

## School of Built Environment And Engineering

### Undergraduate

- BSBHK Building Surveying(UG)
- BUISU Building Surveying(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

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.

## Actions from last year's report

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

Yes

## Areas of good practice/commendation

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

I was really pleased to see that the Building Pathology module utilised an alternative method of assessment to the exam. The presentations and feedback given to students were excellent - this must take a huge amount of time. The presentations also test the students in more skills than an exam does and I hope the students responded to this. As with last year, this is a really good module. I hope the module leader is really pleased with the outcome of the new assessment.

## 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. *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.

also have attended).

The operation and conduct of the Board was fine.

(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.

The performance of the students was good and they grades assigned to the students were appropriate.

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

A full range of knowledge was shown by the students (as expected). However, I noted that a number of reports lacked a little professional protocol - some student submissions lacked proper introductions and conclusions. Perhaps students "professional skills" can be developed when they write reports.

I also noted that lots of drawing submissions were hand drawn. I would expect lots encouragement to sketch but I would also expect to see formal drawing submissions to be done on CAD at the very least. I would also encourage a Building Surveying students to develop 3D drawing skills (maybe Sketchup or REVIT) as we move towards BIM becoming commonplace. I have embedded the use of REVIT/ Sketchup in our BS course for a few years and the results are excellent - the students seem to like using 3D drawing software.

Obviously, if you choose to progress with these suggestions, this would be a fairly long term exercise, so I'd be happy to share experiences and examples of our student work if your course team feel this would be of any benefit.

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

All are fine.

(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 is very good. I've seen lots of very good module content and some

challenging assessments.

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

MyBeckett appears to be well used by staff and students. No complaints were made by students I talked to.

(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.)

The modules are good across the BS course. I saw some challenging courseworks which tested students' knowledge and application. The level of feedback provided in all modules I looked was appropriate and, in most cases, extensive. I hope your students appreciate the level of feedback provided.

The Detail Design module showed improved grades, although there is a continuing challenge with student engagement. This is a good module so I hope the module leader perseveres with this.

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

We met with two students and this was a very good exercise for the External Examiners. Both students were very engaged and were very positive about the course. It was clear both enjoyed the challenges set by tutors and had developed strong relationships with staff.

(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.

I have 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).

n/a

