

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:

School of Design

Subject(s):

BA Art and Design

Programme(s) / Module(s):

Module code	Module Title	Module Manager
DESN1440	Studio Practice 1A	Dr Judith Tucker
DESN1441	Studio Practice 1B	Dr Eirini Boukla/Dr Kevin Laycock
DESN1705	Drawing 1A	Andrea Thoma
DESN1706	Drawing 1B	Dr Eirini Boukla
DESN1800	History and Theory of Art and Design	Dr Christine Atha
DESN2405	Contemporary Art and Memory	Dr Judith Tucker
DESN2440	Studio Practice 2A	Dr Louise Wilson
DESN2441	Studio Practice 2B	Dr Louise Wilson
DESN3440	Studio Practice 3A	Ms D Gardner
DESN3441	Studio Practice 3B	Dr Judy Tucker
DESN3445	Time and the Image in Contemporary Art	Ms Andrea Thoma

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 urgent matters

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?

I'm in my 3rd year of appointment

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'm in my 3rd year of appointment

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 ILO are in line with National Benchmarks for Art and Design courses.
- This course in terms of the delivery of practice and theory is evidently at the appropriate levels.

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.*

It is clear that the QAA guidance for Art and Design Benchmarks 2008 has been used. Clearly indicating the levelness. There are two categories to choose from either the generic Art and Design or Communications and Media. An appropriate selection of Art and Design ILOs has been used.

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.*

In the practical modules the ILOs are particularly well articulated and this means that the assessment is clear to students. There are interim critiques before the summative assessment –the students appreciate this

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 are very able and deal with a very broad course and sometimes have very little time to go into depth but the tutors design the topics to connect and this really helps. The tutors give positive and thorough feedback. This year the Programme Leader is new and she knows the programme in great depth. All the documentation is well written and very informative.

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.

A very clear weekly schedule for all the modules. Very good thought through material for DESN2405 Contemporary Art and Memory. The students are stretching themselves because the topic is stimulating. Very interesting to see an essay about 'memory' from graphics and communication and Photography is good cross over between disciplines.

My perception is that staff find it hard to make changes to modules or module credits-that the process of changes takes a lot of administration.

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 staff research has a direct impact on the teaching, areas that are evident are social engagement and mapping. The Curriculum design, content and organization is strong on the whole and the expertise of painting, printmaking and digital arts stand out.

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

I will be a mentor from this year.

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.

All information is clear and accessible for our role as Externals.

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.

The Indicative of the range of marks was particularly useful. I'm pleased to see an outstanding column so that it's possible to have a broad range of marks. In the marking criteria it is apparent the differences between bands.

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 I was provided all the module assessment sheets well in advance.

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?

I was very impressed with the tutors feedback.

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

I thought the dissertation marking was fair and rigorous, good sandwich feedback. Evidently a very well organised module, I saw a great cross section of work. All of the dissertations are a decent quality.

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?

I was at the board. It ran very smoothly and there was enough time to discuss external comments and changes.

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

All evidence was submitted and considered. The staff team are fully aware of any student circumstances that may effect their performance.

Other comments

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

The refurbishments are in place. The new staffs are having an excellent impact. I saw a great cross section of files. The Research and Analysis files were particularly impressive this year. I think the Art and Design Student Platform – Interviewing your peers is an excellent idea. It might be useful to develop a staff/student partnership project where students interview staff as well as each other. It's about a dialogue with one another and for both learners for shared purposes. I thorough enjoyed my visits and the private view was very atmospheric. I thank the Programme Leader for a quick response to any of the queries that I or the students have.

<<>>

1st November 2016

Dear <>,

Thank you for sending your report, which offers discerning comments, overall positive appraisal and encouraging observations about moving forward (in relation to future curriculum development).

As in previous years, all staff and students have very much appreciated your visits, close observation and feedback on our Art and Design course.

Your report was overall very positive. We take this as an encouragement to continue to ensure good practice and to monitor all aspects of learning and teaching. You mention how students do not have much time to go into depth, as the course is very broad but that modules are designed to help make connections.

Within the School we are in the process of rewriting aspects of the curriculum of undergraduate degrees so that at Levels 1 and 2 of individual programmes a further 20 credits per year would be given to core programme modules. This development should benefit the student learning experience overall.

Your comment that teaching staff give positive and detailed feedback is encouraging, likewise the observation on the strength of the curriculum design, content and organization. The team's expertise has been highlighted and how staff research directly impacts on teaching. You also noted the excellent impact of our (relatively) new staff <<>> and <<>>.

It has been inspiring to read your observations on how different areas and modules, such as the Art and Memory module, contribute to the breadth and depth of the programme where studio practice, design and theoretical modules offer a unique curriculum.

Thank you for your feedback on my knowledge of the programme. As this has been my first year as programme manager, I take this as an encouragement to continue to develop and improve the provision and relating documentation.

As to the Art and Design platform, it was meant to support discussion, communication between year groups and to strengthen the sense of an Art and Design community. Your suggestion to extend this to students interviewing staff makes perfect sense.

Overall, the report indicates good practice and very good student performance including dissertation, research & analysis files and studio practice.

We look forward to seeing you in January,

Very best wishes,

<<>>

Head of the School of Design
University of Leeds