

## School of Built Environment And Engineering

### Undergraduate

- BAHOS Housing Studies AIBE(UG)

Please indicate, below, whether you agree with the statements about the threshold standards of Leeds Beckett University's awards, student achievement and the conduct of the University's assessment processes, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements. Please also list any shortcomings and areas for commendation. You should expand on any issues you mention here in the main report. If any boxes are ticked "No" the Dean of School or nominee will be alerted and will oversee the response from the Course Director.

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#### Standards Set

|   | Yes | No |
|---|-----|----|
| "In my view, the threshold academic standards set for the modules/awards meet with the requirements of the relevant National Qualifications Statement's." | X   |    |

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:

#### Student achievement

|  | Yes | No | N/A* |
|--|-----|----|------|
| "In my view, students' who have been awarded qualifications have had the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in course(s) or subjects in other UK institutions with which I am familiar." *Not applicable – if you are a practitioner and are not in a position to assess this statement, please note here: | X   |    |      |

Please provide any further comment on the comparability of collaborative provision

This is an excellent course and I am happy with the collaboration with AIBE Hong Kong and the delivery of the course at that location.

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:

#### Conduct of process

# External Examiner's report summary

|  | Yes | No |
|--|-----|----|
| "In my view, the processes for assessment, examination and the determination of awards are reliable, rigorous and fairly conducted." | X   |    |

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.

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## Actions from last year's report

(This will not be relevant if you are examining for the first time)

|     |
|-----|
| N/A |
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## Areas of good practice/commendation

Any particular strengths or distinctive or innovative features in relation to learning, teaching and assessment:

|  |
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| What struck me most was the levels of engagement by members of staff with students and the excellent and constructive feedback. Staff were also very accommodating providing me with everything I needed. I was also very impressed with the level of feedback and how it addressed learning outcomes. |
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## Main report

In this section you are asked to describe more fully how the University has or has not maintained threshold academic standards and the quality of the student experience in relation to the course(s) for which you are the external examiner, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements.

**Please complete all sections of the form fully and where not applicable please state N/A. Where applicable please also complete the sections for any collaborative provision sampled.**

If you are an external examiner for any of the University's Pearson Licensed Centre Programmes (HND/HNC level) provision, please also complete the section on page 9 sections l, m and n entitled "for External Examiners Associated with Pearson Licensed Centre Programmes."

## Professional Body Requirements

|   | Yes | No | N/A* |
|---|-----|----|------|
| "In my view, the professional body requirements for this course have been met.<br>*Not applicable if the course is not a professional body course please indicate here. | X   |    |      |

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.

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(a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended).

# External Examiner's report summary

I attended the meeting remotely on 6th July 2020 and was happy with the conduct and operation of the board

(b) The action, if any was required, taken in response to your report of last year. (This will not be relevant if you are examining for the first time.)

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.

I have been external examiner on a number of housing programmes throughout the UK and further afield. I understand the framework for higher qualifications and Chaired the Subject Benchmark Review Group of QAA for Housing Studies in 2014 and provided a review in 2018. I am also Chief Examiner for the Chartered Institute of Housing and External Examiner for PropertyMark formerly the National Federation of Property Professionals. I am happy with the academic standards set for the awards and have no queries whatsoever.

(d) The strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills.

Students were strong with respect to knowledge, conceptual grasp and application of skills from work

(e) The standards of the structure, organisation, design and marking of all examination papers and/or other forms of assessment.

Happy with the forms of assessment

(f) The curriculum, teaching or resourcing of the programme of study as indicated by the performance of the students in the assessment

The performance of students was good reflecting the curriculum, teaching and resources afforded to the programme

(g) Comments on the use of My Beckett (Virtual Learning Environment) within the course (if applicable).

Excellent

(h) Module content, consistency of modules and module assessment across the course and the achievement of learning outcomes. (You may be asked by your School to provide detailed comments on the modules that you examine.)

Happy with consistency of modules and module assessment

(i) Areas of student/staff engagement in teaching and learning, scholarship, research or professional practice.

Sattf are engaged in research and professional practice and are proment in our professional body the Chartered Institute of Housing

(j) The University welcomes external examiners' comments on its academic regulatory framework. Such comments may not have a direct bearing on standards set and achieved or the conduct of processes and so it may not be appropriate to include them elsewhere in this report or its summary. Please record any concerns or comments you may have here.

No concerns

(k) Collaborative Provision: please include here any comments you wish to make on elements of collaborative provision for which you have responsibility (in addition to those you may have indicated previously in this report).

This is of a high standard