

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2018-19

QAT Received 11/11/2019

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

AHC, School of Design

Subject(s):

Design

Programme(s) / Module(s):

33760	TEXT5127M	Col and the Desi Proc for Text
33762	TEXT5129M	Text tech incl nonwovens
33766	TEXT5134M	Textile Cons and Mang
35756	TEXT5147M	Clothing Design Technology
35740	TEXT5148M	Textile Testing
16661	TEXT5116M	Research Dissertation
33761	TEXT5128M	Digital Printing
33764	TEXT5132M	Technical Textiles
33765	TEXT5133M	Text in Med Dev & Health Prod
33759	TEXT5126M	Textile Design Technology
33763	TEXT5131M	Col and Fin Tech
27021	TEXT5304M	Textile Product Design, I&D

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.

One new module Theory and Practices of Textile Testing adds value to the programme, it provides students knowledge, practical skills and experience of laboratory methods in textile testing, colour measurement, chemical formulation, materials characterisation which are needed for the purpose of quality control and business communication etc.

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 only

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 only

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

n.a.

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 some high quality of MSc dissertations.

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

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 made great effort in developing some very interesting coursework briefs related to the contemporary research areas that allow students to develop various projects. Students made high quality dissertations; one dissertation project supervised by _____ has been furthered by the student for her PhD study at the Design School.

14.	Does the programme form part of an Integrated PhD?	N
-----	--	---

Please comment on the appropriateness of the programme as training for a PhD:

15.	Does the programme include clinical practice components?	N
-----	--	---

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/N
<i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<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>A range of assessment methods including exam, individual and group course work, presentation, poster were used that allow students to develop many transferable skills such as analytical skills, working independently and collaboratively, and the ability to apply subject knowledge. More students course work reports, dissertations were submitted 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 two marks were in the same grade band, and the variability of the marks awarded by markers is of acceptable level.</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
<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>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.</p>		
<i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</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
<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 written coursework to be submitted to Minerva and be plagiarism checked by 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 team made great effort and delivered consistently high standard teaching to the programme.

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

Programme(s) / Module(s):

Design

Textiles		
33760	TEXT5127M	Col and the Desi Proc for Text
33762	TEXT5129M	Text tech incl nonwovens
33766	TEXT5134M	Textile Cons and Mang
35756	TEXT5147M	Clothing Design Technology
35740	TEXT5148M	Textile Testing
16661	TEXT5116M	Research Dissertation
33761	TEXT5128M	Digital Printing
33764	TEXT5132M	Technical Textiles
33765	TEXT5133M	Text in Med Dev & Health Prod
33759	TEXT5126M	Textile Design Technology
33763	TEXT5131M	Col and Fin Tech
27021	TEXT5304M	Textile Product Design, I&D

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

MSc

Title and Name of Responder:

Position*:

Faculty / School of:

Address for communication:

Email:

Telephone:

Head of School

AHC, School of Design

Clothworkers Central Building
University of Leeds
Leeds
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) must be sent 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

We were delighted to read your comments about the suitability and relevance off the range of subjects and topics students are taught.

Response to Enhancements made from the previous year

Thank you for your recognition of the new Textile Testing: Theory and Practice module. We agree that it makes an important contribution to student knowledge.

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:

Thank you for confirming that there are no matters requiring urgent attention.

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:

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 pleased to read that the programme is comparable to other institutions. Thank you for your comments on the high quality of dissertations from the cohort. One of the MSc student is currently preparing a manuscript for potential journal publication based on her MSc dissertation.

We were delighted to read your comments about the development of interesting coursework briefs and the impact of the programme team's research on the variety of student projects. The students are actively encourage to interact with different members of the team and mutually agree on a dissertation topic of interest.

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:

Thank you for your comments on the range of assessment methods. Assessment arrangements for the each module in the proposed programme are based on more than one assessment strategies. The recent assessment mapping of all the individual modules to module learning outcomes ensured that all Module learning outcomes are met by the assessment methods.

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:

Thank you for confirming that you were provided with adequate guidance and that you were satisfied with how the boards were conducted. We really appreciated your input and participation.

Other comments

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

Thank you for your suggestions. We are increasing the use of Turnitin to check plagiarism in written assignments. All of coursework will be submitted through Turnitin for next academic year (2019/20). Furthermore, we will ensure that model answers, for a range of performance levels, are provided for exam papers.