

School of Built Environment And Engineering

Postgraduate

- LCLDR/CLAWD Construction Law & Dis R (2YP)(TP)

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

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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

External Examiner's report summary

"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 course remains well-organised. Enhanced interaction between staff and students through tutorials remains a strength of the programme. As noted last year, the use of various assessment forms is another distinctive strength of the programme. The varied assessment forms allow different skills and knowledge sets to be assessed leading to a rounded assessment process. For instance, the online presentation assessment allow staff to test the communication and advocacy skills of students.

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

"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.

Yes

No

N/A*

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 Progression and Award Board was held virtually as a result of the COVID 19 pandemic. The University took steps to modify its rules relating to this process. After the meeting, relevant documents including the Exam Board decisions and the profile of students were sent to me in pdf format for review and approval. I received prompt responses to queries and comments on the profiles. I commend staff and the University for managing what has been a difficult situation very well.

(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 course team sent all the assessment instruments and samples from answers submitted in response to the various assessments to me for review. I am satisfied that the students were assessed at a level comparable to those in other UK institutions offering similar courses. There is sufficient evidence that the learning outcomes of the various modules were adequately assessed. In terms of the overall performance of the students, I can confirm that the general performance of the students on the MSc/LLM Construction law and Dispute resolution compares favourably with that of students studying similar programmes in other UK Universities.

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

Majority of students demonstrated through their submissions adequate knowledge and understanding of the key legal concepts assessed. In other instances, there were good indications of the application relevant legal skills. No significant difference was observed between the performance this year and the previous. That is remarkable given the impact of the pandemic on the assessment process. As was the case last year, small percentage of students struggled with the English language, referencing and the conduct of critical analysis especially. That said, this is a common trend observable on comparable courses in the UK.

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

The assessments were of very good quality overall. The questions were well structured and of the appropriate standard. As previously noted, this is not a normal year. There were obvious adjustments made to ensure that students did not suffer unduly from the pandemic. Some of the adjustments related to moving some of the assessments online. Overall, this process was managed well. Marking was understandably impacted as it appeared tutors had limited time to assess scripts. Nonetheless, the quality of feedback from staff remained high. Where slips were picked up in relation to the marking and recording of marks, these were brought to the attention of the Course Leader.

External Examiner's report summary

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

I have reviewed sample-teaching materials on My Beckett and the Module Leader's reports for the various modules and I am satisfied that there is adequate information available to students on the programme. There will be the need for regular update of materials as the subject area is changing constantly. There is no indication that the performance of the students has been hampered by lack of relevant resources.

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

My Beckett is a useful online platform for teaching, learning and assessment and appears to serve the students very well. As a VLE, My Beckett compares favourably with other online platforms used in other UK higher education institutions well known for delivery of online programmes. My Beckett is user-friendly. There is no indication that students have any issues with the platform.

(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.)

Generally, there was an alignment of the learning outcomes, teaching materials and the assessments. Assessment moderation forms were completed as part of the external examiner sample review process and specific comments on each module were made in these forms.

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

There is evidence of good staff/student interaction on the programme. This is seen from the students' comments on the various modules as captured by the Module leader's reports. The set up for teaching and assessment on some of the modules naturally allowed for student-staff engagement.

(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.

None

(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).

None