

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18 QAT Received 26/10/2018

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

Engineering/School of Chemical and Process Engineering

Subject(s):

Fire and explosion Engineering

Programme(s) / Module(s):

Awards (e.g. BA/BSc/MSc etc):

BA/Bsc/Msc

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

Points of innovation and/or good practice

The program was more closely connected to research this year

Enhancements made from the previous year

New computer models were used for the evaluation of fire safety.

Matters for Urgent Attention

It is sad to see such a strong and vibrant course, well respected internationally closing down at a time when in the UK and internationally there is great push for more education and training at high level of fire safety professional engineers (system designers and regulators alike). Disasters like Grenfell have demonstrated the urgent need for more professionals competent in this field.

For Examiners in the first year of appointment

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

For Examiners completing their term of appointment

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y
5.	Has the school responded to comments and recommendations you have made?	N
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	N

7.	Have you acted as an External Examiner Mentor?	Y
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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)?	Y
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.

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

14.	Does the programme form part of an Integrated PhD?	Y / N
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Please comment on the appropriateness of the programme as training for a PhD:

15.	Does the programme include clinical practice components?	Y
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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)?	Y / N
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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
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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.

18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
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19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y
<i>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:</i>		
<i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i>		

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiner's 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?	N
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?	Y
<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

It is sad to see such a strong and vibrant course, well respected internationally closing down at a time when in the UK and internationally there is great push for more education and training at high level of

fire safety professional engineers (system designers and regulators alike). Disasters like Grenfell have demonstrated the urgent need for more professionals competent in this field.

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

Fire & Explosion

Programme(s) / Module(s):

MSc Fire & Explosion Engineering

Awards (e.g. BA/BSc/MSc etc):

MSc

Title and Name of Responder:

Position*:

Head of School

Faculty / School of:

Engineering/Chemical & Process Engineering

Address for communication:

University of Leeds
Leeds
LS2 9JT

Email:

Telephone:

*If the individual responding to the report is not the Head of School please state their position within the School.

Completing the School response

The completed School response (including the full original report) should be attached to an e-mail and sent to the Pro-Dean for Student Education in the relevant Faculty. Following approval by the Pro-Dean for Student Education, the School must send the response (including the full original report) directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at qat@leeds.ac.uk. External Examiners should receive a formal response no later than six weeks after receipt of the original report.

Response to Points of innovation and/or good practice

We welcome the EE comment on the connection of the programme to research and confirm that as well as covering the fundamentals it is one of the objectives of the programme to present new findings, understanding, developments and application within the subject area.

Response to Enhancements made from the previous year

A couple of the students used new software in the research and design projects and this was encouraged and supported by the delivery team.

Response to Matters for Urgent Attention

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

We note and appreciate the EE comments but the School, in setting our future priorities and direction, has taken the decision to close the programme.

Response to questions 1-7 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

We are not sure what the EE negative response to Q. 5 & 6 specifically relates to. If it is in relation to the closure of the programme this has been replied to.

Standards

Response to questions 8 to 16 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

No issues raised.

Assessment and Feedback

Response to questions 17 to 19 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

No issues raised

The Progression and Awards Process

Response to questions 20-35 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

No issues raised.

Other comments

Response to items included in the 'Other Comments' section of the report

See earlier response under the Matter for Urgent Attention section.

We would like to thank the External Examiner for his knowledgeable input and helpful comments and contribution over years of service in this role in maintaining the quality and standards of the programme and wish well for the future.

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18

QAT Received 01/11/2018

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

School of Chemical and Process Engineering

Subject(s):

Programme(s) / Module(s):

MSc Energy and Environment and MSc Bioenergy
CAPE: 5000M, 5400, 5401, 5410, 5411, 5420, 5421, 5430, 5440

Awards (e.g. BA/BSc/MSc etc):

MSc

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.

MSc Energy and Environment

The tutorials provide a good depth of questioning for the students and quality of the feedback e.g. Combustion theory and Design (5401) is excellent.

General information and guidelines for the students on the Renewable Energy Course submitting their essays on a Critical literature review is informative and useful. Clearly outlining advice and the marking schedule. Feedback for the students again is of a high quality. The student I saw did comment that there was little feedback on the tutorial on tidal power but overall feedback was positive.

Inserting a page identifying an absent student from an exam was useful.

Arithmetic checking form with errors noted provides a good way of tracking and quantifying errors.

Feedback on projects is very good.

CDT Bioenergy

CAPE5960M, again provides a broad level of work done by the students as identified from their logs, which are professionally assembled. A number of students are struggling with their work-life balance but are developing strategies to cope with this. Useful feedback provided by the staff.

It is good practice for the students to submit a group and individual report for the group projects (CAPE5970M01) and again the level of feedback for the students is of a high quality.

Enhancements made from the previous year

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

The MSc in Sustainable Energy has now stopped, which potentially allows greater focus on the Energy and Environment MSc.

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

There was one case of a paper being marked in black, please use red ink, it was very difficult to tell marks from the students writing.

For Examiners in the first year of appointment

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

For Examiners completing their term of appointment

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 an 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)?	Y
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.

My impressions of the programme structure and design remain high, with a clear aims and ILO.

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
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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 particularly demonstrated by the quality of the project work.

14.	Does the programme form part of an Integrated PhD?	Y in some cases
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Please comment on the appropriateness of the programme as training for a PhD:

The programme provides excellent training for PhD studies. The transferrable Skills and Professional Development folders indicate the broad range of activities the students complete.

15.	Does the programme include clinical practice components?	N
<i>Please comment on the learning and assessment of practice components of the curriculum here:</i>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y
<i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i> The Energy and Environment is accredited by the Energy Institute and meets their requirements. This adds value to the course and no doubt, makes it more attractive for students to apply. The Bioenergy MSc is not accredited.		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<i>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.</i>		
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
<i>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:</i> The students generally performed in line with similar cohorts from other comparable courses. There are a range of marks from failing to distinction as would be expected. The exceptional students, of course, demonstrated a significant level of knowledge and capability, which is particularly true for their project work where they can flourish.		
<i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i> <i>The assessments provide an opportunity for the students to extend their knowledge of the subject areas. Overall, the level of feedback demonstrated in the work that I saw is of a high level and sufficient detail to allow the students to improve their performance.</i>		

The Progression and Awards Process

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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? One case of marking in black.	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?	Y
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p>		

Other comments

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

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

Energy & Environment MSc; Bioenergy Integrated MSc

Programme(s) / Module(s):

CAPE5000M; CAPE5400M; CAPE5421M; CAPE5440M; CAPE5401M; CAPE5410M;
CAPE5411M; CAPE5420M; CAPE5430M; MECH5320M

Awards (e.g. BA/BSc/MSc etc):

MSc

Title and Name of Responder:

Position*:

Head of School

Faculty / School of:

Chemical and Process Engineering

Address for communication:

School of Chemical & Process Engineering
University of Leeds
Woodhouse Lane
LEEDS LS2 9JT

Email:

Telephone:

*If the individual responding to the report is not the Head of School please state their position within the School.

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Response to Points of innovation and/or good practice

We thank _____ once again for _____ dedication as an external examiner, and for _____ helpful report. We are pleased to note that the vast majority of the programme meets a high standard. However we also note that there appears to have been inadequate feedback for one piece of work – we will investigate and remind staff of the need for prompt and informative feedback.

Response to Enhancements made from the previous year

As a result of the cessation of the Sustainable Energy System MSc, we have brought one module from that programme (MECH5320M) into the Energy and Environment programme as an option, thereby widening student interest.

Response to Matters for Urgent Attention

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

Staff are reminded frequently about the requirement to mark in red ink. We will ensure that this is further highlighted.

Response to questions 1-7 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

These questions are not applicable in this instance.

Standards

Response to questions 8 to 16 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

Programme staff will be pleased by _____ positive comments. We note the importance of Energy Institute accreditation, and highlight that we are applying for re-accreditation from 2019/20.

Assessment and Feedback

Response to questions 17 to 19 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

We are working to further develop the programme over the next few years, ensuring that both standards and currency are maintained in a fast moving area.

The Progression and Awards Process

Response to questions 20-35 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

We again thank _____ for _____ comments, and highlight the very hard work carried out by colleagues in the Student Support Office to ensure the smooth operation and administration of the programme.

Other comments

Response to items included in the 'Other Comments' section of the report