

School of Built Environment And Engineering

Undergraduate

- BSCNM Construction Management(UG)
- BSHND Building Studies(UG)
- CONMT Construction Management(UG)
- PROMC BSCH PROJECT MANAGEMENT (C FT(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

	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:

A major strength has been the effective adaption to on-line teaching.

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.

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

The meetings were conducted in a professional and informative manner at all times.

(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.

Good performance by the students being cognisant of the extenuating circumstances resulting from the COVID pandemic.

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

The very good scoring and marks received indicates the strength of the cohorts involved. As in previous years, it will be appropriate to compare the performance of part and full time students to identify respective performances.

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

The standards continue to be good with previously used projects used once again this year providing a framework for performance reviews. An excellent array of dissertation topics highlights the diversity available within the industry.

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

There was a very comprehensive list of scheduled outcomes for the majority of the modules. This supported the excellent structures of the curriculum which in turn produced the good results.

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

I had difficulty identifying any student feedback and it is therefore difficult to gauge their comments with regards to My Beckett. Personally i had no issues navigating within the VLE.

External Examiner's report summary

(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.)

As i consistently identified in my module reports, marking appears to have been fair throughout the processes. There was an inconsistency of recommendations from the module leaders and which was also applicable to their feedback also. The change to an on-line multiple choice exam appeared to have been very effective.

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

As above, no feedback available from the students to allow a judgement to be made.

(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 major concerns, although the introduction of on-line learning will have an effect on future learning styles.

(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 comments at this time.