

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

Submitted By	
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Introduction

School of Built Environment, Engineering and Computing

Undergraduate

- HGPLN Human Geography & Planning(UG)

External Examiner ID

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Date of Main Progression and Award Board Attended:

14-Jun-2023

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:

I really enjoyed looking at the modules again this year, and it is useful to hear summaries of the other modules in the programmes in this board. There is a lot of good practice across the modules, especially in Housing Policy and Heritage and Conservation, including really clear assessment briefs, essay plans and guidance provided for the students. Where I saw feedback on submissions, this was appropriate and useful for students. Overall there is a really nice mix of assessment types on display across the programme, some more practice-focussed.

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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)

The good mix of assessment types enables students to develop, and be rewarded for, their understanding and analysis of different concepts in the built environment. The mix of more practice-focussed reports, research methods, masterplans, blog, campaigns together with traditional essays means they have the opportunities to apply their skills. There are some weaknesses in the use of evidence and referencing images etc., and the feedback regarding these is inconsistently applied (i.e. some modules are awarding high marks despite the absence of evidence/references, whilst others are referring to this in the feedback as the reason for lower marks).

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

6

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)

Taking the programme as a whole I would say there is a slight weighting towards local authority planning, and perhaps there could be a bit more focus on the types of activity in private sector planning as (sadly) this is where most planners are employed. Similarly, given the agenda around digitisation in planning, the use of GIS and other digital technologies is good to see, but there perhaps could be a bit more inclusion of data etc.

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)

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:

Although I have answered yes to B3 and B4 there were two modules where this was perhaps not the case: Urban Design and Interprofessional Skills. I don't think the expectations of students is high enough in this module in terms of the professionalism of the submissions (e.g. sloppy presentation, lack of referencing and evidence). I also wasn't provided with the feedback for the submissions, only the marks so it was not possible to ascertain whether the feedback was appropriate.
Overall the rest of the modules are very good.

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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)

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)

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)

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

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

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

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)

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

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

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

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

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:

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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?

There is a bit of lack of consistency in location of things on Blackboard and within documents, which I know our students find frustrating. It might help staff and students (and EEs) if there was a template for Blackboard and key documents like module handbooks and assessment briefs. For example, some modules provide really clear links between the learning outcomes and the assessment and marking criteria which shows the weighting of different criteria and what the different classifications might include (e.g. a first would include...), but this was not consistent.

Similarly, while most module handbooks were clear, there were a couple of modules (I have written specific comments in their module reports) where these are a bit sloppy and unprofessional – it is, in my view, hard to impress on students the need for professionalism if we don't hold ourselves to the same standards.

Another area of inconsistency was the expectations around the inclusion of evidence and referencing in the work – some modules are clearly expecting this and this is reflected in the feedbacks and marks, whilst others are not.

Overall there is a really nice mix of assessment types on display across the programme, some more practice-focussed. I do wonder if a couple of the modules are over assessing e.g. Research Methods and Work and Employability.

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.

Email Address (required)

Date (required)

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