

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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Actions	<p>Edit submission</p> <p>Print submission</p> <p>Delete submission</p>

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**LEEDS
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UNIVERSITY**

Introduction

School of Built Environment, Engineering and Computing

Postgraduate

- APSUM Sustainable Urban Management(TP)
- MAHRU Housing Regen & Urban Man(TP)
- PDHRU Housing Regen & Urban Man(TP)
- PGHRU Housing Regen & Urban Man(TP)

External Examiner ID

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Date of Main Progression and Award Board Attended:

20 Oct 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

I am a practitioner so not applicable

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

N/A*

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

N/A

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)

No

A5a) Please expand below: (required)

Comment from 2023 report

It would be useful to have a quick update on any changes to the portal we view. As we don't need to access it on a regular basis the way the information is presented usually differs and therefore takes time to navigate around just when you have remembered it from last time!
Still to be actioned

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 continue to be impressed by the pioneering ways in which the assessments try to deviate creatively from the norm. The skills that the students learn by using other techniques such as using social media as a forum for debate, team-based projects and research into current live issues such as planning decisions show that the students are gaining the skills that will be useful in a workplace environment.

Looking at how organisations operate and comparing their different values will show the students that not all organisations are the same and for them to assess the type of organisation they would like to work for that shares their own values.

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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)

No

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)

Re B1 – I would like to see that some of the material is refreshed on a more regular basis. Housing Policies are fast moving with the introduction of new legislation being more customer focused and in development the requirement for more sustainable approaches to developing housing such as MMC. The growth areas for jobs are in relation to the customer experience and for organisations to deliver net zero policies. It would be good to see that the students can gain knowledge in these areas for when they apply for jobs.

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 first thing I would like to add is to re-iterate the comments I made last year because I feel they are still valid

The housing sector is very dynamic and business plans can be very dependent on sudden changes in government policies. It would be good for students to be asked to interpret a recent government announcement and how the direction a housing organisation takes will touch on different aspects of the business - There are some current examples such as building safety act (recruitment/ training/ reassignment of budgets/ asset disposal/ reduced development/ higher risk and more costly borrowing etc

If you want to progress it can be difficult if you have only gained experience from working in one part of the business. Showing that you can see the impact of a policy to different parts of the business will demonstrate they can see beyond their own department. Perhaps one way to do this is to assume a role of a project team to instigate a policy and then to report on their findings?

Similar to this I think it would be very useful if the students could be asked to put together a board report - this would be a clear practical example of something they would be asked to do in a management role. This is not a great deviation from what they do in some essays, putting forward a proposal and backing it up with analysis but would be using those skills to do a practical example in work.

I note that some assignments have been presentations. This is really valuable experience in many work place settings from interviews, team meetings, trying to seek new partnerships etc. I would aim for every student (individually or in a group) to have to do at least one presentation as part of the course because it cannot be avoided in the workplace

On the module regarding viability I thought it may benefit from asking Shelton Development Services to see if they could contribute as the sector lead in providing software for appraisals on new development opportunities and used by RP's, LA, and Private developers with their Land Val and Proval appraisal tools

With the introduction of the "professional standards" with the new legislation it would be highly valuable for students if they can obtain the necessary qualification or be on a fast track to obtaining the qualification by completing the course at LBU.

Furthermore as the legislation requires organisations to carry out Tenant Satisfaction surveys there may be an opportunity for the University to offer their services to verify the results for organisations which would give Students an opportunity to work with the organisations collating the data and then trying to extrapolate the results and as part of their studies consider different ways of policy development for the organisations

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:

N/A

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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)

N/A Practitioner

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)

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?

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?

It continues to be a very fulfilling role to be an External Examiner at Leeds Beckett University. I enjoy getting immersed in the subjects that are being taught, the content and more especially reading the students work and their assessment of topics from their viewpoint.

Again, I would like to re-iterate that I would like to see current material being made available to Students for them to gain a clear understanding of the sector, which will help them greatly to demonstrate to prospective employers that they can blend the academic knowledge with current policy interventions.

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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