

**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 Process, Environmental Materials Eng</b>	<b>Subject(s): Mining and Minerals Eng</b>
<b>Programme(s) / Module(s):</b>	<b>awards: (e.g. BA/BSc/MSc etc.)</b>
<b>Mining and Minerals Engineering</b>	<b>M Eng/B Eng</b>

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**

**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?*

I was provided with a copy of the previous year's external examiners report

***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.*

The structure and content of the programme, and its aims and intended ILO's are appropriate for this 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 programme compares very well with other programmes in this study area that I have seen.

- 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 mix of assessment between exam based assessment, coursework and project based assessment. The arrangements for classifications of the awards were complex and varied. I'm told that this is for historical reasons. I was particularly unhappy with the use of the 'exit velocity' system, which seemed to allow certain inconsistent decisions to be made at the borderline of degree classifications and promote students to higher classifications than their course averages warranted. The range of student performance as indicated by the marks presented at the examination board suggest a satisfactory teaching and learning environment.

- 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 academic standards demonstrated in the course material I surveyed suggest that this cohort of students demonstrate a very similar pattern of performance to those that are in my experience of comparable courses.

- 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.*

I am a first year examiner of a course that is closing. I am not aware of any changes.

- 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 research influence was most evident in the research projects completed by the final year (Level 4) students. The high quality and interest level of the project subjects appeared largely to relate to the inputs of staff from their own research activity in the field of mining and minerals.

## **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 confirm that the material I received 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.*

Yes

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

I was given access to all assessed examination and project work.

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

Very good

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

I understand from references made by staff at the exam board that such procedures were in place.

### ***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***

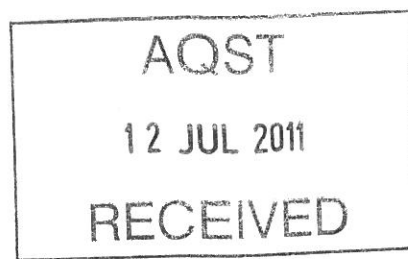
*Please use this box if you wish to make any further comments not covered elsewhere on the form.*

One of my objectives this year was to satisfy myself that the run-down of this course was being conducted in an orderly manner and that students were not disadvantaged by the situation within which they found themselves. I spoke to four Level 4 students whilst at the University for the exam board and was pleased to find that they had only complimentary comments regarding their experience at Leeds, within the School and especially with regard to their access to, and feedback from, staff delivering the final years of the Mining and Minerals programme. It is clear that standards are being maintained right through to the end of the programme.

Faculty of Engineering

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

T +44 (0) 113 343 2444  
F +44 (0) 113 343 2549  
W <http://www.engineering.leeds.ac.uk/speme>



UNIVERSITY OF LEEDS

5 July 2011

Dear

**External Examiner's Report 2010/11 – MEng/BEng Mining and Mineral Engineering**

Thank you for your External Examiner's Report for our MEng/BEng degree programme in Mining and Mineral 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 quality of individual research projects are much appreciated and will be passed on to the teaching team.

We also note your concerns about the exit velocity rule and its impact on the classification process. We have also had concerns and, as mentioned at the Examinations Board, this regulation is being phased out by the University and will disappear after next year.

Finally, we very much welcome your comments about the student experience of this cohort. Although the programme is no longer recruiting, we are committed to making sure that this does not disadvantage any students, nor interfere with the quality and standard of their modules.

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

Yours sincerely

Head of School.