

# The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2014– 2015

### Part A: General Information

#### Subject area and awards being examined

Faculty / School of:	School of chemical and Process Engineering
Subject(s):	
Programme(s) / Module(s):	Energy and Environmental Engineering
Awards (e.g. BA/BSc/MSc etc):	MEng/BEng

#### Name and home Institution / affiliation of Examiner

#### 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](mailto:exexadmin@leeds.ac.uk).

Alternatively you can post your report to: **Head of Quality Assurance**  
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*

Some issues are raised under the comment section

#### 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?*

N/A

#### 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 experience has been positive in nature. There has been some changes in modules which was a positive change. However the course is being phased out and being repackaged under chemical engineering. The learning and teaching provision is excellent and staff are very supportive of their students. Administrative staff who support the course need a special mention since they provide a high quality service both internally and to that of external examiners. Assessments standards are of the highest order, however, the management of script marking has been disappointing. This has been raised on several occasions, although improvements have been made it is still inconsistent, lacks robustness and traceability from the script to the spread sheet

#### 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 taught programme provides students with the appropriate levels of engineering education associated with the fundamental principles of Energy and Environmental engineering. The structure and content of the course allows students to develop their problem solving ability and to gain a greater understanding of knowledge, theory and issues relevant to their chosen subject area.

**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 aims and ILOs are appropriate and are similar to MEng/BEng degrees offered at other Universities

**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.*

The assessment methods for the taught programme are varied and suitable for the type of degree offered. These range from design and research project work through to examinations and associated coursework. The assessment is well placed throughout the programme and the student progression and award criteria is clearly understood by the student

**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 examination scripts, coursework, design project and research project were assessed. The examination papers were at a level where students of differing abilities could attempt the questions and their ability would be reflected in the overall assessment mark. The individual projects examined were also at an appropriate level for this type of degree.

**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. 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.*

Nothing of worthiness to report

**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 influence of the research on teaching and learning is clearly evident in the 4<sup>th</sup> year where the individual project is usually attached to a research group and the modules offered are associated with individual lecturer research areas. Again this is traditional for the type of course offered and is in line with other degree schemes offered within the University sector.

**8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD**

N/A

**For Examiners involved in mentoring arrangements**

**9. 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**

**10. 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.*

All the necessary guidelines and all other relevant information for my role as the external examiner were received in good time

**11. 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.*

Received all relevant documentation

**12. 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?**

All draft examination papers and model solutions were received for comment and review. The nature and level of the questions were appropriate for the course. i

**13. 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?**

A range of assessed/examined work was made available so that evaluation of the standard of student work was carried out with confidence. Some comments with regard to script marking will be identified later.

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

The choice of subjects offered for dissertations gave students the opportunity to work in a range of research theme which was both topical and challenging. The method and standard of assessment were both fair and appropriate giving the student a wide range of assessments to complete.

**15. 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?**

I was present at the full Board of Examiners meeting. The arrangements of the Board, and its operation were exemplary and the recommendations made for each student were satisfactory

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

Yes, this was undertaken by a small committee to which the outcomes were highlighted at the full board. This was seen as appropriate since many other universities now adopt the same procedure

**Other comments**

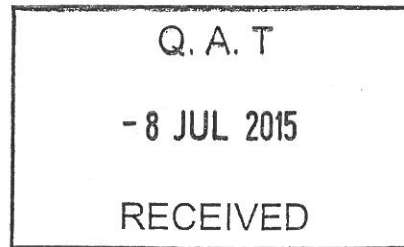
**Please use this box if you wish to make any further comments not covered elsewhere on the form**

The School has made considerable efforts to improve its quality assurance with regard to script management; however a number of concerns still need to be addressed which have cropped up on an annual basis.

- 1) The school has developed an arithmetic correction proforma for examination modules. This is a good system that needs some modification to it to ensure quality assurance. It is recommended that both the checker and module leader sign the proforma even though no amendments were found. It is also recommended that this system is extended to the module spread sheet to ensure that the mark is properly transposed from the script to the spread sheet.
- 2) This proforma usually had a student number assigned to the amendment. However when tracking this correction to the marks summary sheet of the module, some only had student names, so it was difficult to track the correction.
- 3) In many cases within the scripts there was no final mark indicated at the end of the solution. This would help both the external examiner and the checker since it gives a clear indication where one solution ends and the next starts.
- 4) Some Examiners did not indicate at the front of the script what was the final mark that would be transferred to the spread sheet. Again for quality assurance this is a fundamental step for proper traceability.. This was also highlighted last year.
- 5) Again there was no visible record/evidence of the checker reviewing the scripts. Generally other Universities require this process to be carried out using green pen, and clear indications that checker has reviewed the solution mark and that the solution mark is at the front of the script. Again this was highlighted last year.
- 6) Where minor errors were found on the scripts. it was noticed that this was corrected on the examiner spread sheet, but no record on the script. This needs to be implemented.
- 7) Different coloured inks were used by the examiners to mark the examination script and involved red, blue, black and even pencil. This is poor. It has been recommended to the school that red be used for marking throughout.

Faculty of Engineering

School of Chemical and Process Engineering  
University of Leeds  
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UNIVERSITY OF LEEDS

3 July 2015

Dear

**Examiner's Report 2014/15 – MEng/BEng Energy Engineering**

It was good to meet you during your recent visit to Leeds and thank you for your External Examiner's Report for our MEng/BEng degree programme in Energy Engineering. This has been copied to our Director of Student Education ( ) and the Head of Process Engineering ( ), and their comments are included with mine below.

Firstly, thank you for your positive remarks about the learning and teaching provision of the programme, our assessment standards and the support provided by staff, both academic and administrative. These will be conveyed to the relevant people within the School. Your comments on the quality of the projects and the exemplary operation of the Examinations Board are also welcome.

Secondly, your remarks on quality assurance with regards to script management are also noted and will be acted upon. I know that you are aware (and acknowledge in your report) that the School has already made significant efforts to improve matters in this area and, following previous comments, we issued detailed instructions to all teaching staff in order to provide a uniform and, hopefully, robust system. However, we recognize that this could be further improved, so your suggestions will be discussed in detail by the School's Taught Student Education Committee and they will be issuing further requirements to tighten our procedures in this area for 2015/16.

Once again, many thanks for your efforts this year. This concludes your 4-year role as External Examiner for the MEng/BEng programme, but we look forward to seeing you again in October for the final MSc Examinations Board.

Yours sincerely

Head of School.

cc. AQST