

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION

Subject area and awards being examined:

School of:	Process, Environmental and Materials Engineering	Subject(s):	
Programme(s) / Module(s):	Energy & Environmental Engineering Programme	awards: (e.g. BA/BSc/MSc etc.)	MEng & BEng

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?

Not applicable

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.

Not applicable

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 objectives of this UG Taught programme are clearly defined and appropriate to the level of degree, the subject matter and the students. The course also allows students to obtain a greater knowledge and deeper understanding of particular areas of the subject by giving exposure to advanced material.

Given the objectives of this programme, the structure and content, intended learning outcomes, methods of assessment and standards of assessment are all appropriate and of high standard

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, the programme and module content is excellent and of a suitable high standard for a Russell Group University. The management and organisation of this Taught programme is also excellent.

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 very good range of assessment methods for this programme, including traditional examinations, group working and individual project work. The balance of exam papers with relation to the benchmark statements, their overall level of difficulty and assessment of student's depth of understanding are all very good. The candidates final degree classifications/grades were a fair reflection of their performance across the modules studied.

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, Exam papers were challenging enough to cater for both weak and able students and this was reflected in the exam results achieved by the students. There were some outstanding 4th year research project reports and 3rd year design projects. The MEng research projects & 3rd year design projects were of a high standard and reflected the level of student work and ability.

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

Not applicable

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.

This year I was again particularly impressed with the top quality of some of individual 4th year research and 3rd year design projects. The project reports were well written and of high standards and students presented their work clearly and concisely. There was a good evidence of student's original contribution to the project and independent work.

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 curriculum content for this Undergraduate Taught programme is very much influenced by the world class research work which is being conducted at the School. This provides an excellent training and education in the area of "Energy and Environmental Engineering" for all undergraduate students registered on this programme.

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.*

Yes, I received all the necessary guidelines and other relevant information for my role as the External examiner for this taught programme at the beginning of academic year. I found the material to be very helpful.

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 received all the relevant documentation (including the draft examination papers and model answers) in good time. Additional information on programme specifications, student handbook, QA policies & procedures were also sent to me at the beginning of academic year.

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

Yes, this year I was again given access to Virtual Learning Environment Site (VLE) to view students' coursework/other reports on line prior to the Formal Examination meeting in June. I found this process to be very useful. On the day of Formal Exam meeting and before the meeting, I was also given the opportunity to see students' work. The examination room was well prepared with individual pack of examination scripts, research project reports, various coursework reports and exam mark sheets. The procedures for examination of students, the weighting of modules and other related issues were also explained to me by SLTC staff. Each module was discussed and the range of marks across the modules and individual marks for students were presented to me with full explanation.

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

Yes, the administrative arrangements were excellent for the whole process.

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

Yes, appropriate procedures were in place for consideration of special cases and these were fair and equitable.

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.

Not applicable

Other Comments

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

I met with one of UG students before the formal exam meeting. He was very complimentary about the course and especially the academic staff. He and his class mates enjoyed the industrial visit to Drax which was organised by the school. They found the visit to be very useful especially with their 3rd year design project work. He and his class mates would like more industrial visits to be included in the programme of study. School may wish to investigate the possibility of organising more industrial visits in future years.

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UNIVERSITY OF LEEDS

29 June 2011

Dear :

External Examiner's Report 2010/11 – MEng/BEng Energy and Environmental Engineering

Thank you for your External Examiner's Report for our MEng/BEng degree programme in Energy and Environmental Engineering. I have copied this to the Director of Learning and Teaching and the Head of Process Engineering and their comments are incorporated with mine below.

Firstly, thank you for the complimentary remarks about the content of the programme and the quality and standards that we achieve and, hopefully, maintain. Your comments about the high quality of group design and individual research projects are also much appreciated and will be passed on to the teaching team.

We also note your concerns about having more industrial visits in the programme. As mentioned at the Examination Board, we are aware of this and are aiming to improve matters next year. However, you will appreciate that organising visits for large student cohorts is not always easy and is limited to the few companies that are willing to host such large groups.

Once again, many thanks for your efforts this year. We look forward to seeing you again in October for the MSc Examinations Board.

Yours sincerely

Head of School.