

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

School of:	Mechanical Engineering	Subject(s):	
Programme(s) / Module(s):		awards: (e.g. BA/BSc/MSc etc.)	MEng/BEng
	Automotive Engineering		
	Mechanical Engineering		

The completed report should be attached to an e-mail and sent as soon as possible, and no later than 6 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.

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?

N/A

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.*

All the BEng and MEng programmes have appropriate aims and ILOs.

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 of the programmes exceed the requirements of the IMechE and are comparable with those programmes offered by other leading institutions.

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.*

There is a wide variety of assessment methods which are well aligned with the aims of the programmes. The marking standards appear to be fair, consistent and reliable. The evidence from the range of award classifications is this that the portfolio of assessments provides good discrimination of student attainment.

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 mix of formal written assessments, individual and group coursework, posters and oral presentations has provided ample opportunity for the students to demonstrate their competencies. The graduating students are well educated engineers with clear evidence of their ability to solve challenging technical problems.

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. 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.

The Year 3 poster event for individual projects was new this year and very successful. There are also some exciting innovations to the Year 1 and 2 design activities.

7. 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.

The students clearly benefit from, and appreciate, the high level of engineering research conducted in the School. Their exposure in Years 3 and 4 to current research thinking and also to the experience of undertaking research is commendable. In addition, the whole process of learning and teaching is strongly influenced by the best practices in engineering education.

The Examination Process

8. **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 was satisfied with the information available to me

9. **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?**

- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

Yes, I was fully informed of the relevant information

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes, a wide range of material was made available to me

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

Yes, the arrangements were entirely satisfactory

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

Yes, there was clear evidence that mitigating circumstances had been carefully and appropriately dealt with

For Examiners involved in Mentoring Arrangements

If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.

N/A

Other Comments

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

In my view, the School is setting the highest standards in engineering education in the UK and is already meeting the challenges that the rest of the sector will have to face in the near future.

School of Mechanical Engineering

University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

07 September 2011

Dear

Re : School Response to External Examiners Report

Thank you for acting as one of the External Examiners on our undergraduate programmes last year and for your prompt and very positive External Examiner's report.

I would particularly like to thank you for coming over to view the Year 3 project posters event and for your very supportive comments made under sections 6 and 7 of the report form regarding this and also the influence of research on the student education experience.

We look forward to seeing you again next year and in the meantime if there is anything either myself or our support team can do to help you in your duties, please do not hesitate to get in touch.

Best wishes

Yours sincerely