

School of Built Environment And Engineering

Postgraduate

- MBUSU Building Surveying(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

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:

As previously, there are examples of excellence. This year attempts have been made to include student feedback as a part of the EE package. In those modules where the feedback was supplied, the student response was generally very positive. In the absence of being able to talk to individual students, these feedback forms are important and all Modules should be encouraged to provide them as part of the EE process.

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).

External Examiner's report summary

Due to circumstances dictated by the University, I attended an alternative informal Board, where I was given the opportunity to speak openly about my findings. The operation and conduct was good.

(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.

Meets expected standards

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

Improving in comparison with previous years

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

Meets expected standards

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

Meets expected standards

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

Meets expected standards

(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.)

Some modules where the spread of marks is at the high end of the range. For example, in one module, the lowest mark was 60%

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

Meets expected standards

(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.

My view is that 40% is too low a pass mark for Masters Level, (50% min would be more appropriate). This has been raised consistently during my tenure.

On the basis that the EE process is part of the Regulatory framework, I would like to comment on the Administration. Whilst in past years, with minimal prompting, the process has worked well, this year has been very poor. By way of example, it took from Monday morning until today (Wednesday morning) to get all the material displayed correctly and accessible on Blackboard. Numerous attempts by me to chase material/access failed to be finalised until very late in the day. This may be put down to staffing issues, but the system must work for the EE, irrespective of "problems", (I accept that academic staff have little control over this, so it must be for the University to resolve).

This form is not user friendly, which is annoying. For example a dialogue box appears that prompted continuation. When I did, I lost my work. The box once there, prevents you saving. In addition, it should be possible to navigate from one page to another, without having to complete the previous page; again, a significant annoyance.

The form does not facilitate detailed comments or general EE comments, that the Programme Teams have found useful in the past.

(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).

Not applicable