

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Faculty of Engineering
Subject(s):	
Programme(s) / Module(s):	CDT Fluid Dynamics: COMP5990M COMP5991M COMP5992M MATH5453M MECH5870M
Awards (e.g. BA/BSc/MSc etc):	

Part B: Comments for the Institution on the Examination Process and Standards

Points of innovation and/or good practice

Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.

This CDT programme has been well-designed from the outset to prepare the students for research leading to a PhD. The components of which I have oversight include a taught course in Fluid Mechanics, a group project, involving an industrial partner and three professional development and skills modules. I review the examination for the Fluid Mechanics module, visited Leeds to hear the presentations and vivas of the group projects and see the students' reports for the professional development and skills modules. Overall, I have been impressed by the range and quality of training the students receive, particularly as highlighted in the latter.

Enhancements made from the previous year

Please highlight any enhancements made to the programme(s) or processes over the past year in this box.

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.

For Examiners in the first year of appointment: N/A

1.	Were you provided with an External Examiners Handbook?	Y / N
2.	Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?	Y / N
3.	Were you provided with a External Examiner Mentor?	Y / N

For Examiners completing their term of appointment: N/A

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y / N
----	---	-------

5.	Has the school responded to comments and recommendations you have made?	Y / N
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Y / N
7.	Have you acted as a External Examiner Mentor?	Y / N

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

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	N/A
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y

Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.

Please see my comments above under **Points of innovation and/or good practice.**

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
-----	---	---

Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)

This is an integral part of the programme, particularly in the group projects.

14.	Does the programme form part of an Integrated PhD?	Y
-----	--	---

Please comment on the appropriateness of the programme as training for a PhD:

Yes. Please see my comments above under **Points of innovation and/or good practice.**

15.	Does the programme include clinical practice components?	N
-----	--	---

Please comment on the learning and assessment of practice components of the curriculum here:

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
-----	--	---

Please comment on the value of, and the programme's ability to meet, PSRB requirements here:

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
-----	---	---

Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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 methods of assessment are entirely appropriate for the individual modules. MATH5453M is assessed by standard examination; MECH5870M by individual report, joint presentation and viva examination; and COMP5990M, COMP5991M, COMP5992M by training logs and reflective report.

The latter are additionally a very useful form of feedback to the School on the quality of the various training opportunities offered to the students. This year, there were a number of negative student comments on the Entrepreneurial Skills course. The School has already taken these on board in planning for 2017-18.

18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y

Please comment on 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:

Academic standards were uniformly strong. I have had the opportunity to review all components of the assessment process. There is not a large variation in the outcomes for the student cohorts, but this genuinely reflects an overall high standard of performance.

Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiners role, powers and responsibilities in the examination process?	Y
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
25.	Were you provided with all draft examination papers/assessments?	Y
26.	Was the nature and level of the assessment questions appropriate?	Y
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y
29.	Were the examination scripts clearly marked/annotated?	Y
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y
33.	Were you able to attend the Progression and Awards Board meeting?	Y
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y

35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	N/A
<i>Please use this box to provide any additional comments you would like to make on the questions above:</i>		

Other comments

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