

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

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Actions	Edit submission Print submission Delete submission

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Postgraduate

MSCPM Project Management(TP),
MSSPM Strategic Project Management(TP)

External Examiner ID

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Date of Main Progression and Award Board Attended:

2023-07-27

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:

Students achievement, performance and attainments are comparable and they were given opportunities to evidence LOs expected and required for PGT L7 Masters of similar level Project Management programmes and provisions at UK HEIs and generally visible in cross-section of students work

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:

Engagement and communication with the Course Director has facilitated and helped to better manage expectations and requirements
High quality modules' materials and resources regularly refreshed and updated with current context and content of project management bodies of knowledge
Quality of summative assessments brief which in turn would allow students to evidence and demonstrate learning, achievements and attainments at PGT L7 Masters
Organisation structure and format of the VLE materials and resources on MyBeckett (good platform) - generally consistent and promotes learning including consistency in terms of students experience
Links and signposting to the University's core academic skills set expected at PGT L7 Masters - functional academic and non-academic support systems, overall consistent quality of teaching, students learning experience and retention including summative assessment systems
Some modules have used formative assessment to elevate and support students' learning, performance, achievements and overall attainments

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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)

Cross-section of students' body of work suggest relatively good integration and cross-referencing of modules' materials and resources, theories and concepts

Future iterations:

Students should be signposted and encouraged to go beyond the VLE (MyBeckett) materials and resources e.g., evidence of research rich materials and practice of practical skills for students and assess their “real-life” application of knowledge instead of reiterating theoretical essays and concepts

Signpost students' on the expectations and requirements to achieve higher bands from the summative assessments marking criteria (rubric) and how to evidence higher order learning per Bloom's taxonomy (PGT L7 Masters depth, rigour and calibre) e.g., through assessment workshops

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

7

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)

The 2 MScs Programmes (MSc Project Management and MSc Strategic Project Management) content and context generally promotes learning and prepare students with toolkits to be either generalists, specialists or both in their selected domain and industry

Future iterations (recommendations)

Modules/Programmes content and context could include employability portfolio which allows students' to steer and shape their development and progression in their career of choice, domain and industry

More depth, rigour and calibre on the practice of 3PMs (Portfolio Management, Programme Management and Project Management) should be embedded in these 2 MScs Programmes

Mock simulation centre practice e.g., use of "real" life client and assessments brief so students would be able to apply practically the 3PM toolkits when managing 3Ps (Portfolios, Programmes and Projects) in a relevant context, this could be potentially achieved through engagement, involvement, connection and networking through local companies and University's industry liasion committees - so students from these 2 programmes are able to practice the commercial, finance, strategic, operations and technical "pressure" in "real" 3Ps context

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:

In one of the modules - Dissertation's summative assessment brief to allow better consistency and promotes students learning and assessment experience, manageable workload within the recommended supervisory timelines, so students' are able to develop and produce output and outcome informed by effective supervisory process

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)

Not applicable

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:

The marketing criteria and the weights of different assessment components are appropriate. There is a clear description of what is needed to achieve a high mark in the module as well as a clear articulation of the elements needed to pass the module. There is consistency in the main criteria across modules, which sets student expectations and allows them to anticipate what is needed from their side.

The modules’ learning objectives are appropriate and correspond well to the programme objectives. The module structure as well as the assignment(s) reflect the knowledge the students should possess to achieve their learning outcomes.

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:

I had IT issues to access Leeds Beckett University's systems,there would need to be more communication and support to help External Examiners (from the University's External Examiner Team) to help resolve this instead of IT services team, it has taken enormous volume and amount of time to resolve this and subsequently the timelines to externally moderate, review and scrutinise the internal moderation documents including assessment briefs, a more streamlines workflows and processes would be more helpful

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:

Communication from the University's External Examiner's team would need to be enhanced further including signposting the External Examiner to the relevant updates and refreshers on the University's academic standards, assessment process and procedures including any new updates on due diligence and compliance requirements and expectations by the External Examiner

Section E

Collaborative Provision

Please indicate if you have been satisfied with the following:

E) Do you examine collaborative provision?

No

Section F

Degree Apprenticeships

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

No

Open comments

NA

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:

NA

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:

NA

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.

Final Comments

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

Communication and information from the University's External Examining team would need further enhancement to ensure External Examiners are kept informed of the relevant quality assurance changes and updates

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.

Overall, academic standards and students' achievement are comparable to other similar level provisions that I am familiar with at UK Universities

The 2 Programmes (MSc Project Management and MSc Strategic Project Management) appear to have good growth of students' number and diversity including more of operation (e.g., distance learning

Good and relevant current and contemporary content and context across the modules/Programmes promotes learning overall, more offering of "real" time client integrated and connected with the summative assessments' brief would promote students learning experience and better opportunity to integrate theories and their learning to "real" practical settings

PMI GAC (Project Management Institute's Global Accreditation Centre) accreditation would add more value and benefit for students, strengthen and tighten further these 2 MSc Programmes considering diversity of the students' cohorts, which will promote multi-disciplinary cutting-edge learning and equally cross-cutting content and context including application across sectors, domains and industries, this will complement APM's (Association of Project Management) academic accreditation

Email Address (required)

Date (required)

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