Faculty of Health and Medical Sciences

School of Biosciences and Medicine 2023

Assessment Brief

Module	Food Processing and Development BMSM40
Assessment Component	Presentation (10 minutes plus 2 minutes questions) important to respect the time allocated.
Weighting	50%
Presentation date	Dec 4th
Intended Feedback Date	Within 2 weeks
Assessment Set By	Dr Veronica Giacintucci
Office Hours/Opportunities for	Mon-Fri 9-5
1. What is the task for this assessment?	
Task	Envisage that you have been assigned the role of Director of Food Provision for the next crewed space flight to Mars. The key feature for the voyage is to have sufficient supplies for the year long journey. Heat and pressure are well known as effective forms of food preservation but there are other forms of food processing including evaporation and freeze drying that may also be important for such a voyage: In anticipation for choosing the best approach: i) Discuss the main **differences between classic heat processes and novel ones** by highlighting which are the ones that would better **preserve food quality and safety** in the voyage into space (40%). ii) **consider the safety of food** (in terms of the survival of micro-organisms (lethality of the process etc, effect on anti-nutrients) and the **antioxidants** that you may want to use to ensure the voyage is successful (30%). iii) Think about a **potential packaging strategy** by keeping in mind the environment of your food (10%). (20%) extra reading, format, referencing.

2. What is required of me in this assessment?	
Guidelines	• The students should demonstrate that they can describe, explain and understand the main mechanisms related to processes (classic vs novel and their implication on food safety). The assessment strategy is also designed to provide students with the opportunity to show that they understand the principles, role and applications of different food processes used to produce safe and palatable food.

Formatting Guidelines	• 8 – 12 slides • Include references in your slides (in-text) as well as a list of references at the end of your presentation (in 1 or 2 slides) • Include slide titles / don't cram slides with too many words as you will be talking over the slides and explaining findings and relevant content • Tables and figures may also be useful • If you use a table or an image from an external source, remember to refer to the original source accordingly • Try not to read notes during your presentation, you have your slides to help you with your presentation
Referencing Style	Either style as long as it is consistent throughout (Vancouver or Harvard)
Assessment Criteria/ Markscheme:	The grade descriptors can be found here: https://surreylearn.surrey.ac.uk/d2l/le/content/120832/viewContent/1638038/View

3. What is the purpose of this assessment?	
Rationale	The assessment strategy is designed to provide students with the opportunity to demonstrate that they can describe and explain the main aspects related food production and safety in extreme situations. The students will use literature research to back up the facts thus showing development of critical thinking as well as proper writing skills and proper knowledge of the topic.

The following table shows which of the module and programme learning outcomes are being assessed in this assignment. Use this table to help you see where and how to transfer feedback from one assignment to another. Note that your feedback may mention some of these outcomes, but that you will not receive a 'mark' against each one.

Module Learning Outcomes assessed
Key areas of food science, and their ability to interrelate these. Understanding of the complexity of a food matrix and pros and cons of processing and food composition.

Programme Learning Outcomes assessed
Understanding of and key areas of food science, and their ability to interrelate these especially regarding processes and food safety, health.
Use acquired knowledge and appropriate skills to make professional judgements and hypothesis
Effectively communicate both orally and in writing (reporting complex content in slides)
Learn independently
Communicate ideas, principles and theories effectively by oral, written and visual means
Work effectively and independently on a given project or task

4. What resources might I use to get started?
• Lecture notes are a starting point – there is a good list of relevant books and papers listed at end of the intro lecture • Text books may contain useful references • EFSA and FSA websites are good points to look for legislative facts