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Guidance notes are available to support the completion of this Report via the Cardiff University Intranet [here](#) and from Externalexaminers@cardiff.ac.uk.

	For completion by External Examiner:		
Name of External Examiner:	Prof. Peter Walker		
Home Institution / Employer of External Examiner:	University of Bath		
Programme and / or Modules Covered by this Report	MSc Sustainable Mega Buildings		
Academic Year / Period Covered by this Report:	2019/20	Date of Report:	15 February 2021

Please complete all information in the spaces provided and submit within **six weeks** of the Examining Board (the dissertation stage Examining Board in the case of postgraduate Master's programmes).

Please return this Report, **in a Microsoft Word format**, by email to: externalexaminers@cardiff.ac.uk.

Please note this form will be published online and should not make any reference to any individual students or members of staff in accordance with the General Data Protection Regulation (2018).

Please extend spaces where necessary.

1. Programme Structure (curriculum design, programme structure and level, methods of teaching and learning)

The programme structure combines a range of core modules, shared with other MSc programmes, with some specialist modules specific to Mega-buildings. Together with the dissertation work the subject matter is appropriate for the programme's aims and objectives. The actions in response to Covid-19, to maintain academic standards, have been in-line with wider UK HEI practice.

2. Academic Standards (comparability with other UK HEIs, achievement of students, any PSRB requirements)

Module marks were appropriate and an accurate reflection of standards achieved. The academic standards are comparable with other UK HEI MSc programmes.

3. The Assessment Process (enabling achievement of aims and learning outcomes; stretch of assessment; comparability of standards between modules of the same level)

The assessment processes provide a wide range of appropriate means to evaluate student understanding, progression and attainment. The use of group work, as well as individual work, is especially welcome. The feedback provided to students was generally of a good standard.

- 4. Examination of Master's Dissertations (if applicable)** (sample of dissertations received, appropriateness of marking schemes, standard of internal marking, classification of awards)

Dissertations were marked appropriately, and supported with detailed feedback.

5. Year-on-Year Comments

[Previous External Examiner Reports are available from the Cardiff University Website [here](#).]

No further comments.

- 6. Preparation for the role of External Examiner (for new External Examiners only)** (appropriateness of briefing provided by the programme team and supporting information, visits to School, ability to meet with students, arrangements for accessing work to review)

N/A

- 7. Noteworthy Practice and Enhancement** (good and innovative practice in learning, teaching and assessment; opportunities for enhancement of learning opportunities)

The switch to a blended model, with substantial on-line teaching delivery, introduced in response to Covid-19, would seem to have worked well. Clear and timely communication of well-structured on-line material to students is essential to the success in a blended learning model.

- 8. Appointment Overview (for retiring External Examiners only)** (significant changes in standards, programme/discipline developments, implementation of recommendations, further areas of work)

N/A

9. Issues for Response

I have no concerns requiring specific response this year.