

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**  
**ACADEMIC YEAR: 2012– 2013**

**Part A: General Information****Subject area and awards being examined**

<i>Faculty / School of:</i>	School of Design
<i>Subject(s):</i>	Textiles
<i>Programme(s) / Module(s):</i>	MA Textile Design & Innovation Text5301m Textile and Apparel Materials and Technology Text 5302m Brand Design and Communication Text5304m Textile Product Design, Innovation and Development Ext5308m dissertation
<i>Awards (e.g. BA/BSc/MSc etc):</i>	MA

**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](mailto:exexadmin@leeds.ac.uk).

Alternatively you can post your report to: **Head of Academic Quality and Standards**  
Academic Quality and Standards Team  
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*  
none

**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?*

**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*

## Standards

**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.*

There is both good breadth and depth in the programme incorporating branding and textile innovations. The structure allows both elements to work closely together. There are appropriate masters level learning outcomes in all modules.

**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.*

The overall aims and learning outcomes are in line with other programmes and institutions but with the added benefit of a novel combination of branding and textiles.

**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.*

A broad range of assessment methods are used which encourage student development as they progress through coursework to a final major project. Good subject knowledge is demonstrated by the staff and with the inclusion of moderation/second marking clearly indicates student performance. A good spread of marks is seen in most modules.

**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.*

As a unique course it is hard to make comparisons but with a good spread of marks/awards from a small cohort of international students. Progress is demonstrated from the initial modules to the final dissertation.

**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 link between branding and innovation has improved this year with more depth shown in dissertations

**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.*

The School has an excellent research profile such that staff are willing and able to pass this knowledge on to students. This gives an interesting variety of topics which are current with industrial trends.

## For Examiners involved in mentoring arrangements

**8. 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

**9. 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.*

The process works well with much of the required information being readily available on-line. Information on the process and timescales is given well in advance.

**10. 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.*

Contact with the programme leader allows easy access to all module documentation

**11. 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?**

Final assessment briefs were seen clearly demonstrating the appropriate masters level.

**12. 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?**

With a small cohort, all coursework scripts were submitted in advance with assessor's comments

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

A good range of topics from Taiwanese brands to thermal regulation and recycling. In most cases primary research needs linking back to secondary research more clearly with more critical comment. Double marking was used to give consistency.

**14. 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?**

Administrative arrangements were made well in advance, a reminder and parking arrangement notification would have been useful a week or so in advance. Attendance at the board was straight forward with outcomes clearly discussed for border line cases.

**15. 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**

It would be beneficial to visit earlier in the year to meet students as the majority had left the country when the board convened. Receiving a number of dissertations and the independent assessments prior to the board would be advantageous although this depends on hand-in dates and time for assessment. The potential of an oral presentation either in the early stages as a formative assessment point or as part of the final submission was discussed.

One module TEXT5302M– stood out for having high marks. Scripts were supplied and by consensus marks were moderated down 5%. This should ideally have been done prior to the meeting.

There is a tendency for students to overuse web based material. More academic references should be used and critical writing skills should be further developed.

Research ethics statements should be included in the dissertation.

Overall the course is well run and managed. Student numbers for 2013-14 have doubled as the course becomes more recognised.

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Tel: <>

Dear <>,

Thank you so much for your insightful, supportive and useful report. I should like to thank you for the thoughts that you have provided our course with as an external examiner for the MA Textile Innovation and Branding programme. I am pleased to know that you are generally happy with most of the programme including its structures, aims, benefits, breadth and depth of the learning outcomes. I will outline below my responses to each of the standard points you have expressed concerns with in your report:

**13.** The students were given more lectures on research methodologies. In addition, an oral presentation session in the middle of the dissertation will be arranged this year to help the students learn from each other about the critical analysis and interpretation of their results. They will also have opportunities to have feedbacks on how to link primary research to secondary research from both staff and their peers.

**Other comments:** We agree that your meeting with this group of the students in an earlier time before their departure will benefit your assessment of the programme; to reflect such change, the research dissertation module will be increased from 45 credits into 50 credits in the academic year of 2014/15, and an oral presentation assessment installed in this module as a tool for monitoring the students' learning process. The concerns over reference material and citations will also be addressed in this monitoring process. You are thus invited to join the students' oral presentations of their research projects later in semester 2.

Regarding the marking of TEXT5302M, the school looked at the assessment of similar student coursework from another programme. It appeared that the work from this group of students showed a higher standard; this might be due to the efforts from this small group of cohort, but we agree that moderation will be done before the exam board meeting.

The school has a strict ethical approval procedure over research and data protection issues. The ethics forms from each student in relation to personal data and data protection issues have been approved by both their supervisors and the director of research in the school. We support your recommendation that the ethics statement be included in the dissertation.

I trust that the above responses to your comments help clarify and move towards addressing the issues that you have raised in your report and will assist in making your next and subsequent visits easier and better prepared for by our school.

I very much look forward to your visit on soon in semester 2 of the 2013/2014 academic year. If there is anything omitted or that can be arranged for you prior to your visit, please do let me know.

Yours sincerely,

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<b>Item:</b>	<b>Action:</b>	<b>Responsibility:</b>
(13)	Introduce an oral presentation as monitoring tool in TEXT5308M module.	Programme Leader
Other comments	Invite external examiner to meet the students before the dissertation is submitted.	Programme Leader
	Send the dissertations to external examiner before examination board meeting.	Programme Team
	Introduce an oral presentation as monitoring tool in TEXT5308M module.	Programme Leader
	Moderation of the markings to be done before the board meeting.	Programme Leader
	Ethics statement to be included in the dissertation.	Programme Leader