

## School of Art, Architecture and Design

### Undergraduate

- BA3DF Design Product(UG)
- BAHPD Product Design(UG)

Please indicate, below, whether you agree with the statements about the threshold standards of Leeds Beckett University's awards, student achievement and the conduct of the University's assessment processes, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements. Please also list any shortcomings and areas for commendation. You should expand on any issues you mention here in the main report. If any boxes are ticked "No" the Dean of School or nominee will be alerted and will oversee the response from the Course Director.

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#### Standards Set

	Yes	No
"In my view, the threshold academic standards set for the modules/awards meet with the requirements of the relevant National Qualifications Statement's."	X	

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:

#### Student achievement

	Yes	No	N/A*
"In my view, students' who have been awarded qualifications have had the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in course(s) or subjects in other UK institutions with which I am familiar." *Not applicable – if you are a practitioner and are not in a position to assess this statement, please note here:	X		

Please provide any further comment on the comparability of collaborative provision

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:

#### Conduct of process

# External Examiner's report summary

	Yes	No
"In my view, the processes for assessment, examination and the determination of awards are reliable, rigorous and fairly conducted."	X	

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.

## Actions from last year's report

(This will not be relevant if you are examining for the first time)

Yes

## Areas of good practice/commendation

Any particular strengths or distinctive or innovative features in relation to learning, teaching and assessment:

The course team has made good use of the Covid-19 lockdown to introduce a 'video viva' format for remote presentation which seems to have been very effective. Furthermore, students have responded appreciatively to the support provided by the staff team during this stressful time.

## Main report

In this section you are asked to describe more fully how the University has or has not maintained threshold academic standards and the quality of the student experience in relation to the course(s) for which you are the external examiner, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements.

**Please complete all sections of the form fully and where not applicable please state N/A. Where applicable please also complete the sections for any collaborative provision sampled.**

If you are an external examiner for any of the University's Pearson Licensed Centre Programmes (HND/HNC level) provision, please also complete the section on page 9 sections l, m and n entitled "for External Examiners Associated with Pearson Licensed Centre Programmes."

## Professional Body Requirements

	Yes	No	N/A*
"In my view, the professional body requirements for this course have been met. *Not applicable if the course is not a professional body course please indicate here.			

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.

(a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended).

# External Examiner's report summary

Due to the Coronavirus situation I was unable to attend a physical progression board. However, I have no reason to believe that these have not been conducted inappropriately.

(b) The action, if any was required, taken in response to your report of last year. (This will not be relevant if you are examining for the first time.)

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.

The students' performance compares well with other institutions at this level with which I am familiar.

(d) The strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills.

At the upper end of the performance scale students exhibit good command of the conceptual challenges presented, the technical capacities required to deliver them. Indeed, a great deal of independence and ambition to take their work out into the public domains. This is a notable contrast to the previous years cohort were reluctant to leave the confines university. The staff team to be commended in this regard.

(e) The standards of the structure, organisation, design and marking of all examination papers and/or other forms of assessment.

This year year the final year students presented on video to which they presented. The recorded outcomes were very useful for me to review and to understand in relation to the marking schemes applied. I see this is a notable example of good practice and one that I recommend continuing with.

(f) The curriculum, teaching or resourcing of the programme of study as indicated by the performance of the students in the assessment

Circumstances this you may have slightly distorted one's perceptions of this, as students have been working remotely in final Semester of the year. As far as it's possible for me to tell, the curriculum and course are adequately, if not generously resourced.

(g) Comments on the use of My Beckett (Virtual Learning Environment) within the course (if applicable).

I'm unable to comment specifically about the VLE, but I can see that the course has coped well in its move to remote teaching during the final semester of the year employing appropriate software and methods.

(h) Module content, consistency of modules and module assessment across the course and the achievement of learning outcomes. (You may be asked by your School to provide detailed comments on the modules that you examine.)

Examining the final year of this programme, I can confirm that the modules and assessment across this year are appropriate to deliver The learning outcomes described.

(i) Areas of student/staff engagement in teaching and learning, scholarship, research or professional practice.

This year's cohort exhibit a commendable interest in social conditions and opportunities within local area. This is externalisation of practice is a strength that warrants nurturing. The student representatives I met appreciate how the course adapted to the new circumstances of remote learning so quickly. They enjoyed the content and the level of communication and care they received. They particularly appreciated the support provided - sometimes beyond session time. Despite some hiccups, the move to online delivery ran smoothly, and the course appears to have been well prepared, despite some setup glitches due to some software package switches.

Despite my invitation, the students didn't seem two want to discuss the course content in any depth. I don't see anything problematic about this as overall they appeared more preoccupied with technological challenges they see facing them as design practitioners. However, they would like to see more group projects, produce outputs to "industry standard" by which they seem to mean - somewhat narrowly - CAD and verbal presentation skills. They think future online, off-campus teaching and learning of these skills worth exploring. They would also appreciate projects that admit a broader range of skills-related outcomes, including, for example, digital deliverables rather than a sequence inevitably culminating with a physical model produced in the workshop. They're particularly interested in more cohort-building activities within their year group and cross-cohort. They reference the 'Futures Conference' as effective in this regard.

(j) The University welcomes external examiners' comments on its academic regulatory framework. Such comments may not have a direct bearing on standards set and achieved or the conduct of processes and so it may not be appropriate to include them elsewhere in this report or its summary. Please record any concerns or comments you may have here.

N/A

(k) Collaborative Provision: please include here any comments you wish to make on elements of collaborative provision for which you have responsibility (in addition to those you may have indicated previously in this report).

N/A

