

Form 'External Examiners - Leeds School Of Arts' for External Examiners - Leeds School Of Arts

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**LEEDS
BECKETT
UNIVERSITY**

Introduction

Leeds School Of Arts Undergraduate

- ARTFN Fine Art(UG)

External Examiner ID

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Date of Main Progression and Award Board Attended:

2023-06-27

Introduction

External Examiners are required by the terms of their appointment to submit an annual report. The report will be considered in depth during course annual monitoring activity. A record of the University's responses to examiners' reports also forms part of the documentation for this activity. It is also used in compiling our annual report on external examining.

Your report will be widely circulated and shared with Students and therefore we ask you not to refer to anyone by name or in a way that allows identification of an individual.

Please complete all sections of the report unless they are not relevant (such as you do not examine Collaborative or Degree Apprenticeship Provision). This report must be **submitted within 28 days of the main Progression and Award Board** and failure to submit within the required timescale may result in termination of your tenure as an external examiner without good reason.

NO EXAMINING FEES WILL BE PAID IF YOU FAIL TO SUBMIT YOUR ANNUAL REPORT.

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Section A

External Examiner's Report Summary

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](#) applicable Subject Benchmark Statements / Qualification Characteristic Statements and [Leeds Beckett University regulations](#)

If any boxes are ticked "No" the Dean of School or nominee will be alerted and will oversee the response from the Course Director.

[\[HK1\]](#) Added Reference to correct section of Regulations in here.

Standards set

A1) "Threshold academic standards set for the modules/courses meet the applicable national academic standards." (required)

See 14.3.6a of regulations

Yes

Student achievement

A2) "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." (required)

14.3.6b of regulations

Yes

A2b) Please provide any further comment on the comparability of any associated collaborative provision:

Conduct of processes

A3) "Processes for assessment and the determination of awards are reliable, rigorous and conducted in line with the regulations at all times." (required)

see 14.3.6c of regulations

Yes

Professional Body Requirements

A4) Do the learning outcomes and assessment of the courses allow successful students to meet the Professional Statutory and Regulatory Bodies criteria at the appropriate level'. (required)

see 14.3.6a of regulations

N/A

Actions from last year's report

A5) In respect of your feedback, has any required action from last year's report been satisfactorily responded to? (required)

N/A

Issues/point for clarity during the year

A6) Did you raise any issues/point for clarity throughout the year? (required)

No

Areas of good practice/commendation

A7) Please outline any particular strengths or distinctive or innovative features you have observed in relation to learning, teaching and assessment:

The degree shows were noticeably varied in subject matter, conceptual, and material address. The broad range of approaches are to be commended. These indicate a flexible and imaginative teaching methodology, allowing students to find their own trajectory in terms of subject matter, personal motivation, identity, and use of materials. Particularly commendable is the high standard to which students have developed forms of socially engaged practice and the depth of social and political insight some student's approaches demonstrate.

It was useful to have sight of CAGD (contemporary art and graphic design), the in-house software used to upload portfolio's, research notes, reflective journals, and related material. This is a much more student centred and visually oriented interface than the typical CANVAS or MOODLE systems and is also more accessible to students. Equally, being able to see a full record of student research in one location made it far easier to cross check supporting material against grades given. This enabled me to easily cross check students' personal reflection, statement writing skills and frame of reference (practical and philosophical) against the practices they were making and how these were addressed to the process of exhibition making.

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Section B

Academic Standards

Please advise on the Academic Standards for the Programme:

B1) Do the Courses and its modules continue to be coherent and generally up-to-date and at an appropriate level to enable students to meet the relevant aims and learning outcomes? (required)

Yes

B2) What do you believe were the strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills? (required)

The course ethos is one in which students from very diverse circumstances flourish, there is a strength in its advocacy of the understanding that not only is equality a driver of good practice within art, but that art making is also not a prescriptive process with received notions as to how an artwork should look.

B3) Are the marking/grading criteria or marking schemes set at the appropriate level of study and have they been consistently applied including internal moderation processes? (required)

Yes

B4) Did students receive adequate and helpful feedback to inform their future learning? (required)

Yes

B5) In your view please indicate how well you feel the course prepares students for progression to managerial or professional employment or further study? (required)

0= not at all, 10= fully

8

B6) Please provide any further comments to indicate how the course could better prepare students for progression to managerial or professional employment or further study (if applicable)

The course team reflects carefully on the general value of online vs offline learning and dissemination of creative outputs. It also considers seriously how future communication, assessment, and management of course content could look and work. The value of studio and studio-based community remains paramount to the identity of the course however, and the informality of teaching in a space made flexible and open for use for

long hours effectively supports the level of part time employment and private rental precarity that the current student cohort endures. This underwritten sense of community cultivates/establishes the idea of a social body of artists working together in a non-hierarchy, setting up graduates to continue to make a valuable contribution to the society around them. On first evidence, this is a key strength of the course and a key area to be encouraged, developed, and supported.

B7) Have you had the opportunity to comment on or contribute to a review of the course including any proposed modifications or enhancements to provision? (required)

B8) If you have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

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Section C

Assessment

Please advise on the Assessment Process for the Programme:

C1) The internal assessment / examination procedures are comparable with similar awards in the UK. (required)

C2) Procedures for the Exam Boards were fairly and rigorously conducted (including procedures governing extenuating circumstances, academic misconduct and borderline performance), and in accordance with the University's Academic Regulations. (required)

C3) The design and structure of the assessment methods used were appropriate; there was comparability within and across modules/awards in terms of level and their effectiveness in measuring the overall learning outcomes. (required)

C4) There was sufficient rigour in the achievement of learning outcomes in professional placements / work-based learning / work experience (where relevant).

C5) The moderation process is rigorous and there is consistency in marking standards. (required)

C6) The range of exam papers / assignments provided for sampling purposes and their appropriateness in terms of subject / level / learning outcomes were appropriate. (required)

C7) If You have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

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Section D

Organisation and Arrangements

Please advise on the organisation and arrangements for you undertaking this role:

D1) I was new in post this academic year. (required)

D2) The University has helped me to undertake my role effectively. (required)

D3) I am satisfied with the range of external examiner activities undertaken and with my involvement in assessment procedures at module level. (required)

D4) I am satisfied with the appropriateness and timing of information, of draft examination papers for approval and student work for moderation. (required)

D5) I am satisfied with the on-line induction training designed to familiarise External Examiners with the University's Regulations/Procedures concerning assessment.

Newly appointed External Examiners only

D6) I am satisfied with the level of support received from my mentor.

External Examiners new to the role only

D7) I am satisfied with the programme-level induction provided by the Course Director to familiarise me with the programme itself. (required)

D8) Are there any general or specific comments on the development and support offered by the University, especially improvements you would like to see:

I did discuss with staff the idea of gallery provision and the exhibition as a form of practice. I would strongly recommend planning for a gallery space within the University, however long this might need to be realised. Piloting projects through external 'meanwhile' space use, also linked to staff research, can access external research funding. Leeds Beckett has a superb legacy for this in the form of &Model and has also benefited from short term letting of off campus space for the MA programme. The appointment of a fractional SL with curatorial experience, would be a strategic and practical advantage and the use of the studios as an activity zone for exhibiting as much as making art, throughout the course year, would combine well with a permanent gallery as a live repository of research and site of experimentation.

Gallery provision within the campus is a model that is proven at equivalent institutions. Liverpool Hope University, where I was previously external examiner, has re-instigated its gallery, with a notable positive effect on recruitment, www.hope.ac.uk/lifeathope/ourcampuses/creativecamp...

University of Gloucestershire has a gallery with a thriving relationship to local communities, which resulted in a very successful impact case study at the last REF, hardwickgallery.org

Kingston University's Stanley Picker Gallery, with its renown fellowships and programme is a benchmark model with its own external grant funding, www.stanleypickergallery.org

These are examples I have direct experience of, there are many nationwide, and these can be started with relatively limited resources, but do need the commitment and vision to see how they can add to a creative academic community.

D9) If You have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

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Section E

Collaborative Provision

Please indicate if you have been satisfied with the following:

E) Do you examine collaborative provision?

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Section F

Degree Apprenticeships

F1) Were you involved in the examination of Apprenticeship Provision?

No

Open comments

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Section G

End Point Assessment

G1) I have seen evidence that Apprentices have the opportunity to practice the assessment methods that will be used at End Point Assessment before undertaking the End Point Assessment.

G2) If you examine integrated apprenticeship provision, please provide specific comments on the suitability and content of End Point Assessment:

G3) If you have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

Where applicable, a copy of your report will be shared with the Chief External Examiner who is appointed to provide oversight of related modules and/or courses.

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Final Comments

Are there any other final comments you would like to make in relation to your role as External Examiner?

I have an initial overview of the assessment and examination processes and can confirm that these are rigorous, detailed, and comparable with equivalent institutions across the country. The students that I spoke with agreed with the structure of assessment and examination that they pass through on the course and enthusiastic about the way that staff are supporting them through this process. More fine-grained detail of how this process works and areas for development will be possible as I get to know the students and course better next academic year and beyond.

I am very satisfied with the rigour of the marking processes and the way that the stages of arriving at final marks are recorded. Having plenty of time to be in front of degree exhibitions enabled me to develop an understanding of how decisions were arrived at and see first-hand how the intricate relationship between practice and theory played out on a case-by-case basis. A three-stage marking process followed by an agreed final mark allowed all stages of moderation to be visible and conversations I had with staff and the course leader confirmed a sense of fairness and rigour, backed up by detailed staff knowledge of the students in question.

I learned something of the history of CAGD, which was written into the course design and removed pre-pandemic due to anxieties about its ongoing existence. Before then Portfolios and journals were uploaded as a requirement of the course. CAGD has reasserted itself as an effective tool, and points of comparison I am familiar with such as MOODLE and CANVAS, indicate that CAGD is a far more user-friendly online interface for fine art and creative courses. The course team reflects carefully on the general value of online vs offline learning and dissemination of creative outputs. It also considers seriously how future communication, assessment, and management of course content could look and work. The value of studio and studio-based community remains paramount to the identity of the course however, and the informality of teaching in a space made flexible and open for use for long hours effectively supports the level of part time employment and private rental precarity that the current student cohort endures. This underwritten sense of community cultivates/establishes the idea of a social body of artists working together in a non-hierarchy, setting up graduates to continue to make a valuable contribution to the society around them. On first evidence, this is a key strength of the course and a key area to be encouraged, developed, and supported.

One noted aspect of the graduation exhibitions was that the publication of artists' books and production of art-forms derived from printed matter is strong aspect of the course. This is established with workshops at L5 including zines, poetry, postcard, posters, and alternative forms of writing. This area of activity could be more closely connected to research within the school and the consequent potential to support PhDs around this subject area, which could also contribute to course content and delivery.

The course ethos is one in which students from very diverse circumstances flourish, there is a strength in its advocacy of the understanding that not only is equality a driver of good practice within art, but that art making is also not a prescriptive process with received notions as to how an artwork should look.

End of Tenure Report

If you are at the end of your tenure as External Examiner, please provide an overview of the development of the programme during your term of office. This overview will be of value to the University, the programme team and to the incoming External Examiner.

Please include commentary regarding academic standards and student achievement across cohorts during the examiner's period of appointment:

This Section is only to be completed by external examiners at the end of their tenure.

Email Address (required)

Date (required)

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