

## MSc Quantity 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."	<b>Yes</b>	
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."  Please provide any further comment on the comparability of collaborative provision.	<b>Yes</b>	
* 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."	<b>Yes</b>	
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.

Detailed and helpful written feedback on course assignments and formal examinations.

Second marking of formal examination papers.

Interaction with the quantity surveying profession to ensure that the course content is relevant and effective.

Course management, record keeping and organisation.

## 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>	<b>Yes</b>		
<i>If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.</i>			

(a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended).
The operation and conduct of the Board of Examiners was efficient and the marks agreed were reliable. The Board was run openly allowing all who were present to make comments as necessary.

(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.)
The course team has responded appropriately to my comments of last year.

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.
The performance of students is in line with similar students on similar courses.

(d) The strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills.
Students are already employed in relevant surveying practices or with contractors working in the construction industry. This compliments their studies. Students on the course come from different parts of the world and they are encouraged to share their different experiences of practice through the use of the VLE. This enhances their learning experiences.

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

Course assignments and formal examinations are appropriately designed. Whilst marking is appropriate, greater objectivity in the allocation of marks should be considered and these should be more clearly stated in marking schemes for both assignments and end of module examinations. Formal examinations at this level should require as a maximum for students to attempt four questions. This will allow for greater depth in the students answers. Some of the questions should focus on a more problem solving approach. This will allow students to demonstrate the application of knowledge to new situations.

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

There have been considerable changes in staff since my visit to the university last year. The numbers of staff in this subject area is insufficient to provide development and research across all of the different subject areas. The two key members of staff, one of whom is the new course leader, are effective in the organisation and management of the course. Whilst the curriculum reflects practice, greater attention should be given to those areas of ongoing professional activity. This was discussed and when implemented will enhance the course at the M level. The specific module in quantity surveying practice should be reviewed with this in mind.

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

Students and staff make a good and very effective use of the VLE for teaching and learning.

**(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.)**

The module contents are entirely appropriate for study and awards at this level.

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

There is a developing attitude amongst the staff on the course to provide scholarship and research to help underpin the learning outcomes of the course. There are good links with professional practice and this enhances the course and its currency.

**(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.**

The university framework meets the needs of this course.

**(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).**

N/A

**External Examiners' Report Checklist**

**Please comment for all boxes**

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

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

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

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?	Yes		
	(ii) If you did not receive all the scripts, was the method of selection satisfactory?			
<p><b>Recommended sample sizes at Leeds Beckett University are as follows:</b></p> <p><b>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.</b></p> <p><b>b) Samples to include all classification categories, and it is helpful to concentrate around the boundaries to include some fails.</b></p> <p><b>c) Samples to consist of internally moderated work, clearly evidencing the moderation process.</b></p>				
b.	Was the general standard and consistency of marking appropriate?	Yes		
c.	Were the scripts marked in such a way to enable you to see the reasons for the award of given marks?	Yes		

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

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?			N/A

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

## 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 2017/18?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**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:**

See comments above and also discussions with members of the course team.

## 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

**N/A**

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

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