

School of Built Environment And Engineering

Postgraduate

- MCVHK Civil Engineering(TP)
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- MSCIV Civil Engineering(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

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.

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:

Clear evidence of assessment double-marking at LBU.

Use of industry standard software.

Application of critical and creative thinking, problem solving and IT skills by 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

	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).

External Examiner's report summary

The Module Boards that I attended were conducted in an efficient and professional manner. Performance was appropriately discussed at length when necessary in order to ensure the best outcome for each student.

(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 LBU students on the Joint Board of Moderators accredited programme was of a comparable level of work in other UK Institutions that I am familiar with.

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

Good grasp of subject knowledge by the majority of students.
Good evidence of application of skills development necessary for the workplace.

Use of English and syntax in some areas could be improved.

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

These are in line with other UK HE institutions that I am familiar with.

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

LBU student performance in the assessments was appropriate.

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

The use of Blackboard (VLE) is generally consistent and very good across the course.

of learning outcomes. (You may be asked by your School to provide detailed comments on the modules that you examine.)

The module aims and learning outcomes are appropriate for taught Masters level. Detailed comments on module consistency and assessments have been provided throughout the academic year in correspondence. I am satisfied that the learning outcomes have been appropriately met.

Due to the Covid-19 pandemic which has had a major impact on assessment and delivery methods, I was provided with the LBU alternative assessments and Covid-19 Handbook. This was in line with other Institutions that I am familiar with.

I would like to congratulate staff on their dedication and professionalism in making sure that the student experience remained positive in this very difficult time.

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

Some of the project work I moderated related directly to professional practice.

(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.

The MSc Civil Engineering programme at LBU is accredited by the UK's Joint Board of Moderators (JBM) and is coherent and appropriately aligned with their requirements.

(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 HKCT franchise partnership I understand is not UK accredited by the JBM. However, there remains a difference in the overall pass mark between LBU and HKCT.

HKCT comes under the standard Leeds Beckett regulations, hence the pass mark is 40%, and the proposed change to the postgraduate overall threshold pass mark uplift to 50% has been postponed due to the impact of Covid-19.

The nature of the HKCT dissertations topics should be 'Technical' in nature as the same criteria applies to all of the other modules that mirror the LBU content. The dissertation topics should be monitored in order to ensure compliance.

Evidence of assessment second marking at HKCT should be made clear where this has occurred.

