

The University of Leeds
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	E	Subject(s):	Petroleum Engineering
Programme(s) / Module(s):			awards: (e.g. BA/BSc/MSc etc.)	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.

Nothing urgent – as long as the 'flying exit' criterion is abolished!

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 – first cohort to complete course.

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?**
 - *Programme aims and content are appropriate for what you would expect at undergraduate level.*
 - *Standards are in line with level of a BEng course.*

2. **Did the aims and ILOs meet the expectations of the national subject benchmark (where relevant)?**
 - *As far as I can judge the level of the taught material and assessment compares very favourably with the few similar courses offered at undergraduate level in the UK eg Heriot Watt.*

3. **Please comment on the assessment methods and the appropriateness of these to the ILOs?**
 - *This is the first year of the course and there is good evidence from the papers and variety of assessment methods used that the course design has been innovative and at the forefront of petroleum engineering issues and principles.*
 - *In addition to the examinations, individual and group poster and reports were used to assess the students' work. These were marked and moderated in some detail with clear justification of marks awarded.*

4. **Were students given adequate opportunity to demonstrate their achievement of the aims and ILOs?**
 - *The results of the students reflected that the course aims and ILOs had been effectively communicated to the students through the teaching, with a degree class distribution typical of a normal, or possibly stronger than average, cohort: 10 1sts, 11 upper seconds, 8 lower seconds.*
 - *Their overall performance seems comparable to the Chemical Engineering BEng cohort with whom many modules were shared.*
 - *The Petroleum Engineering students tended to do less well on the other courses (Separation Processes, Engineering Science, Chemical Sciences for Engineers...) than the mainstream Petroleum courses.*
 - *Overall the Design Projects were particularly strong.*

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. **The nature and effectiveness of enhancements to the programme(s) and modules since the previous year**

Not applicable – first graduating year.

7. **The influence of research on the curriculum and learning and teaching**

This is difficult to judge from the examinations and project work, although the latter covered several topics that are at the forefront of Petroleum Engineering new technology development (eg Shale gas production, heavy oil recovery), so the students will have been exposed to current research issues through these.

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?**
- *I was given access to all the required material to assess the examination papers, before the exams and after marking.*
 - *I was able to look in detail at the coursework material and assessments, which gave enough information to assess comparability between groups and where individuals had made major or weaker contributions.*
 - *The double marking assessments for coursework were helpful and professional.*
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?.**
- *More information about the details of the individual courses and how coursework assignments are used for teaching and assessment would have been useful.*
 - *After this, my first year, I am in a better position to know what to ask for in future.*
10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**
Yes – see above.
11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**
Excellent
12. **Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?**
Yes – each candidate's situation was discussed in detail and students always given the benefit in marginal situations.

For Examiners involved in Mentoring Arrangements

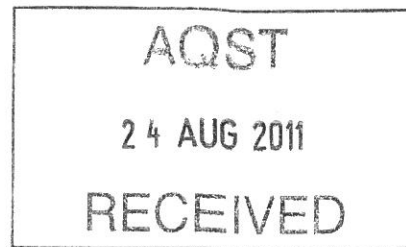
If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.
N/a

Other Comments

Please use this box if you wish to make any further comments not covered elsewhere on the form.
My one major concern was that, under the 'flying exit' criterion, one student who had an exceptional final year jumped from a lower second combined performance in years 1+2 to a 1st Class degree overall. The Department's marking scheme already weighted the final year double that of years 1 and 2, which pulled the student up to an Upper Second – a result that I think would have been very fair. The further elevation to a first did, I think, give the student a double benefit of an excellent final year. I am pleased to hear that this particular degree classification criterion is being phased out.

Faculty of Engineering

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



UNIVERSITY OF LEEDS

11 August 2011

Dear

External Examiner's Report 2010/11 – MEng/BEng Petroleum Engineering

Thank you for your External Examiner's Report for our degree programme in Petroleum 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, thank you for the complimentary remarks about the content of the programme and the quality and standards that we achieve. Your comments about the quality of the level 3 design projects are also much appreciated and will be passed on to the teaching team.

You will be aware that the programme is being extended to a 4-year MEng/BEng degree. Unfortunately, all students in this first cohort decided to leave after level 3 with a BEng Honours degree, but we hope to have some level 4 MEng students for you to look at in future years.

We also note your concerns about the University's exit velocity rule and its impact on the classification process. You are certainly not the first External Examiner to make negative comments about this regulation and School staff have also had concerns for some time. As mentioned at the Examinations Board, this regulation is being phased out by the University and will disappear after next year.

Once again, many thanks for your efforts this year and we look forward to seeing you again next June.