

School of Built Environment And Engineering

Undergraduate

- CIVIL Civil Engineering (UG)
- BCEHK Civil Engineering(UG)
- BSCED Civil Eng - Design Eng (DA)(UG)
- BSCEF Civil Engineering(UG)
- BSCVM Civil Engineering(UG)
- HNDCV Civil Engineering(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:

The students' assignments and coursework were set with relevant context that bear close relation to practical scenarios often encountered in real-life engineering and construction situations. This is a highly commendable good practice to maintain.

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 various Board meetings were conducted appropriately. The procedure and regulatory guidance followed were of adequate standard, ensuring the set quality standards are maintained.

(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 overall performance of the students is high and are comparable to the level achieved in other institution.

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

Strength: Most of the exam questions and coursework briefs were set in the context of real-life problems/scenarios, which is highly commendable as it enables students to appreciate the relevance of their subjects, and hence serves as a source of motivation for them to engage well with the course. Not surprisingly, students' submissions (from coursework/exams) were largely of adequate standard. The outputs from them demonstrated good performance in terms of learning outcomes (e.g. knowledge and skills acquisition) expected to be achieved.

Weakness: No weaknesses on the part of the student were found.

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

The procedures and processes currently in place for all the assessments are of good standard. I was able to see samples of examination papers/answer scripts and assignment/coursework briefs and students' submissions to assignments/coursework. I am pleased with the samples provided.

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

The students' performance suggests that the curriculum, teaching or resourcing of the programmes are appropriate and adequate.

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

I found it quite useful.

(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 module contents and their assessment strategies are all appropriate and well-designed in relation to the programme learning outcomes.

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

There are sufficient and relevant areas of staff/student engagement in the teaching and learning arrangements.

(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 such concerns/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).

I have no such comments. I have no concerns with existing collaborative arrangements.