

School of Art, Architecture and Design

Undergraduate

- BAFAS Fashion(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

NA

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

Conduct of process

Yes No

External Examiner's report summary

"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)

N/A

Areas of good practice/commendation

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

It was great to see that there is support for a broad range of fashion construction methods, such as knit, tailoring, sportswear and technical garments. Also the print, exploration of textiles and colour pallet development is a strength of this course. I would also like to commend the teaching and technical team for implementing CAD technology for pattern cutting and would encourage further exploration in the area of 3D CAD technology.

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

"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.

Yes

No

N/A*

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).

NA

(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 demonstrate comparable levels of work to this in other institutions and the spread of marks and ability from threshold to excellence also reflects attainment at other institutions.

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

The students show strengths in their ability to generate ideas and concepts as self-initiated activity and in response to set briefs

They tend to show a preference for divergent thinking but the final submission demonstrate they have developed the ability to apply convergent thinking in the investigation and visualisation. It is a shame that this year they had less time to actually make.

It was also evident that they are selecting and experimenting with construction techniques and a variety of textiles and materials, fashion related processes, technologies and are showing an understanding of quality standards and attention to detail

There was evidence that shows the students arable to critique their ideas as the finished portfolio work showed that they had managed to produce greatly improved work as they moved through the levels 5 and 6.

The students portfolio works is indicative that they have attained the ability to produce methods of dissemination to a high standard

The ability to be resourceful was particularly evident this year in the work that was completed remotely during lockdown.

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

The assessment is structured to ensure that students develop an incremental level of attainment that is industry relevant and in line with quality standards. The marking material clearly state the expected learning outcomes and feedback is detailed and relevant.

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

The student performance is indicative that the course is resourced to a satisfactory level. I would support any investment in technology for fashion such as 3D systems for product development and the training necessary to introduce its use into the curriculum

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

NA because of Covid, this year, I did not get to review this element of the course.

(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.)

L5 modules were Industry relevant. I noticed the students seem to struggle to interpret trends into the capsule collection when I visited in February. Is there a step missing that would help them e.g. Can the process of trend interpretation be broken down more?

The design work at the top end shows good development and it is clear that they are encouraged to analyse information.

The feedback was clear and detailed and marked against relevant learning outcomes.

It would be good to see more scrutiny of real clothes, rather than just collecting and re-presenting online images. I know students resist this but it crucial if they want to develop In February I noticed quite a lot of similar work and this was less evident in the summer work which was reassuring and indicative of progression even in the extremely difficult times.

L6

There is evidence of a real leap in the quality of work from L5 to L6 and I also note progression from the work I saw in February to the finished portfolio work of final submissions. I would again like to commend the staff team and the students for their hard work and persistence in lockdown. It has been so difficult for fashion students who have had to deal with the loss of fashion shows and Graduate Fashion Week. I note that in February I commented that the students in general could demonstrate a better understanding of garment construction in their design work. In final portfolios this understanding was evident and it was great to see that there is support for a broad range of fashion construction methods, such as knit, tailoring, sportswear and technical garments. Also the print development and colour pallet development is of a particularly good standard.

The students are all developing technical packs, which will serve them well when they come to apply for a job and it's also great to see that they are doing full costings too. There is still some room for improvement in their technical drawings and specification work.

In line with L5, student feedback on L6 is also detailed and comprehensive and I would suggest again that it could be paired back in the same way. I noted that the comments for some of the students who received the lowest marks seemed to indicate that the work was of a very high standard. I am in complete agreement that students should always be encouraged but the mark or grade did not always reflect the overall tone of the comments on feedback sheet. I realise that this tendency may be because of current crisis.

Graduating students from this course are well equipped to compete against other UK graduates. This year, it is sad that I have not been able to see the full range of work in the studios or speak to the students before they graduate but I have been impressed by the resilience and honesty of the work they have produced this year.

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

Due to Covid lockdown conditions, I was unable to assess this area of practice.

(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.

I have no concerns

(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).

NA