

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2012– 2013

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

Faculty / School of:	School of Mechanical Engineering
Subject(s):	
Programme(s) / Module(s):	MSc Advanced Mechanical Engineering MSc Automotive Engineering MSc Oilfield Corrosion Engineering MSc Tribology and Engineering Interfaces
Awards (e.g. BA/BSc/MSc etc):	MSc

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

N/A

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?

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

The MSc programmes have been of an excellent standard. Organization and monitoring of student performance has been very thorough. At all levels, the research has informed teaching. The availability of innovative projects at the cutting edge of research areas is a major feature of the provision.

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.*

High appropriate and informed by research developments.

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.*

Yes. Aims and ILOs are consistent with national and international benchmarks.

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.*

The education is of a high quality and the design and structure of assessment techniques is appropriate to ILOs. There has been a particular effort also to mentor and provide guidance to Overseas students and this is commendable.

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.*

Yes. Overall standard is high.

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

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.

Areas of good practice; examination arrangements for projects; wide variety of projects on offer together with academic challenge of topics.

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.

The influence of research is shaping the curriculum of the provision; this is an outstanding feature of the education on offer in the school.

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

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.

Yes.

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- examinations set were of a high standard and questions were appropriate.

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- this was thorough and rigorous.

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

Yes- excellent feedback and tracking system of student performance. For this reason, the overall standard was very high.

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?

Administrative arrangements highly appropriate- I attended the board meeting. There was a full and open discussion of issues raised.

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

Yes

Other comments

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

This is an excellent MSc provision from a highly motivated and well organized academic school. The academic team is to be commended for continually innovating and developing new courses/projects in line with the highest international standards. There is a friendly and approachable atmosphere in the school. It was a pleasure to act as examiner during my 4 year term.

School of Mechanical Engineering

University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

30 November 2013

Dear

RE: External Examiner's Report 2012/13

Thank you for very much for your External Examiner's Report for the 2012/13 academic session.

We note your very positive comments and we will strive to continue to deliver the high standards of engineering student education that you have identified in the report.

As this is your last year as External Examiner on our MSc programmes, can I thank you again for all your efforts and advice over the past 4 years.

Kind regards

Yours sincerely

Head of School

cc

Head of School

Professor of Solid Mechanics