External Examiner's report summary

School of Built Environment And Engineering

Undergraduate

- BSQHK Quantity Surveying(UG)
- BSQSD Quantity Surveying (DA)(UG)
- QUASU Quantity Surveying(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:

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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 structure and quality of the course modules continues to be aligned with current industry good practice. I was pleased to see that exams and coursework had a clear structured marking system which had been applied. Module leads are providing good structure feedback to students on this marking criteria. The use of online submissions, assessment and feedback have continued to develop providing greater transparency of the evaluation process. Course Leaders have continued to undertake a self critique of their course which can only strengthen provision in the future. I noted last year that the measurement and estimating modules needed to be brought up to current practices and it has been welcomed that this has happened with an overhaul of this module and the assessments set. I would be beneficial to the students to also experience some of the electronic measurement and billing and estimating packages but certainly the basic principals are now need developed to provide students with those core skills.

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*

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"In my view, the professional body requirements for this course have been met. *Not applicable if the course is not a professional body courseplease 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).

Despite the impact of Covid limiting the attendance at Progression and Award Board, I am satisfied that from what i saw of the process these have all been conducted with integrity and in a professional manner. The module board attended gave module leaders to report on their courses and explain any poor results, anomalies or trends.

(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.

I am a practitioner so N/A but I was satisfied with the quality of work relative to the standards I would expect to see from students currently employed within the industry.

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

The structure of the course continues to be giving the student a good grasp of the requirements of the industry. The coursework and submissions seems extremely relevant to todays requirements. The work i reviewed was of a reasonable standard and seemed to evidence (certainly with the more able students) a depth of knowledge and understanding.

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

I was satisfied with the quality of the structure and marking of the course work and examinations. Marking criteria was clearly identified and appeared to have been applied. Students are given good structured feedback. Consideration should be given of utilising a consistent approach to this feedback my help the module leader and students.

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

I did not witness any teaching of the study material but was satisfied with the performance of the students I respect of curriculum I am satisfied that it is well structured and suitable for todays students.

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

Very encouraged by the growing use of My Beckett and Turnitin. There just needs to be more consistency in its use and in the way information is uploaded for External Examiners review. However, this year was again an improvement of previous years.

(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.)

Modules content and assessment seem consistent throughout.

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

Primarily this relates to the interdisciplinary modules or Experiential Learning. This was a challenge this year due to the limited ability for students to be able to work in person with their groups. However, thisa probably reflect a greater reality within the work place. The coursework I witnessed in these modules still demonstrated significant engagement between the students and industry. This was more marked with the part time students as would be expected but on the whole the quality of material produced from the moderated papers and other examples I witness on the home course was high.

(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.

Limited opportunity this year to see the exam boards but i am satisfied from the feedback received that there is a robust framework is in place ensuring that the conduct of the whole assessment process is carried out in a fair and transparent process.

(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).

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N/A