

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

Part A: General Information

Subject area and awards being examined

<i>Faculty / School of:</i>	School of Design																																							
<i>Subject(s):</i>	<i>BA Art and Design</i>																																							
<i>Programme(s) / Module(s):</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Module code</th> <th style="text-align: left;">Module Title</th> <th style="text-align: left;">Module Manager</th> </tr> </thead> <tbody> <tr> <td>DESN1440</td> <td>Studio Practice 1A</td> <td></td> </tr> <tr> <td>DESN1441</td> <td>Studio Practice 1B</td> <td></td> </tr> <tr> <td>DESN1441</td> <td>Studio Practice 2A</td> <td></td> </tr> <tr> <td>DESN1705</td> <td>Drawing 1A</td> <td></td> </tr> <tr> <td>DESN1706</td> <td>Drawing 1B</td> <td></td> </tr> <tr> <td>DESN2405</td> <td>Contemporary Art and Memory</td> <td></td> </tr> <tr> <td>DESN2440</td> <td>Studio Practice 2A</td> <td></td> </tr> <tr> <td>DESN2441</td> <td>Studio Practice 2B</td> <td></td> </tr> <tr> <td>DESN3405</td> <td>Contemporary Art and Place</td> <td></td> </tr> <tr> <td>DESN3440</td> <td>Studio Practice 3A</td> <td></td> </tr> <tr> <td>DESN3441</td> <td>Studio Practice 3B</td> <td></td> </tr> <tr> <td>DESN3445</td> <td>Time and the Image in Contemporary Art</td> <td></td> </tr> </tbody> </table>	Module code	Module Title	Module Manager	DESN1440	Studio Practice 1A		DESN1441	Studio Practice 1B		DESN1441	Studio Practice 2A		DESN1705	Drawing 1A		DESN1706	Drawing 1B		DESN2405	Contemporary Art and Memory		DESN2440	Studio Practice 2A		DESN2441	Studio Practice 2B		DESN3405	Contemporary Art and Place		DESN3440	Studio Practice 3A		DESN3441	Studio Practice 3B		DESN3445	Time and the Image in Contemporary Art	
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<i>Awards (e.g. BA/BSc/MSc etc):</i>	BA(Hons)																																							

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.

Students give excellent feedback about the range of process they can use on the Art and Design degree course. Staff are very dedicated to encourage students to stretch the boundaries of making. I saw a range of excellent 3D work which was vibrant and playful. The diversity and quality of the work is very coherent this year and the identity of the course is strong. I'm impressed with the reading lists for all modules and that students have access to good links about the Harvard referencing system in the library. The Art and Design team are collaborative and constantly participate in research informed teaching.

Enhancements made from the previous year

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

The conceptual work improves every year, more students are using digital media. The students have experience of presentation for an exhibition and are producing self-published books. The course is now very successful in the area of professional practice.

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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

NONE

For Examiners in the first year of appointment

1.	Were you provided with an External Examiners Handbook?	Y
2.	Were you provided with copies of previous relevant External Examiners' reports and the response of the School 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
5.	Has the school responded to comments and recommendations you have made?	Y
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Y
7.	Have you acted as a External Examiner Mentor?	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 team collate material well in advance for all modules for me to look at. The marking has always been well organised and the grades are very fair, rigorous assessment throughout and detailed feedback always. The dissertations are supervised and marked with attention to detail. Ideally students would build on research closer to their practice but I understand that students feel a pressure to write about topics that they perceive directly relates to employability. So many of these Art and Design students have a future in the Creative Industries- creating their own businesses because they produce very good work and can analyse a range of practices. Increasing one of the practice modules is a good idea. Innovative topics such as Contemporary Art and Memory enhance the course. The team are encouraging industry placements more and more.

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

Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.

The staff team are able writers as well as practitioners. The quality of their knowledge has been articulated in the programme structure. The information of the course filters down successfully to the students.

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
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<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>For the BA Art and Design, some of the research is practice orientated. Staff using their own experience help student to curate their own exhibitions from the first year. In module 1441-we can see the exhibition at Lady Beck's project space. This is an excellent venue and the student work looks professional.</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> <p>_____</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> <p>_____</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> <p>_____</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> <p>The team for Art and Design reflect and think about the design of the course. The ILOs have been appropriate but staff are enhancing these, looking at how they can assess the use of colour and materials. The team are thinking about how students are assessed online and are planning for the research files to be an online submission.</p>		
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> <p>In the Dissertation module 3660, it's clear that all students have a very good academic ability. High standards throughout the work and rigorous marking. It's impressive to see thorough feedback on all sections, some of these essay are Art Historical papers and would be equivalent to students studying their degree in Art History at a top institution. It's very promising to read students work with a political message and such topics as sustainable design. Some essays were exceptional such as one on Fashion and the environment. The tutors teach the students how to write about Art, this is useful for careers in curating and criticism. We see examples of this in module 3405 Contemporary Art and Place. There are considered well written essay questions in some of the modules.</p>		

Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:

I can see from the documentation that the assessment/feedback process are very good and students told me that the tutor's comments help their learning.

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiners 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

Please use this box to provide any additional comments you would like to make on the questions above:

Being an external examiner at the University of Leeds has been a superb experience.

Other comments

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

I'm impressed with the amount of time and consideration that staff put into the module handbooks, great to have a section for students on what is expected of you?
There are organised weekly schemes for all modules. The staff teach their students about how to organise material, we see this in the research and analysis files.

The numbers are solid on the course and this is a very healthy course. I have seen the scope and range of processes used expand.
It would be preferable to have additional technician support for the digital outputs.