

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18

QAT Received 14/01/2019

Part A: General Information

Subject area and awards being examined

Faculty / School of:	School of Design
Subject(s):	MA Fashion Enterprise and Society
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

Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.

- The continually broad range of topics tackled by students for the Dissertation module and the level of support provided to them, this is an ongoing area of good practice for the course.
- The attention paid to the photography and styling module this year is greatly enhanced.

Enhancements made from the previous year

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

- It was really impressive to see the developments made to the photography and styling module, the students produced good quality work and seemed to understand the value of enhancing the quality of the photographic techniques and selection of models and locations.

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

For Examiners completing their term of appointment

4.	Have you observed improvements in the programme(s) over the period of your appointment?	n/a
5.	Has the school responded to comments and recommendations you have made?	n/a
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	n/a

7.	Have you acted as an External Examiner Mentor?	n/a
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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

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 programme structure is appropriate and is aligned with the title of the programme. The design of the programme is appropriate and well received by the students. The intended learning outcomes are clearly communicated to students and are appropriate for the level.

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
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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)

- The scope of the curriculum appears to be informed by team research subjects.

14.	Does the programme form part of an Integrated PhD?	N
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Please comment on the appropriateness of the programme as training for a PhD:

15.	Does the programme include clinical practice components?	N
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Please comment on the learning and assessment of practice components of the curriculum here:

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
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Please comment on the value of, and the programme's ability to meet, PSRB requirements here:

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
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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.

	<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 but, in some modules could be more visible. 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. This course offers quite a unique range of topics that provides a broad spectrum of topics, requiring the students to stretch their thinking, the students appear to respond well to this overall. The students work could be presented with more care, more professionally, for some modules, as would be expected in industry settings. 		
<p><i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i></p> <ul style="list-style-type: none"> Students receiving clear feedback and also some feedforward, which is also well aligned to the learning outcomes. The assessment process is fair. I understand that the students receive formative feedback regularly during taught sessions and tutorials. 		

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> <ul style="list-style-type: none"> • I would like more time to view the work on my future visits please, the trip this year was particularly short. I would also like to meet some students on my next visit. • Student attainment seems to be good, with staff getting to know students well and ensuring their good development. With such large a large cohort this is to be commended. 		

Other comments

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

Part C: School Response to External Examiner Report**Name of School and Head of School (or nominee)**

Title and Name of Responder:

Position*:

Faculty / School of:

Address for communication:

Email:

Telephone:

Head of School

Arts, Humanities and Culture/ School of Design

School of Design
University of Leeds
Woodhouse Lane
Leeds, UK
LS2 9JT

**If the individual responding to the report is not the Head of School please state their position within the School.*

Completing the School response

The completed School response (including the full original report) should be attached to an e-mail and sent to the Pro-Dean for Student Education in the relevant Faculty. Following approval by the Pro-Dean for Student Education, the School must send the response (including the full original report) directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at qat@leeds.ac.uk. External Examiners should receive a formal response no later than six weeks after receipt of the original report.

Response to Points of innovation and/or good practice

Thank you for noting the efforts taken by the team of supervisors to develop a broader range of dissertation subjects. We had gone to some efforts to ensure that we were able to provide appropriate support for the students and it is pleasing to see that this has also been recognised.

Response to Enhancements made from the previous year

It was especially pleasing to see that the work put into developing a more appropriate brief for the photography and styling module was also noted, the module team will be happy to receive this news.

Response to Matters for Urgent Attention

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

While no matters for urgent attention have been raised, we are preparing an interim visit day for you to get to know the programme and cohort a little better.

Response to questions 1-7 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

No specific issues have been raised to the questions 1-7 in the external examiner's report.

Standards**Response to questions 8 to 16 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

We are happy that on the whole you are reporting some very positive aspects of the course. The rise in student numbers and the implementation of the new fashion MA (Global Fashion Management) has necessitated some changes in teaching methods but we are confident that these will not impact unduly on the standards that we have attained so far. As module leaders we work together to identify what adaptations are needed for the demands of the new numbers. Dissertations and projects are developed through negotiation between the supervisor and the student.

Assessment and Feedback**Response to questions 17 to 19 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

We are pleased to see that the assessment and feedback have been regarded as appropriate. We are happy that you confirmed the programme structure, learning outcomes and assessment mechanisms are appropriate. We will endeavour to make second/check marking more visible. We endeavour to develop stringent but fair marking and to ensure that students observe plagiarism rules so that students are not delayed in their progression or award of the degree at all. However, where this occurs, we have a process in place whereby the student can still continue to develop their work as an external student with some level of supervisory support.

The Progression and Awards Process

Response to questions 20-35 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

It was pleasing to note that the progression and awards have been deemed fair and that the award board was conducted satisfactorily.

Other comments

Response to items included in the 'Other Comments' section of the report

With regards to getting to know the programme and cohort better, we have organised a date for you to conduct an interim visit where we have planned a structure for the time you are with us and we will also discuss how to extend the time that you have available for viewing the work prior to the exam board.