

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2014– 2015

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

Faculty / School of:	Design
Subject(s):	<i>International Foundation Year</i>
Programme(s) / Module(s):	DESN0010 Visual Research and Drawing DESN0020 Materials, Media and Processes DESN0030 Understanding Design DESN0040 Personal Study
Awards (e.g. BA/BSc/MSc etc):	

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

. No

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.*

The structure of the programme enables the students to gain a good understanding of creative process within an academic institution. It offers them access to thinking and practice in order to diagnose the creative area they wish to study further.

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.*

Over the 3 years I have seen a steady rise in the level of the students from the International Foundation Course. Although I continue to believe that the International Foundation Course is comparable to the 'Pass' level of other UK Foundation Diploma in Art and Design. This is in line with the level at which most International students would sit within these courses.

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 process and marks given were rigorous and I fully agree with them.

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.*

The students show enthusiasm and are generally hard working. The cohort for this course is small and this can be difficult in terms of the dynamic and momentum of the group. The amount of contact with staff was helped this year as they had access to a PHD student within the studio. I'm sure this has helped to galvanise them and the value of this must be recognised and would be beneficial in future years. Could this person help to run more demonstrations, tutorials and critiques?

DESN 0010- Drawing project

Continue to think about the line quality for measured drawing. Maybe try to incorporate and add more exciting visual resources on top of what they currently draw/study. Maybe push the drawings by using descriptive words to respond to (extend, squash, mirror, enlarge, etc).

DESN 0030- Textiles/Fashion and Graphics

The students engagement and understanding of the Textiles/Fashion continues to be strong.

The students engagement and understanding of the Graphic Design project is improving. They need to think about better presentation (for a client).

I do however still feel there are gaps in delivery and resources for these students and they would benefit greatly from more teaching contact, a wider range of materials and processes, more peer group dialogue and critiques. Even a visual noticeboard where they can share creative information with each other.

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

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 linking of the personal study to the practical modules has been successful with some very strong pieces of work.

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.

DESN 0040- Personal Study

More relevant art movements suited to the students practice. This should include design movements and by being linked to the work undertaken in the studio will greatly help understanding. I do see that the written work has become more

relevant and the stronger students are starting to relate their contextual references back to the work carried out in the studio. Can these examples be retained in order to show best practice to future year groups?

Can relevant examples of Art and Design Movements, Artists and Designers be added to the brief? Again to reinforce the process of research, analysis and evaluation.

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

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

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.

I had all necessary paperwork and support from the staff.

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?

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 over the 2 visits I had access to the whole group.

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

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

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11th January 2016

Dear <<>>,

Thank you for your External Examiners report for the International Foundation Year in Design for the 2014/15 academic year.

<<>>, the coordinator of the International Foundation Year, has expressed <<>> gratitude for your continuing support.

Your comments regarding the drawing project in DESN 0010: Observational Drawing, and the colour project in DESN 0020: Media, Materials and Processes, are valuable and will be integrated into projects for 2015-16, the students will focus more on line quality for measured drawing, the drawings will be pushed further by using descriptive words to respond to the marks, such as 'extend, squash, mirror and enlarge', etc.

The Graphics project, part of DESN 0030: Understanding Design, is improving, your comments regarding better presentation for a client are helpful and we will take this on board for the following academic year.

Thank you for expressing your concern on the gaps in delivery and resources for these students. We are currently working on including more teaching contact and a wider range of materials and processes, this will be put into place for 2015-16.

We have thoroughly enjoyed working with you and thank you once again for your continued support and advice.

Yours sincerely,

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