

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2011– 2012

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

Faculty / School of:	School of Process, Environmental and Materials Engineering
Subject(s):	<i>Chemical Engineering</i>
Programme(s) / Module(s):	Chemical Engineering and variants
Awards (e.g. BA/BSc/MSc etc):	BEng/MEng

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

There are no matters requiring urgent attention.

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 programmes have been largely unchanged during my term as external examiner though a new module has been introduced. That module, 'Advances in Chemical Engineering', caused some issues of content with the students in the first year of introduction but has settled this year with one student commenting that they thought it the most interesting of the course. The exam scripts appear to me show improved marking standards with greater consistency.

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.*

The examinations and course work examined during this visit were of a standard commensurate with the awards being considered.

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 standards are in line with other institutions with which I am familiar.

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 good spread of coursework and examinations. The research projects and the design projects are major sections in the later years of the course and the quality of these was very good.

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 students were given adequate opportunity to demonstrate their learning. I met some very strong students at interview, who in the meeting demonstrated clearly their attained skills in Chemical Engineering. There were of course a spread of abilities demonstrated but the marking appears to be fair and accurate in these cases.

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.

N/A

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 research and development of the School is used most effectively in the design and research projects along with the advances in Chemical Engineering module. This is typical of Chemical Engineering programmes where the institution prescribes the programme content to some degree. Of course there is some coverage of new materials within the more conventional modules.

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

N/A

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. The levels 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. For the most part the scripts are clearly marked. There were two sets of scripts which could have been more clearly marked. In programme 5340 where it was not always clear if sections receiving zero had been marked and in 5351 the marking method and scoring was difficult to follow.

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

Yes and yes.

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?

Yes, very good.

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

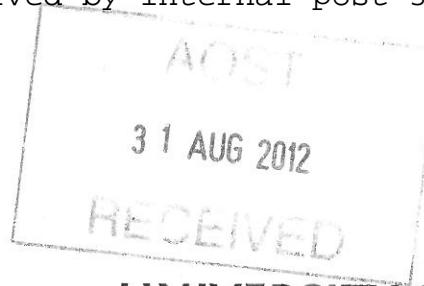
There was a reported examination irregularity for Advanced Reaction Engineering where there was confusion over the way in which books could be used in the open book exam. Time was added to the examination (15 minutes) and the resulting marks were compared to previous years and adjusted accordingly. This appeared to be an appropriate adjustment given the circumstances.

The new system of marking between 20 and 90% was well explained and caused no concerns.

Due to the examinations meeting being taken out of term time and the students receiving their marks on a different day very few students were available for interview on the day. This is probably going to always be so from now on. A few options were discussed. Although I will not be involved in the future I thought the suggestion of the external attending the project work presentations was probably the best. At my institution we have tried this but the externals have never actually taken up the offer to attend.

Faculty of Engineering

School of Process, Environmental and Materials Engineering
University of Leeds
Leeds LS2 9JT UK



UNIVERSITY OF LEEDS

30 August 2012

Dear

**External Examiner's Report 2011/12 – MEng/BEng Chemical Engineering,
Chemical & Energy/Minerals/Materials/Nuclear/Pharmaceutical
Engineering, Pharmaceutical Chemical Engineering**

Thank you for your External Examiner's Report for our MEng/BEng degree programmes in Chemical Engineering, Chemical and Energy/Minerals/Materials/Nuclear/Pharmaceutical Engineering and Pharmaceutical Chemical Engineering. I have copied this to our Director of Student Education () and the Head of Process Engineering (), and their comments are incorporated with mine below.

Firstly, your general remarks about the content of the programmes and the quality and standards that we aim to achieve are very welcome. Likewise, the comments about the incorporation of research into our teaching in various forms, particularly in projects and "advanced" modules, are also appreciated. Although it will not affect you directly, your agreement with our suggestions for External Examiners to meet with students during project presentations is also very useful, although your concern about the non-attendance of Examiners is interesting and will be borne in mind when trying to arrange such events next year.

This marks the end of your 4-year term of duties at Leeds. We value the input from all External Examiners and, on behalf of all of the academic staff in the School, I would like to thank you very much for your efforts and support.

Yours sincerely

Head of School.