

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18

QAT Received 10/11/2018

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

School of Design

Subject(s):

Textiles

Programme(s) / Module(s):

TEXT5116M, TEXT5126M, TEXT5127M, TEXT5128M, TEXT5129M, TEXT5131M, TEXT5132M, TEXT5133M, TEXT5134M, TEXT5142M, TEXT5304M

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

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

This is a well-designed, balanced, and also challenging programme that requires the students to learn the traditional areas of textile subjects – textile science and technology, design and innovation, and management, as well as more advanced and future textiles. There are topics such as sustainability and green chemistry in textile finishing and colouration, advanced textile technology, medical textiles, textile composite and technical textiles, textile design and heritage, etc.. that are specialised areas of School of Design and they are all relevant and important areas for students to learn.

Enhancements made from the previous year

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

n.a.

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

n.a.

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

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.

MSc Textiles brings various aspects of advanced textile technology together, with some design and management elements in one taught programme. The structure, design, aim and intended learning outcomes of the programme meet the award level of MSc degree. The programme is comparable with similar programme at other university. The teaching materials were well-developed, and I am impressed by the quality of students work, especially the high quality of MSc dissertations.

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 programme team should be commendable on developing some very interesting coursework briefs that allow students to develop various projects. Students made high quality dissertations, some of the dissertation topics and research work could be further continued for PhD projects.

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)?	Y
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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.

The programme uses a range of assessment methods - exam, individual and group course work, presentation, poster that allow students to develop many transferable skills such as analytical skills, working independently and collaboratively, and the ability to apply subject knowledge. Students submitted their course work reports (for some modules) through Minerva where Turnitin can be accessed to check the similarity rate of students work. The dissertations were marked by two academics, project supervisor and an assessor, and the variability of the marks awarded by markers is of acceptable level.

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

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:

Overall the students demonstrated high academic standard, their performance is comparable to MSc students on similar programme at . Students come from different academic background, overall they have in depth understanding of the contents of the modules reflected by the quality of students work.

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

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

Other comments

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

It would be anticipated to see

- more assignments/reports to be submitted to Minerva/Turnitin.
- sample answers and marking schemes for the examination scripts to show what the examiners expected in the answers to discriminate among different levels of student performance.

Overall, _____ and the programme team have done a great job.in delivering this programme.

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

Title and Name of Examiner:

Subject(s):

Textiles

Programme(s) / Module(s):

TEXT5116M, TEXT5126M, TEXT5127M, TEXT5128M, TEXT5129M, TEXT5131M, TEXT5132M, TEXT5133M, TEXT5134M, TEXT5142M, TEXT5304M

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

MSc

Title and Name of Responder:

Position*:

Head of School

Faculty / School of:

Design

Address for communication:

University of Leeds, LS2 9JT, Leeds, UK

Email:

Telephone:

*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 gat@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 the encouraging comments. I was happy to read that you felt the specialised areas we focus on are both relevant and important.

Response to Enhancements made from the previous year

No comments received

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:

No comments received

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:

This was your first year of appointment as an external examiner and I am glad that everything was in place for the external examination.

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:

I appreciate your encouraging comments. The research dissertation is a key part of the programme and the expertise of programme team has helped to achieve an overall good standard.

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:

For TEXT5116M (Research Dissertation), we have added individual verbal presentations (20% of overall assessment) from next year to further diversify the assessment methods and also help students to develop transferable skills.

From next year, all coursework will be submitted electronically through Minerva and assessed by Turnitin as well. As you have already access to Minerva, so this can allow to review the coursework as the programme progresses.

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:

We appreciate your thorough review of the programme as well as the useful feedback you gave in the examination board.

Other comments

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

Thank you for your feedback regarding sample answers and marking schemes. From 2018/19 it is compulsory for all exams to have model answers for marking purposes so these will be available for you to view prior to the next board.

Thank you for the kind words and we look forward to further useful feedback in the coming years to reinforce the programme.