

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

**PART A: GENERAL INFORMATION**

*Subject area and awards being examined:*

<b>School of:</b> Mechanical Engineering	<b>Subject(s):</b>
<b>Programme(s) / Module(s):</b>  MSc Advanced Mechanical Engineering MSc Automotive Engineering MSc Medical Engineering MSc Oilfield Engineering MSc Tribology and Engineering Interfaces	

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](mailto: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**

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**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?*

***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.*

## 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.*

Learning outcomes are appropriate and consistent with level of award.

**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 MSc aims and ILOS compare highly with other similar courses nationally.

**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.*

Assessment methods were clear and appropriate. Quality of teaching and learning assessment methods was high.

**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.*

There were several outstanding performances as evidenced by project and course work marks, with several students achieving distinction. Overseas students, in particular, performed very well testifying to the excellent teaching quality, research supervision and pastoral arrangements for the needs of such students.

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

Learning and assessment modes are appropriate

**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 standard of provision has been consistently high.

Areas of best practice can be highlighted

- (i) A wide selection of innovative and challenging projects
- (ii) Excellent interdisciplinarity between Mech Eng /Bio-Medical/ Corrosion areas
- (iii) Emphasis on publication of significant results from research projects.
- (iv) Strong emphasis on pastoral provision for students

**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 variety of projects on offer in cutting edge research areas involving interdisciplinary working is due to the strength of these areas in the Department.

## ***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.*

Material supplied was sufficient.

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.*

Documentation was appropriate.

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

All marks including dissertations and exam scripts were made available for evaluation purposes.

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

Administration arrangements were entirely appropriate.

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

Appropriate procedures were employed for such cases.

### ***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.*

### ***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, with a wide variety of interdisciplinary research projects available. The standard of course delivery is high, with a highly motivated team delivering such courses. The Department is to be commended for its work in providing an excellent choice of MSc courses in new and emerging areas in the Mechanical Engineering field.

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**UNIVERSITY OF LEEDS**

Dear

Re: School Response to your External Examiner's Report

Thank you for acting at the External Examiner for our MSc taught programmes and for your prompt and very positive External Examiner's report.

As you may have already been made aware by our Student Support Office, we are employing \_\_\_\_\_ as External Examiner to look after our new integrated MSc/PhD in Medical and Biological Engineering. As the taught component of this shares many modules with our existing Medical Engineering MSc, we thought we'd ask \_\_\_\_\_ to consider both medically related programmes, leaving yourself to concentrate on the other four MSc programmes. Of course, you would remain very welcome to look at projects and other assessed work from any of the programmes when you visit.

Finally, for information, the date of next year's MSc Examiners Meeting is in the process of being set for late October 2012. Once it is confirmed, the Student Support Office will be in touch with you.

Best regards,



Professor David Barton