

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

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| <b>Submitted By</b> | A  |
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| <b>Actions</b>      | <p><a href="#">Edit submission</a></p> <p><a href="#">Print submission</a></p> <p><a href="#">Delete submission</a></p>                        |

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**LEEDS  
BECKETT  
UNIVERSITY**

Introduction

### School of Built Environment, Engineering and Computing

- MCTDA Town & Regional Planning (DA) L5(TP)
- MCTDD Town & Regional Planning (DA)(TP)
- PGPLP Uk Planning Law and Practice(TP)
- TPLAN Town and Regional Planning(TP)

External Examiner ID

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Date of Main Progression and Award Board Attended:

2023-10-19

## 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:

The standards of student achievement are readily comparable with my experiences from my own institution.

### 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)

N/A

## 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)

As a new examiner, I raised several points of clarity regarding LBU's own code of practice. This included (but was not limited to) discussions of late penalty applications, and academic integrity. My queries were all addressed promptly, in full, and collegially.

## 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:

Across the academic year there were a number of discrete elements within modules which I thought were particular strengths. This included:

- The use of learning contracts in the Urban Futures Project
- The detailed brief on Women and the Built Environment. This was incredibly detailed and provided a wealth of guidance.

Furthermore, I particularly enjoyed observing how the degree apprenticeship allowed the DAs to bring their own lived experiences into assignments. This often allowed assignments to move to another level of reflectiveness and focus.

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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)

Overall the students presented as highly-competent planners. The assessments that I observed left me with the impression that students would be well-equipped to enter planning practice and immediately begin work on the contemporary issues facing any busy planning office. Although I began my term at the beginning of SM2, I would say that not all students displayed a deep (academic) theory-driven knowledge. However, many students did, and this was particularly evident in the higher performing students - indicating to me that this isn't necessarily a teaching issue.

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

9

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)

I have indicated a nine, as in my view the course does provide the skills I would expect to see for a student to transition into professional employment (i.e. as a planner). A 10 would indicate that the course is perfect, and there is of course always scope to modify and reflect on changing practice. For example GIS did not appear in the modules I observed, which could be a useful skill. However, the skills I would observe as "missing" are not core - but just other avenues for a professional career in planning.

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).

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)

Yes

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:

I am unclear what is meant by End-Point Assessment. I am presuming this is the final dissertation - as the substantive final piece of work. If I have misunderstood, then please disregard my comments

On this understanding - I think the assessment, as a summative piece of analytical and reflective piece of work, which draws upon an issue of current planning practice is highly suitable. It allows the student to reflect on an issue which will be highly relevant to their current work, and to deepen their professional understanding through deeper reading, and the opportunity to speak with other professionals.

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 first year as external examiner.

I have been impressed with what I have found in this first year. The modules are effectively run and teach a pleasingly wide-range of learning outcomes. It is clear that the staff care deeply about the subjects they teach, and this shines through in the module handbooks, and the quality and depth of the feedback which students receive. It's also clear that students receive fulsome support from staff through the career at LBU - both on the course, and through the lifespan of a module.

In the next academic year, I would perhaps welcome the opportunity to chat with staff and students about their experiences of the course. In the case of the latter, this would be particularly helpful to see if student experience aligns with what I can see through MyBeckett.

Beyond this, I would praise the efforts of staff in delivering a very good course.

## 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)

