

## 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.

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## Actions from last year's report

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

Yes
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## Areas of good practice/commendation

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

The combined group activity for the planning and property is an excellent way for preparing students for the communication, teamwork and coordination that will be required with other consultants within the industry. This module was highly regarded by the students that we spoke to however some concern was raised for the scoring of the group submission when they may have been let down by other members of their team. We would suggest that the marking for this activity is based on their role within the group rather than split between the group and individual marks. The students felt that the University had been innovative and responsive to their needs during the COVID lockdown and did not consider this had caused them any detriment in their studies which is a fantastic endorsement of the staff at the University. The use of live examples of sites within the region as a subject for course work is excellent as it not only starts to engage them with the built environment within region but enhances their ability to investigate and appraise in real market conditions.

## 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		

# External Examiner's report summary

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).

Excellent, the board is very professional and diligent in their delivery.

(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 students work content are comparable with other institutions and I have observed a greater quality of coursework from a presentation perspective than the previous year which shows that the comments provided previously have been acted upon.

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

The foundation knowledge of students is generally consistent however it is evident that some students have not developed at the same rate. This may be due to a number of factors such as absence, learning ability etc. Support services are offered by the module leaders to those students that are not delivering comparable marks in their assessments.

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

Generally very good, there are some discrepancies in the level of detail provided in the students feedback across the modules but generally consistent.

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

Generally very good, some crossover of module content.

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

Generally good however some training should be provided to ensure Examiners are operating it correctly and to its full extent.

(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.)

Module content is generally good and consistent with accuracy however some minor crossovers. It would be beneficial to look at introducing a CAD module into the course and microsoft project to assist them in their technical abilities in these technologies.

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

Following a discussion with a couple of students it was evident that they feel that they have strong relationships with the module leaders and that the University has set up several mechanisms for engagement with the students. It would be beneficial for students to have a coursework that relates to a live construction site to assist in visualising the professional practice within a live scenario. For example undertaking a defects inspection to a completed site or undertaking a health and safety evaluation of a contractor's activities on site.

(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 to raise.

(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).

The collaborative courseworks are clearly enjoyed by the students and I consider to be vital to understanding the relationships of different professions within the industry and understanding how it is the collaboration of all of these roles that facilitates development in our industry. It would be good to see this expanded into other modules, however it would be worth considering whether the course leader selects the groupings rather than the students to try and ensure a consistent spread of ability across the teams.

