

## 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):	
Awards (e.g. BA/BSc/MSc etc):	MSc

**Part B: Comments for the Institution on the Examination Process and Standards****Points of innovation and/or good practice**

*The MSc course in Textile Technology is a well-designed and balanced programme, which covers the traditional areas of textiles as well as the future areas of growth such as technical textiles, nonwovens and advanced materials. The course provides two pathways (Textile Design Technology and Textile Technology) allowing students to specialise in the aspects of textiles of their interest.*

**Enhancements made from the previous year**

N

**Matters for Urgent Attention**

None

**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?	Y

**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

NA

**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
<i>MSc Textile Technology brings together various aspects related to advanced textiles. The course structure is coherent and is appropriate for the master level study. The course meets the aims and outcomes proposed and is relevant to the award of degree of MSc. The aims and intended learning outcomes meet those of the similar courses in other UK universities. The course is comparable to the MSc Textile Technology programmes in other universities.</i>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
<i>The curriculum includes laboratory based teaching and an integrated research project. In general, the students have submitted excellent MSc dissertations.</i>		
14.	Does the programme form part of an Integrated PhD?	N
NA		
15.	Does the programme include clinical practice components?	N
NA		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y
<i>The course is accredited by the Society of Dyers and Colourists as being equivalent to its ASDC examinations leading to Chartered Colourist (CCol) status.</i>		

### Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<i>The assessment method are appropriate to the ILOs and good arrangements for the marking of the course work and dissertations are in place. The course work and dissertations are marked by two examiners and the variability in the marks awarded by the examiners is of acceptable level.</i>		
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
<i>Overall, the students demonstrated excellent standards and their performances are comparable to the MSc students on similar courses in other institutions. Most of the students on the course are mature students, many with industrial background, and this is reflected in their project work and high quality of their dissertations.</i>		
<i>Opportunity should be provided to the external examiner to meet some selected students to discuss their course work and views related to the teaching programmes.</i>		

## 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
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></p>		

## Other comments

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

The research methods module should be moved to the first semester in order to allow the students more time for the selection and planning of their research projects.