

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2015– 2016

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Engineering/Civil Engineering
Subject(s):	
Programme(s) / Module(s):	Engineering Project Management and International Construction Management and Engineering
Awards (e.g. BA/BSc/MSc etc):	MSc

Name and home Institution / affiliation of Examiner

Completed report

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

Alternatively you can post your report to: **Head of Quality Assurance**
Room 12:81, EC Stoner Building
The University of Leeds, Leeds LS2 9JT

Part B: Comments for the Institution on the Examination Process and Standards

Matters for Urgent Attention

If there are any areas which you think require urgent attention before the programme is offered again please note them in this box

N/A

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

N/A

For Examiners completing their term of appointment

Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School

I have been constantly impressed with the quality of the programmes over duration of my appointment. In particular the academic staff have worked hard to improve the quality of the research dissertations with the addition of research methods training and an assessed project proposal element. The standards have definitely improved during this period. These are also extremely well managed and administered programmes. The paperwork and conduct of the board has been exemplary throughout my tenure. These have been the best run programmes that I have been external examiner on.

1. **Please indicate the extent to which the programme Aims and Intended Learning Outcomes (ILOs) were commensurate with the level of the award**
- *The appropriateness of the Intended Learning Outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
 - *The extent to which standards are appropriate for the award or award element under consideration.*

The structure, content and delivery of the programme are entirely commensurate with the level of the award. The standards of teaching and assessment are appropriate to achieve the intended learning outcomes. The students benefit from a very high quality learning environment and dedicated and committed academic staff.

2. **Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?**
- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

Yes, the aims and ILOs are clear and have evolved in relation to previous years. They are commensurate with other programmes with which I am familiar.

3. **Please comment on the assessment methods and the appropriateness of these to the ILOs**
- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
 - *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

The assessment methods are appropriate for the programme with an appropriate mix of examination and coursework assessment that was appreciated by the students on the programme. Student performance suggests that teaching quality is high and there is evidence of sustained learning over the programme.

4. **Were students given adequate opportunity to demonstrate their achievement of the Aims and ILOs?**
- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
 - *The strengths and weaknesses of the students as a cohort.*

Yes. The assessed elements have been carefully designed to map onto the ILOs and the performance of the cohort is comparable with other programmes with which I am familiar.

5. **For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum**

N/A

6. **Please comment on the nature and effectiveness of enhancements to the programme(s) and modules since the previous year**

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

The programme restructure with the removal of block modules and enhancements made to the Dissertation module have improved both the quality of the projects and the student experience. There is scope for delivering the research methods training closer to the time when students define their dissertation topics.

7. **Please comment on the influence of research on the curriculum and learning and teaching**
- This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.*

There is evidence of research-informed teaching throughout this programme with every module including some elements of research-based thinking and material.

8. **Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD**

N/A

For Examiners involved in mentoring arrangements

9. **If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements**

N/A

The Examination/Assessment Process

10. **The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner.**

Whether External Examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.

Yes, my role was clear and transparent.

11. Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks, marking criteria?

The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.

Yes

12. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

Yes

13. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

Yes

14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

Yes

15. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

Yes

16. Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?

Yes

Other comments

Please use this box if you wish to make any further comments not covered elsewhere on the form

An opportunity to go on a site visit would be a welcome enhancement for students on the EPM programme.

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UNIVERSITY OF LEEDS

12 November 2016

Dear

Thank you for your examiner's report and for your continuous support during the previous academic year. It is pleasing to note that the majority of elements of our programmes meet with your approval. We also note that you raise one area of concern which we have given further consideration as outlined below.

Visits to construction sites – we have now addressed this, to a certain extent, with the current cohort. The students had an opportunity to visit both Drax power station and the Humber Bridge during intro week in September. However, to enable students to visit live construction sites there are a number of issues that need to be overcome, such as, risk assessment and health and safety considerations.

Once again, thank you for your support and guidance over the past four years. We would also like to take this opportunity to wish you all the best for the future.

Yours sincerely

Chair of Structural Engineering
Head of School of Civil Engineering