

BSc (Hons) Building Surveying

External Examiner’s report summary

Please indicate in the relevant boxes 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 and applicable Subject Benchmark Statements / Qualification Characteristic Statements.

Please also list any shortcomings and areas for commendation. You should expand on any issues you mention here in the main report. If any boxes are ticked “No” the Dean of School or nominee will be alerted and will oversee the response from the Course Director.

Standards set		
“In my view, the threshold academic standards set for the modules/awards are appropriate.”	Yes	No
	YES	
If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short.		

Student achievement			
“In my view, students’ achievement is comparable with similar course(s) or subjects in other UK institutions with which I am familiar.”	Yes	No	N/A *
	YES		
Please provide any further comment on the comparability of collaborative provision.			
* Not applicable – if you are a practitioner and are not in a position to assess this please indicate here.			
If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short.			

Conduct of processes		
“In my view, the processes for assessment, examination and the determination of awards are rigorous and fairly conducted.”	Yes	No
	YES	
If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short.		

Areas of good practice
Any particular strengths or distinctive or innovative features in relation to learning, teaching and assessment.

I was very pleased to see that the teaching team have made a huge improvement in the method of learning, teaching and assessment with actual buildings used as the focus for the assessments.

Main report

In this section you are asked to describe more fully how the University has or has not maintained threshold academic standards and the quality of the student experience in relation to the course(s) for which you are the external examiner, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements.

Please complete all sections of the form fully and where not applicable please state N/A. Where applicable please also complete the sections for any collaborative provision sampled.

If you are an external examiner for any of the University's Pearson Licensed Centre Programmes (HND/HNC level) provision, please also complete the section on page 9 sections l, m and n entitled "for External Examiners Associated with Pearson Licensed Centre Programmes."

Professional Body Requirements			
"In my view, the professional body requirements for this course have been met. <i>*Not applicable if the course is not a professional body course please indicate here.</i>	Yes	No	N/A *
	YES		
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.			

(a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended).
Appropriate and effectively chaired.

(b) The action, if any was required, taken in response to your report of last year. (This will not be relevant if you are examining for the first time.)
It was again clear that action has been taken in several instances where comments have been made in previous years.

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.
Similar to Sheffield Hallam University. Unable to comment on other institutions.

(d) The strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills.
The range of assignments seen and the quality of the examination questions allow the students to demonstrate a range of building surveying skills. This should help employability. I saw no obvious evidence of general weakness of any students in their conceptual grasp or application of the skills needed to be an effective Building Surveyor.

(e) The standards of the structure, organisation, design and marking of all examination papers and/or other forms of assessment.

This was all acceptable. I was provided with copies of the slides for the PowerPoint presentations for level 6, Inter-professional Studies and level 5, Planning and Property Development. Ideally I would also like to have been given a sample video of the presentations being delivered.

(f) The curriculum, teaching or resourcing of the programme of study as indicated by the performance of the students in the assessment.

This was acceptable and consistent with previous years.

(g) Comments on the use of My Beckett (Virtual Learning Environment) within the course (if applicable).

I would have liked to have seen standardisation of the format of the external examiners folders. In some cases the samples of the work were in the main folder and in others they were to be found on grade centre. With all assessments and scripts only being available electronically I feel that each external should be given a PC with 2 screens so that the feedback can be viewed alongside the script.

(h) Module content, consistency of modules and module assessment across the course and the achievement of learning outcomes. (You may be asked by your School to provide detailed comments on the modules that you examine.)

This was acceptable and consistent with previous years.

(i) Areas of student/staff engagement in teaching and learning, scholarship, research or professional practice.

The dissertations were generally appropriately marked although some seemed to have very little content for the mark received. I would like to see the word count stated at the end of the work.

(j) The University welcomes external examiners' comments on its academic regulatory framework. Such comments may not have a direct bearing on standards set and achieved or the conduct of processes and so it may not be appropriate to include them elsewhere in this report or its summary. Please record any concerns or comments you may have here.

I have no concerns and found the academic regulatory framework to be satisfactory.

(k) Collaborative Provision: please include here any comments you wish to make on elements of collaborative provision for which you have responsibility (in addition to those you may have indicated previously in this report).

Not applicable

External Examiners' Report Checklist

Please comment for all boxes

Course Materials				
Did you receive?		Yes	No	N/A
a.	Course Handbook(s)?			
b.	Academic Regulations including any Professional Statutory Body requirements where appropriate (these may be included the Course Handbook)?			
c.	Module specifications (these may be in the Course Handbook)?			
d.	Assessment briefs/marketing criteria?			

Draft examination papers				
		Yes	No	N/A
a.	(i) Did you receive all the draft papers?			
	(ii) If not, was this at your request?			
b.	(i) Was the nature and level of the questions appropriate?			
	(ii) If not, were suitable arrangements made to consider your comments?			
c.	Were suitable arrangements made to consider your comments?			

Draft coursework				
		Yes	No	N/A
a.	(i) Did you receive all the draft coursework?			
	(ii) If not, was this at your request?			
b.	(i) Was the nature and level of the coursework appropriate?			
	(ii) If not, were suitable arrangements made to consider your comments?			
c.	Were suitable arrangements made to consider your comments?			

Marking Examination Scripts				
		Yes	No	N/A
a.	(i) Did you receive a sufficient number of scripts from both home and (if appropriate) collaborative partner students?			
	(ii) If you did not receive all the scripts, was the method of selection satisfactory?			
<p>Recommended sample sizes at Leeds Beckett University are as follows:</p> <p>a) Samples should be determined by a square root of cohort size, no smaller than 6, no larger than 15. However it should be borne in mind that not all work is assessed in a way that makes a square root sample possible and allowance should be made. For example in subjects such as the performing arts where there may be a requirement for an external to come and view a performance instead, or to visit the exhibition of art work.</p> <p>b) Samples to include all classification categories, and it is helpful to concentrate around the boundaries to include some fails.</p> <p>c) Samples to consist of internally moderated work, clearly evidencing the moderation process.</p>				
b.	Was the general standard and consistency of marking appropriate?			
c.	Were the scripts marked in such a way to enable you to see the reasons for the award of given marks?			

Dissertations/project reports				
		Yes	No	N/A
a.	Was the choice of subjects for dissertations appropriate?			
b.	Was the method and standard of assessment appropriate?			

Coursework/continuously assessed work				
		Yes	No	N/A
a.	Was sufficient coursework made available to you for assessment from both home and (if appropriate) collaborative partner students?			
b.	Was the method and general standard of marking and consistency satisfactory?			

Orals/performances/recitals/appropriate professional placements				
		Yes	No	N/A
a.	Were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements?			

Module Board/Progression and Award Boards				
		Yes	No	N/A
a.	Were you able to attend the meetings?			
b.	Were the meetings conducted to your satisfaction?			
c.	Were you satisfied with the recommendations of the Module Board/Progression and Award Boards?			

Development and support of External Examiners

Please mark the appropriate boxes:

	<u>Yes</u>	<u>No</u>
Were you new in post in academic year 2016/17?	<input type="checkbox"/>	<input type="checkbox" value="NO"/>

If you were new:

(a) Did you access the on-line External Examiner Induction Module?	<input type="checkbox"/>	<input type="checkbox"/>
If not, was there a particular reason?	<input type="text"/>	
(b) Did you receive any specific induction or other support from your School?	<input type="checkbox"/>	<input type="checkbox"/>
(c) Some inexperienced new examiners are formally mentored. Were you?	<input type="checkbox"/>	<input type="checkbox"/>
(d) Did you find the mentoring you received helpful?	<input type="checkbox"/>	<input type="checkbox"/>

Any general or specific comments on the development and support offered by the University, especially improvements you would like to see:

For External Examiners associated with Pearson Licensed Centre Programmes

If you are an external examiner for any of the University's Pearson provision (HND/HNC level), please complete sections (l) – (n) below to enable the University to capture the data requested by Pearson for its Annual review report.

(l) Any major issues with regard to the HND/HNC course(s) with which you are associated

Not applicable

(m) Areas of good practice you have identified specifically relating to HND/HNC course(s) with which you are associated

Not applicable

(n) Any other comments that you wish to make that are related specifically to the HND/HNC course(s) with which you are associated

Not applicable