

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

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**LEEDS  
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UNIVERSITY**

Introduction

### School of Built Environment, Engineering and Computing Postgraduate

- MQSCM Quantity Surveying Commcl Mgmt(TP)

External Examiner ID

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Date of Main Progression and Award Board Attended:

2023-06-16

## 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

### 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

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

### 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

## 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)

Yes

A6a) Please expand below how they were/were not addressed: (required)

- 1) Clear out line of module content and teaching to support students -this was discussed on Teams with CL and some additional information provided on the individual modules.
- 2) Assessment briefs have clear guidance on the the marking criteria and what is required - This has been addressed on the majority of assessments briefs provided this academic year.
- 3) Challenging assessment briefs that are reflective of current industry topics - I have noted on the majority of the assessments a greater link to industry practice
- 4) Flexibility and adaption by some module leaders to mid module reviews and general comments made by the students - some limited evidence provided on some modules of MMR and actions implemented. I think further work on this may be required to address this comment.
- 5)13897 Professional Practice - comments provided on the assessment briefs and module. Responses to those comments received and any adjustments incorporated into this years assessments.
- 6)14177 QS Commercial and Financial - comments provided on the module generally and assessments and any comments incorporated into the module by ML for this year.
- 7) Summary of all the students overall module marks and the individual sections that made up those marks - provided on some modules
- 8) Clearer build up on actual marks awarded in the feedback section - some evidence of some modules of this
- 4) Review of assessments provided earlier - not aware of the assessments been issued for verification on the majority of the modules
- 5) Combined ML/EE reports provided on all modules - some modules not provided.

## 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:

- 1) Good clear briefs and associated mark breakdowns provided to the students.
- 2) The actual briefs and other assessment processes generally reflect industry procedure well.
- 3) Good feedback provided on each section of assessment together with reasons for reductions on marks on some modules.
- 4) Variety of different forms of assessments - coursework, portfolio, exam, on line self directed assessment
- 5) Opportunity for mid module review

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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)

- 1) Knowledge - general knowledge was good however there were some weaknesses with the more specific technical knowledge, the actual application of that knowledge in the more QS focused modules such as Quantity Surveying Professional Practice, Building Economics and Commercial and Financial Management. The added issue of distance learning and lack of one to one and face to face teaching opportunities may not have assisted in the application of knowledge. In the Professional Practice module which was very challenging some additional methods of delivering and engaging with the students throughout the semester could better prepare them for the assessment.
- 2) Conceptual grasp/application of skills - the majority of the students on the course were able to grasp the main concepts and apply them to many modules. As with the knowledge it was more difficult for the students to apply some of the more practical and core skills of cost management and measurement in a distance learning environment. The teaching of these more practical skills requires more regular interaction and reinforcement of the skills required, for example with self directed online assessments and portfolios that provide regular feedback. The level

of research undertaken in many of the modules was excellent with many students providing a high standard of submissions and grasp of the theory however the application of the theory (due to the nature of the assessment) was limited with some submissions.

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

8

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)

As noted previously I would suggest that to ensure the procedures for the checking of cost estimates and preparation of supporting calculations, procurement and tender evaluation, is clearly identified and understood. In order to manage the processes and progress in employment these skills and the actual full understanding of the processes to be applied need to be understood.

The input of industry professionals and actual live projects for the students to work on could help them prepare further on the more practical modules.

With regards to research topics perhaps a focus on future industry trends in the QS profession with opportunities to research some on going current topics related to the environmental and sustainable issues, use of 4D BIM and other measurement and cost control software.

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)

Yes

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:

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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).

N/A

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)

Yes

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*

N/A

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

Yes

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

A pre meeting at the start of each academic year with the ML and CL to assist in fully understanding the course focus and that of the modules either on line or face to face would still be helpful. One was arranged on Teams with the CL at the start of 22/23 which was very helpful. It is still a challenge with some modules to navigate around the data on the modules.

Greater consistency on the information provided to the EE section on the modules required. This is not always provided or the form is not complete and reference to MMR and actions that have been carried out not noted.

A programme provided to EE of the times of the boards (this was given early on thank you) with the actual modules to be reviewed at each board and the dates the samples etc will be available for review - this was partially provided but by varying members of new staff and therefore different personal providing different information at times. The date of the samples dis not appear to be clear but it maybe me not following the trail of emails!!

Please note the CL was always available to respond quickly to any queries raised as a result of some of the points above.

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?

No

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## Section F

### Degree Apprenticeships

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

No

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.

N/A

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?

This is my second academic year as an EE at Leeds Beckett and the support offered from the course team and Joanne Lloyd has been very supportive and helpful. I now fully appreciate the process for the boards and the various sets of information on the modules and continue to look forward to been able to offer more support to the course in the next academic year.

With those modules that provided the joint ML/EE report that was very helpful in evaluating the overall content and progress. It was good to see many of the ML have identified positive actions to take forward into the next academic year and that many of the points noted from last year were implemented. The level of feedback to the students is high and the marking of the assessments on the various modules is fair across the cohort.

If possible the comments below would also help me form a clearer overview of the modules next year but please note these are generic and many modules already provide some or all of the following:

1) Encouragement for the students in completing the mid module and end of module reviews so that a clearer picture can be provided to the module leaders and actions implemented during the semester as well as the following year

- 2) For the core modules of measurement and cost management supporting bi monthly support sessions on line or perhaps self directed learning with feedback similar to a portfolio approach.
- 3) Additional similar sample answers to some of the more practical solutions to assist with the courseworks
- 4) Clearer build up on actual marks awarded - how are the marks awarded to the students - a more detailed marking scheme to support that provided to the students initially
- 5) Review of assessments provided earlier
- 6) Combined ML/EE reports provided on all modules.

## 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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