

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):	<i>Petroleum Engineering</i>
Programme(s) / Module(s):	
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.

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

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?

yes

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

This was my first year on the appraisal. I found the staff excellent and communicative, very friendly, open and supportive. The materials – papers, projects, course work and past examples were all well laid out and easy to follow. I saw a few minor inconsistencies in the marking but nothing that made a material change to any decision. The instructions to mark in red and not to put comments on papers was largely adhered to with a few exceptions which were discussed in the forum and feedback sessions and no doubt will be improved for next year.

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.*

Good alignment. Standards were high and this was also reflected by the enthusiasm of the staff involved in the modules that I spoke to during the review process.

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, as far as I can judge.

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 team should be commended for this course – the structure, depth and linkages between the modules led to an excellent flow which fully supported the ILO

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.*

Interviews with selected students was very positive. Feedback and pro/cons were discussed without pressure and it was obvious the students really enjoyed the course very much. This was good to hear as the students (one in particular) was worried about the result which would impact her future. The support from staff was highlighted which I liked to hear showing strong engagement with the lecturers

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 this is my first year.

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.

I had the opportunity to see some of the research projects and coursework. The topics were very topical and projects obviously very well thought through by the coordinators and their efforts to design projects that are topical to Petroleum engineering was obvious throughout.

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

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.

Yes – very clear description of role and responsibilities provided beforehand

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.

Yes – and reference to website and module descriptions – expected learning outcomes etc...

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?

Yes and Yes.

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?

Information was readily available, well organised and easy to access.

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

yes

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?

The process ran extremely efficiently throughout. Arrangements and administration were first class. I attended all of the Board meeting and the discussions which were open, frank and constructive.

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

Yes and these were deployed to good effect in two cases showing good knowledge of the rules and ability to check and re-check which I thought was an excellent feature of the process and teamwork in the School.

Other comments

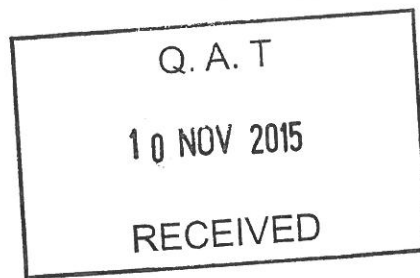
Please use this box if you wish to make any further comments not covered elsewhere on the form

I was impressed by the quality of the course, the enthusiasm of the staff and the excellent organisation.

Faculty of Engineering

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UNIVERSITY OF LEEDS

10 November 2015

External Examiner's Report 2014/15 – MEng/BEng Petroleum Engineering

Thank you for your 2014/15 External Examiner's Report for our MEng/BEng degree programme in Petroleum Engineering. This has been copied to our Director of Student Education (), Head of Process Engineering () and Head of Petroleum Engineering ().

I would like to thank you for your very positive remarks about the learning and teaching provision of the programme, our assessment standards and the support provided by staff, both academic and administrative. Your comments on the quality of the student projects and the operation of the Examinations Board are also welcome.

Your comments on a few "minor inconsistencies in the marking" are noted. As discussed at the June Examinations Board, the School has made significant efforts to improve matters in this area in recent years and we now issue very detailed instructions to all teaching staff in order to provide a uniform and, hopefully, robust system. For information, the School is piloting a new electronic system for dealing with all component marks in 2015/16, and it is hoped that the procedures being developed will eliminate any remaining issues in this area.

Once again, many thanks for your efforts this year. This concludes your External Examiner duties for 2014/15 and we look forward to seeing you again next June.

Yours sincerely

Head of School

cc. QAT