

Form 'External Examiners - School of Built Environment, Engineering and Computing' for External Examiners - School of Built Environment, Engineering and Computing

There is **1** other submission attached or associated with this student for this form [\(click for more info\)](#)

Submitted By	Fiona Stoddard
Began	18 Jun 2023, 9:31 am
Finished	18 Jun 2023, 10:17 am
Updated	22 Jun 2023, 2:11 pm
Status	External Examiners - Edit Report
Actions	<p>Edit submission</p> <p>Print submission</p> <p>Delete submission</p>

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**LEEDS
BECKETT
UNIVERSITY**

School of Built Environment, Engineering and Computing

Undergraduate Provision

BPREM Property & Real Estate Mgmt(UG),
BREPD Real Est & Propty Mgmt CS (DA)(UG)

External Examiner ID

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Date of Main Progression and Award Board Attended:

Introduction

External Examiners are required by the terms of their appointment to submit an annual report. The report will be considered in depth during course annual monitoring activity. A record of the University's responses to examiners' reports also forms part of the documentation for this activity. It is also used in compiling our annual report on external examining.

Your report will be widely circulated and shared with Students and therefore we ask you not to refer to anyone by name or in a way that allows identification of an individual.

Please complete all sections of the report unless they are not relevant (such as you do not examine Collaborative or Degree Apprenticeship Provision). This report must be **submitted within 28 days of the main Progression and Award Board** and failure to submit within the required timescale may result in termination of your tenure as an external examiner without good reason.

NO EXAMINING FEES WILL BE PAID IF YOU FAIL TO SUBMIT YOUR ANNUAL REPORT.

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Section A

External Examiner's Report Summary

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](#) applicable Subject Benchmark Statements / Qualification Characteristic Statements and [Leeds Beckett University regulations](#)

If any boxes are ticked "No" the Dean of School or nominee will be alerted and will oversee the response from the Course Director.

[HK1] Added Reference to correct section of Regulations in here.

Standards set

A1) "Threshold academic standards set for the modules/courses meet the applicable national academic standards." (required)

See 14.3.6a of regulations

Yes

Student achievement

A2) "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." (required)

14.3.6b of regulations

Yes

A2b) Please provide any further comment on the comparability of any associated collaborative provision:

Conduct of processes

A3) "Processes for assessment and the determination of awards are reliable, rigorous and conducted in line with the regulations at all times." (required)

see 14.3.6c of regulations

Yes

Professional Body Requirements

A4) Do the learning outcomes and assessment of the courses allow successful students to meet the Professional Statutory and Regulatory Bodies criteria at the appropriate level'. (required)

see 14.3.6a of regulations

Yes

Actions from last year's report

A5) In respect of your feedback, has any required action from last year's report been satisfactorily responded to? (required)

Yes

Issues/point for clarity during the year

A6) Did you raise any issues/point for clarity throughout the year? (required)

No

Areas of good practice/commendation

A7) Please outline any particular strengths or distinctive or innovative features you have observed in relation to learning, teaching and assessment:

Staff across the modules I have reviewed have worked hard to offer a blend of teaching and learning tools and methods using both on line and face to face teaching which will help in providing different learning opportunities for the students on the courses.

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Section B

Academic Standards

Please advise on the Academic Standards for the Programme:

B1) Do the Courses and its modules continue to be coherent and generally up-to-date and at an appropriate level to enable students to meet the relevant aims and learning outcomes? (required)

Yes

B2) What do you believe were the strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills? (required)

Courses that involve calculation and those that cover the Law always cause difficulty for students in understanding how to apply the theory in professional practice - the continued work of the course teams to bring more applied examples for students to work through is a good thing. Bringing in outside presenters from practice is always good as are site visits as this reinforces the learning.

B3) Are the marking/grading criteria or marking schemes set at the appropriate level of study and have they been consistently applied including internal moderation processes? (required)

Yes

B4) Did students receive adequate and helpful feedback to inform their future learning? (required)

Yes

B5) In your view please indicate how well you feel the course prepares students for progression to managerial or professional employment or further study? (required)

0= not at all, 10= fully

10

B6) Please provide any further comments to indicate how the course could better prepare students for progression to managerial or professional employment or further study (if applicable)

Keep doing what you are doing, the links with professional practice are very important.

B7) Have you had the opportunity to comment on or contribute to a review of the course including any proposed modifications or enhancements to provision? (required)

No

B8) If you have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

I have provided feedback on individual courses but have never been involved in a full course/programme review - I do think it is something going forward that should be introduced in not already there along with the ability for externals to meet with students on the course at some point during the academic year.

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Section C

Assessment

Please advise on the Assessment Process for the Programme:

C1) The internal assessment / examination procedures are comparable with similar awards in the UK. (required)

Yes

C2) Procedures for the Exam Boards were fairly and rigorously conducted (including procedures governing extenuating circumstances, academic misconduct and borderline performance), and in accordance with the University's Academic Regulations. (required)

Yes

C3) The design and structure of the assessment methods used were appropriate; there was comparability within and across modules/awards in terms of level and their effectiveness in measuring the overall learning outcomes. (required)

Yes

C4) There was sufficient rigour in the achievement of learning outcomes in professional placements / work-based learning / work experience (where relevant).

Yes

C5) The moderation process is rigorous and there is consistency in marking standards. (required)

Yes

C6) The range of exam papers / assignments provided for sampling purposes and their appropriateness in terms of subject / level / learning outcomes were appropriate. (required)

Yes

C7) If You have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

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Section D

Organisation and Arrangements

Please advise on the organisation and arrangements for you undertaking this role:

D1) I was new in post this academic year. (required)

No

D2) The University has helped me to undertake my role effectively. (required)

Yes

D3) I am satisfied with the range of external examiner activities undertaken and with my involvement in assessment procedures at module level. (required)

Yes

D4) I am satisfied with the appropriateness and timing of information, of draft examination papers for approval and student work for moderation. (required)

No

D5) I am satisfied with the on-line induction training designed to familiarise External Examiners with the University's Regulations/Procedures concerning assessment.

Newly appointed External Examiners only

N/A

D6) I am satisfied with the level of support received from my mentor.

External Examiners new to the role only

D7) I am satisfied with the programme-level induction provided by the Course Director to familiarise me with the programme itself. (required)

D8) Are there any general or specific comments on the development and support offered by the University, especially improvements you would like to see:

D9) If You have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

My only concern is the timing of receiving both items for moderation and scripts for review both of which are always rushed. I think even another week between exams/hand-in dates and the exam boards taking place may allow sufficient time for your staff to mark and moderate/second mark then get the material to the externals

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Section E

Collaborative Provision

Please indicate if you have been satisfied with the following:

E) Do you examine collaborative provision?

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Section F

Degree Apprenticeships

F1) Were you involved in the examination of Apprenticeship Provision?

F2) Overall, were apprenticeship learners achieving and progressing in line with the requirements of the apprenticeship (either closed cohort or as part of a mixed cohort)?

If you stated 'No', to Q2, or would like to add any further points of clarity, please use the box below (Displays when No is selected)

Open comments

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Section G

End Point Assessment

G1) I have seen evidence that Apprentices have the opportunity to practice the assessment methods that will be used at End Point Assessment before undertaking the End Point Assessment.

G2) If you examine integrated apprenticeship provision, please provide specific comments on the suitability and content of End Point Assessment:

G3) If you have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

Where applicable, a copy of your report will be shared with the Chief External Examiner who is appointed to provide oversight of related modules and/or courses.

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Final Comments

Are there any other final comments you would like to make in relation to your role as External Examiner?

The exam board process is thorough and fair in its awarding of marks. It is always an efficient process which is good to see but with time for discussion of any cases requiring decisions due to any mitigating circumstances.
The hardest part is to get the scripts for review in an accessible format for externals to give them sufficient time to do what they area asked. There is still some variation in what arrives in the "External Examiner" folder on MyBeckett - to keep things simple all courses should follow the same pattern to deliver: the Module leader EE report, the exam/assignment questions and model answers and a sample of scripts with staff feedback from each course in one place so the external is not searching on MyBeckett for papers - which I had to do this year again. My point above about having a little more time would perhaps allow staff the time to do that. I know it is always chaotic trying to get marks in exam boards completed etc. before graduation dates but a few extra days might just make all the difference for everyone's health and well being.

End of Tenure Report

If you are at the end of your tenure as External Examiner, please provide an overview of the development of the programme during your term of office. This overview will be of value to the University, the programme team and to the incoming External Examiner.

Please include commentary regarding academic standards and student achievement across cohorts during the examiner's period of appointment:

This Section is only to be completed by external examiners at the end of their tenure.

This is my final year as External, I believe. I joined as the programme was first introduced and have watched it develop over my time as external and indeed watched it cope with the challenges through Covid. The whole programme team have worked very hard to create and deliver what is a solid degree programme for students seeking to enter the profession as Chartered Surveyors so really it is just to say well done to all involved and keep up the good work going forward there are some very good staff on the team.

It would have been nice to have been able to see folks face to face a bit more but these are the times we live in. I do think an annual programme review where the externals are invited along with perhaps the opportunity to meet students on the courses would be a really good thing to build into the programme going forward; you have worked through at least one full cycle of students to graduates so it might be timely to step back and look at the whole programme to see what tweaks you might make to remain current in the market so to speak, knowing the time it can take to get "new" courses or material into programmes regular review is a good thing. There may nothing or perhaps some minor adjustments but going through that process is useful.

Thank you to everyone for always being there to answer questions etc.

Email Address (required)

Date (required)

18-Jun-2023

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