

## School of Built Environment And Engineering

### Postgraduate

- MSCFM Facilities Management(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:			

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:

Detailed feedback on all assignments to help the students improve on the next task

## 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.			

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).

Boards have been well organised and allowed time for board to consider the performance of each student. Suitable chairs actions have been actioned. Students who are failing behind are given fair and equal opportunities to continue as set out in University rules

(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.

Not able to comment as I am a practitioner

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

Students appear to be using the search tools to narrow the reading material in some cases this is restricting the gaining of a boarder understanding of the topic and restricting the thinking of different options. I accept that with the current Covid 19 restriction most reading will be online and that depending on how students like to read may be putting them off sitting with a good Fm book for a couple of hours. As last year good to see students being able to use the assignments to improve their organisations FM delivery.

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

Whilst most of this course is remote the University has been forced by Covid 19 restrictions to adjust some of the course delivery. These changes are keeping the students and staff safe and do not appear to have affected the learning process.

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

Course content is continually being reviewed to check that it remains current with the challenges the students are expected to find in the workplace

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

As an external it would help if the information I needed was all contained in the external section of each module. Some modules do not have an external section.  
For the students the information and course content is clear and easy to follow.  
The library contains all the key reference reading materials.

# External Examiner's report summary

(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.)

Feedback has been provided for each module.

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

With the FM industry often being described as lagging behind in the adaptation of new digital ways of working it is good to see the work encouraging students to consider the use of new technology to deliver FM

(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 or 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).

N/A