

School of Art, Architecture and Design

Undergraduate

- INTAD Interior Architecture & 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:

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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

The standard at, and near to, the threshold level is perhaps a little higher than in some other UK institutions with which I am familiar.

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

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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.

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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:

There is a commendable engagement with wider social/political agendas, and wider context beyond the physical interior space. Design schemes build on the inherent sustainability in reuse of existing fabric, and do so in innovative ways. The extensive use of physical model making to explore tectonics is a clear strength.

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.	X		

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

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

I did not attend the actual board due to the strictures of the Covid 19 pandemic lockdown; however all assessments and procedures to which I was party to were carried out in an efficient and professional manner, with clarity.

(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.

Very good. The work exhibits a good level of completeness and a high work rate.
It was great to see serious, interesting political and poetic agendas in the briefs developed by the students.
There was a notable amount of 'subterranean character' apparent in the sample.
It is exciting to see the level of tectonic exploration, especially through extensive physical making and especially as part of the development of design schemes, not just as a representation of the final proposal.
There is a good standard to all aspects of design and representation..
There is an excellent level of achievement despite the unprecedented difficulties of lack of access to equipment, pandemic related circumstances, and motivation which have been widespread across the sector during lockdown.

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

Conceptual development is strong, aided, in most cases, by sufficient time and energy being devoted to exploration, experimentation and development. Detailed design is evident, and is developed with care and sensitivity in most cases. It is exciting to see some students valuing and building on their personal cultural capital, and using it to great advantage in design schemes.

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

There was a degree of recycling of material as a summary of work in a previous module into the next. Whereas it is entirely appropriate to set and explain the context of the work in each module, in some cases this recycling was quite extensive, and some focus on editing, and the value of succinctness would be beneficial. Otherwise, the flow of the project across the modules seemed to work well, and the scale of projects, under tutors guidance, allowed good depth to the exploration and resolution.

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

Although I appreciate it has been difficult to offer extensive feedback as part of the assessment, with the compressed timetable due to the pandemic, I would encourage thought to be given to ways of providing somewhat more extensive written and/or video feedback.

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

I am not aware of the detail of use of the VLE, but the communication and documentation of the modules through the VLE seems to be clear.

(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.)

The assessment process is clear and robust. The marking is consistent, accurate and well matched to the criteria, across the modules.

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

Individual areas of interest and research are apparent in many of the design and written submissions, which in the best examples exhibit a real depth of scholarship.

(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.

None

(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

