

## School of Built Environment And Engineering

### Undergraduate

- BABSA Building Services Engineering(UG)
- BABSE Building Serv Engineering (TU)(UG)
- BBSED Building Serv Eng-Des Eng (DA)(UG)
- BBSED Building Serv Eng-Site Mgt(DA)(UG)
- BBSED Building Services Engnrng (DA)(UG)
- BBSET Build Serv Eng-Des Eng TU (DA)(UG)
- BBSMT Build Serv Eng - Site Mgt (DA)(UG)
- BEBSA Building Services Engineering(UG)
- BEBSE Building Services Engineering(UG)
- BSBSE Building Services Engnrng (DA)(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:

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### 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

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

## Conduct of process

	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:

## Actions from last year's report

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

N/A

## Areas of good practice/commendation

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

In my view, the learning and teaching of modules in relation to BSE design practices is very impressive. All design exercises were set based on real cases. Given the assessment results, it was found all students have achieved high marks. Due to the fact that students' future career will directly benefit from such practice learning, I would believe these modules have particular importance for Educational Programmes in Building Service Engineering.

## 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."	X		

# External Examiner's report summary

\*Not applicable if the course is not a professional body course please indicate here.

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

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

The exam board meetings I attended were organized and conducted very well, especially when considering the special situation of COVID-19. It was found that the chair and programme tutors can fully understand the processes of students' degree award and progressions. Some details (e.g. special issues in relation to student performance) were informed and explained by the chair and relevant course tutors. I was also provided with a chance to comment on key aspects of the programme I examined.

(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.

In my view, the overall performance of the students is comparable with that of work in other institutions I am familiar with.

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

Strengths of students' learning performance: I would point out that students' performance in practical learning (e.g. design project) was the strongest part in this programme. This can be clearly found in their submitted design portfolios completed based on a real design case. I would believe that this learning can also enhance students' knowledge and skills learnt from other modules through conducting a practice exercise.

Weaknesses of students' learning performance: It seems that students' motivation to learn how to conduct a research project was relatively lower, especially when compared with the practice learning (e.g. design project). This can be normally found due to the characteristics of module content. I would encourage tutor to try to find solutions to improve students' performances according to this learning. A design-led research activity may be considered.

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

Overall, the standards of the structure, organization, design of all examination papers and other assessments were appropriate for evaluating students' performance. The new assessment schemes applied due to the COVID-19 were found to be suitable for the 100% online assessments.

Given the new situation brought by the COVID-19, some modules have general high marks, which can be understandable. It is expected that a normal marking standard would be applied in the new academic year and with the return of normal teaching and assessment.

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

The curriculum and teaching of this programme I examined were planned and delivered well, which I believe was not easy in the special situation of COVID-19. Two aspects were particularly impressive, including the design practice learning (CRN 12809 Group design Project) and the pure theory learning (CRN 16250 Engineering Mathematics). Students achieved good performances in these areas.

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

I have no problems to use the VLE or MyBeckett as I use similar VLE in my current institute. I would thank both academic and administration colleagues in Leeds Beckett University. They sent me useful links for each module I need to check, which can provide me with a direct way to find relevant documents.

(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.)

Overall, module content, consistency of modules and module assessment across the course was appropriate. Before and after the occurrence of COVID-19 crisis, the teaching and assessment was delivered in a proper way, especially for Level 5 students.

The achievement of learning outcomes has been found appropriate, even with the occurrence of COVID-19.

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

The research project can be linked more to practices, i.e. using a way of design-led research.

(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 comments

(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).

No more comments