

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

QAT Received 26/01/2018

Part A: General Information

Subject area and awards being examined

Faculty / School of:	School of Design
Subject(s):	<i>MA Fashion Enterprise and Society</i>
Programme(s) / Module(s):	Complete Programme for Design modules.
Awards (e.g. BA/BSc/MSc etc):	MA

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

Points of innovation and/or good practice

<p><i>Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.</i></p> <ul style="list-style-type: none"> The broad range of topics tackled by students for the Dissertation research module and the level of support provided to them. The attention paid to ethical and sustainable issues within the fashion industry.
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Enhancements made from the previous year

<p><i>Please highlight any enhancements made to the programme(s) or processes over the past year in this box.</i></p> <p>n/a</p>
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Matters for Urgent Attention

<p><i>If there are any areas which you think require urgent attention before the programme is offered again please note them in this box</i></p> <p>None</p>
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For Examiners in the first year of appointment

1.	Were you provided with an External Examiner Handbook?	Y
2.	Were you provided with copies of previous External Examiners' reports and the School's responses to these?	Y
3.	Were you provided with a External Examiner Mentor?	N

For Examiners completing their term of appointment

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y / N
5.	Has the school responded to comments and recommendations you have made?	Y / N
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Y / N
7.	Have you acted as an External Examiner Mentor?	Y / N

<p><i>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></p>

Standards

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y
<p><i>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</i></p> <p>Programme structure is appropriate and aligned with the title of the programme. The design of the programme is also appropriate, the number of 15 credit modules appears to present a heavy workload for students and teaching team when the cohort is large, especially when broken into more than one assessment. The intended learning outcomes are clearly communicated to students, and are appropriate for the level.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
<p><i>Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)</i></p> <p>The scope of the curriculum appears to be informed by team research subjects and present a broad range of topics for students to explore.</p>		
14.	Does the programme form part of an Integrated PhD?	N
<p><i>Please comment on the appropriateness of the programme as training for a PhD:</i></p>		
15.	Does the programme include clinical practice components?	N
<p><i>Please comment on the learning and assessment of practice components of the curriculum here:</i></p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
<p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i></p>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<p><i>Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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.</i></p> <ul style="list-style-type: none"> • The assessment methods are appropriate and are in keeping with the sector and level of the award. • 2nd marking and feedback was evident. • One module appeared to present weaker results (Fashion Communication & Photography) with some students showing less awareness of the importance and context of the topic than in other modules. • Group work appears to be a challenge for some students and although only assessed as part of a module, could be jeopardising overall results in some cases. • Dissertation module shows a broad scope of topics and strong student performance. 		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y

19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y
<p><i>Please comment on 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:</i></p> <ul style="list-style-type: none"> Students have performed well in academic modules but show a more varied range of abilities in the more creative modules. Students are given a range of opportunities to stretch themselves and the range and spread of ability is commensurate with that of other institutions. 		
<p><i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i></p>		

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiner's role, powers and responsibilities in the examination process?	Y
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
25.	Were you provided with all draft examination papers/assessments?	Y
26.	Was the nature and level of the assessment questions appropriate?	Y
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y
29.	Were the examination scripts clearly marked/annotated?	Y
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y / N
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y
33.	Were you able to attend the Progression and Awards Board meeting?	Y
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i> I would like more time to view the work on my future visits please.</p>		

Other comments

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