meet, PSRB requirements here:*

## Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
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*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.*

The Programme assessment map, module summary sheets and module handbooks were very useful for assessing the alignment of the intended learning outcomes with assessments. The methods of assessment through the programmes are very varied and include laboratory practicals, verbal presentations, poster presentations, essays, reports, critical reviews, product development and research projects.

Student achievement of the learning outcomes were evidenced by the module results sheets presented. The external examiners checked a selection of the exam scripts, coursework reports and projects prior to the exam board. All coursework was marked fairly and consistently. The coursework and exam scripts were annotated which assisted in understanding where marks were gained and lost. The internally moderated sample of coursework was double marked.

Draft exam papers were received in good time and comments made were acted upon.

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

*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:*

The standard of achievement by students is very high with stronger students demonstrating excellence in coursework and exams. The standards of answers and coursework are in line with comparable courses in the UK although the proportion of students demonstrating excellence is higher reflecting on the high quality student intake. This excellence is reflected in the high number of students being awarded a first and 2.1 degree classification. Students on the programmes are inspired by the high quality of teaching and expertise of academic staff.

The external examiners met with selected students on the 6<sup>th</sup> February 2018 and sought their view of the organisation of the courses and modules, course communication, support provided by the University for students taking the Professional Year Out (PYO). The students reported they were very pleased with the courses and that changes to the modules had made the modules more interesting. They also reported the Careers Service provided good support in CV and interview preparation. The students who took the year out on placement also reported on the benefit of the experience. Students who took the Professional Year Out achieved higher degree classifications compared to students that entered into the final year without professional year out.

The strength of the students as a cohort is their high A Level science background which prepares them well to study Food Science and Nutrition.

*Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:*

The assessment was fair and consistent. Feedback was relevant appropriate and timely. The use of qualitative marking criteria for assessment of coursework as used for marking of individual reports is commended and should be encouraged.

### The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiner's 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

*Please use this box to provide any additional comments you would like to make on the questions above:*

All the module documentation required for reviewing the programme at module level was consistently presented in module boxes. Each module box contained the Module Catalogue page, Module handbook, Exam paper and model answers; examples of student exams and coursework; Module mark sheets and module leader comments on answers and student achievement. Academic and administrative staff were at hand to explain details of the modules. This arrangement made assessment of student achievement per module easier and assisted in understanding the operation of the Progression and Awards Board.

Academic and support staff should be commended for putting together all the documentation.

The Progression and Awards Board establishing the student degree classification was run professionally and fairly. Evidence of student achievement was carefully considered. Borderline student results were thoroughly reviewed.

The standard of student achievement is commensurate with Food Science and Food and Nutrition courses offered at other UK Universities.

#### Other comments

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

**Name of School and Head of School (or nominee)**

Title and Name of Examiner:

Subject(s):

B.Sc. Food Science and B.Sc. Food Science and Nutrition.

Programme(s) / Module(s):

FOOD 2045, FOOD 2100, FOOD 2192, FOOD 2196, FOOD 2031, FOOD 2040, 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

Title and Name of Responder:

Position\*:

Head of School

Faculty / School of:

MAPS/School of Food Science and Nutrition

Address for communication:

School of Food Science and Nutrition  
University of Leeds  
Leeds LS2 9JT

Email:

Telephone:

\*If the individual responding to the report is not the Head of School please state their position within the School.

**Completing the School response**

The completed School response (including the full original report) should be attached to an e-mail and sent to the Pro-Dean for Student Education in the relevant Faculty. Following approval by the Pro-Dean for Student Education, the School must send the response (including the full original report) directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at [qat@leeds.ac.uk](mailto:qat@leeds.ac.uk). External Examiners should receive a formal response no later than six weeks after receipt of the original report.

**Response to Points of innovation and/or good practice**

The team project, final year dissertation and student led learning in FOOD3041 all highlight the School's philosophy for the final year, allowing students to apply their knowledge and to challenge them with industry relevant problems - and the School is pleased at how the students respond to these challenges. The School continues to believe that the appropriate use of industrial experts is invaluable to the student experience.

**Response to Enhancements made from the previous year**

As noted the restructuring of these modules has had a big impact on student satisfaction by challenging students with real life problems leading to more student involvement with the learning procedure. With the increase in satisfaction, the marks have improved.

**Response to Matters for Urgent Attention**

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

N/A

**Response to questions 1-7 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

N/A.

## Standards

### **Response to questions 8 to 16 (and related comments)**

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

Both programmes have now been accredited by the IFST. It is pleasing to note your comments on the design, organisation and the articulation of learning outcomes at programme and module level, and the clear influence of research on the curriculum.

## Assessment and Feedback

### **Response to questions 17 to 19 (and related comments)**

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

Module boxes to include all module information along with coursework, examination paper examples and module leader comments are a new innovation and will be continued as you have found them helpful. The School will continue to look for ways to improve administrative arrangements for the External Examiners and will be pleased to act on any suggestions. The internal examiners agree with your observation that the student performance this year was of a deservedly high standard. The A level requirement for entry onto the programmes has ensured that many of the best students come to Leeds to study, and staff have responded in making the programmes interesting and challenging – and offering any support required from our students.

It was good to hear that the students have appreciated the changes made to modules and that they appreciate the benefit of either taking up an industrial and an international placement – the School does encourage all students to consider taking a placement year as part of their programme.

## The Progression and Awards Process

### **Response to questions 20-35 (and related comments)**

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

It is pleasing to note that you found the arrangements and conduct of the meetings was done so in a professional manner. The arrangement with module boxes was a new innovation this session and your comments will be fed back to those who instigated and implemented the changes.

## Other comments

### **Response to items included in the 'Other Comments' section of the report**

N/A