

# The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

### Part A: General Information

#### Subject area and awards being examined

Faculty / School of:	School of Design
Subject(s):	<i>Textiles</i>
Programme(s) / Module(s):	Textile Innovation and Branding TIBS TEXT5301 Textile and Apparel Materials and Technology TEXT5302 Brand Design and Communication TEXT5304 Textile product Design, Innovation and Development TEXT5309 Dissertation
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

Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box. Adjustments to assessments such as including interim presentations have allowed better differentiation between students. A more transparent means of second marking has made examining easier.

#### Enhancements made from the previous year

Please highlight any enhancements made to the programme(s) or processes over the past year in this box.

#### 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. The programme has come to an end in its current form. Emphasis has always been on an international market but there is also potential for a technical course integrated with design or marketing to be delivered in house to fill industry requirements of technical knowledge alongside students desire for a more creative role.

#### For Examiners in the first year of appointment

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

#### For Examiners completing their term of appointment

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y / <del>N</del>
5.	Has the school responded to comments and recommendations you have made?	Y / <del>N</del>
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?	<del>Y</del> / N

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

The programme has developed over the past five years attempting to bring the schools research experience into modules. It is clear that staff areas of interest are brought in to modules and dissertations and on occasion have been directly aligned to an individual company's requirements

## Standards

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y / <del>N</del>
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y / <del>N</del>
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y / <del>N</del>
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y / <del>N</del>
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y / <del>N</del>
<p>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</p> <p>The programme aims and objectives are delivered by two schools but there is a tendency for the two subjects to remain separate mainly due to the students areas of interest. This is clearly seen in the dissertation where students look at either innovation or branding marketing without clear reference to the other discipline. This could be overcome by teaching both elements in the same school such that the branding is directly aligned to textile products.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y / <del>N</del>
<p>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)</p> <p>A range of academics with relevant teaching and research skills provide input which enhances the student experience. The diversity of final projects differentiates student performance.</p>		
14.	Does the programme form part of an Integrated PhD?	Y / <del>N</del>
<p>Please comment on the appropriateness of the programme as training for a PhD:</p> <p>There is potential for graduates to continue forward to a research degree as students gain some research skills throughout the course culminating in the dissertation</p>		
15.	Does the programme include clinical practice components?	Y / <del>N</del>
<p>Please comment on the learning and assessment of practice components of the curriculum here:</p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y / <del>N</del>
<p>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</p>		

## Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y / <del>N</del>
<p>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.</p> <p>A broad range of assessment methods used from exams, reports to presentations. Group work tends to bunch students together. Annotated scripts in TEXT5301 are very useful and this could be incorporated in to some of the other modules.</p>		

18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y / N
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y / N
<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> <p>A unique course with a small cohort resulting in a narrow range of final grades. The range of modules allows students to identify personal strengths and weaknesses enabling them to improve where necessary. General improvement is seen by the end of the course as skills and knowledge increase. Dissertations reflected students' interests and demonstrated little integration of the two elements of the programme. However the standard of performance reflected their skills and aligns with other textile courses in the sector.</p> <p>Referencing skills are variable and differ across modules, being particularly weak with images and web sites. This only tends to be fully addressed in the dissertation module</p>		
<p><i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i></p> <p>It may be beneficial to bring the teaching of branding in to the school of design such that it is specific to textile products and thereby better integrate innovation and branding in all modules so that the dissertation is a true reflection of the programme</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 / N
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y / N
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y / N
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y / N
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y / N
25.	Were you provided with all draft examination papers/assessments?	Y / N
26.	Was the nature and level of the assessment questions appropriate?	Y / N
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y / N
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y / N
29.	Were the examination scripts clearly marked/annotated?	Y / N
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y / N
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 / N
33.	Were you able to attend the Progression and Awards Board meeting?	Y / N
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y / N
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y / N
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p> <p>Contact with the programme leader helps with the whole process. This final year of the programme had a small cohort such that all work was able to be seen.</p>		

Other comments

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

The programme as a whole caters for students who see the need for a technical underpinning for a branding marketing role. However once on the course students still hold on to their area of expertise/comfort and not make the most of the course to integrate their ideas. Bringing all modules in to the school may overcome that.

There is an obvious need in the retail sector for designers, marketers etc to have more knowledge of the underlying technology especially with regard to new product development and innovations. Aligning the course a little more with the undergraduate provision may attract home students as well as those from overseas. Additionally a masters programme seen as a conversion course may be beneficial, for example engineering students to gain textile knowledge for the composites/automotive sectors or design students to fully understand the textile building blocks they handle.