

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

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Actions	Edit submission Print submission Delete submission

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Introduction

Leeds School Of Arts

Undergraduate

- BALAD Landscape Architecture & Des(UG)

External Examiner ID

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Date of Main Progression and Award Board Attended:

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

Yes

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:

Strengths

1- Good course organisation and management, with a diverse range of assessment types and teaching content.

2- Excellent formative feedback from Crits and clear summative feedback for submitted work.

3- Staff very approachable, and core lecturers have a really good range of diverse knowledge and are ably supported by relevant and inspirational guest lecturers.

4- Strong programme structure with excellent facilities but needs better support from technical support staff.

Distinctive or Innovative Features

1- The Design with Community 1 & 2 modules (LA601 & LA602) are unique approaches to this course that look at community engagement in a way that is hugely beneficial for final year Landscape students, this gives them an understanding community action and enhancement that they can take into professional practice.

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 following points are developed from the student presentations, student forum feedback, exhibition work and the review of the project work forwarded to me;

1- There is a clear understanding and development of an individual design process in the stronger students, but the weaker students struggled with the transition from the conceptual stage into spatial reality, and had difficulty explaining how their concept was expressed in the materiality of their projects.

2- Students had well developed and confident oral communication skills supported by good manual and digital skills. They understand the importance of visual hierarchy and composition but need to be pushed to annotate more fluently and to explore sequential/ serial experiential sketching rather than just impact visualisations.

3- Even the most successful projects show a lack of technical resolution and clarity in the final stages of the design process. There is a lack of a coordinated approach to levels and topography across their drawings. Planting design and material choices are to generic and feel driven by software palettes and rendering choices rather than a developed conceptual response. Students felt that Planting Design required more specialist teaching at both level 5 & 6.

4- The use of precedent studies and how they inform the design process needs a clearer rationale, students need to understand the importance of this as case study research rather than just image gathering. However, in the stronger student’s projects there is a clear auditable path back to the inspiration gathered from precedents but how this informs their projects is not always clearly expressed.

5- There is a gap in the student’s knowledge regarding the scope and reach of the landscape profession and their own future career ambition, they need to engage more with the local LI Chapter.

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

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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)

1- Students were very supportive of the multidisciplinary collaborative projects in level 5 & 6, but would like them to have a stronger landscape focus that reflects the type of projects that are common in landscape general practice.
2- There needs to be a more professional practice influence in digital teaching and software training & support. Students indicated a lack of structured digital teaching and focussed 1-2-1 support, and generally lack confidence in explaining their digital skillset.
3- Students need to make more of the interchangeable roles of manual and digital communication techniques, especially in sequential sketching and hybrid visualisation techniques with an understanding how different audiences will require different types and levels of representation. Whilst the arts and expression are key components of the course often the digital outputs tend to be quite generic and fail to express the creativity behind the concept.
4- Attention needs to be focussed on the quality of academic and report writing, including specialist vocabularies, expressive/ emotive annotation and concise design summaries.
5- Greater emphasis needs to be placed on strengthening Hard and Soft technology teaching, specifically around planting design and construction techniques & materiality.

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)

Yes

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:

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)

Yes

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)

Yes

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)

Yes

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

Yes

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

Yes

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

Yes

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:

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)

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

External Examiners new to the role only

Yes

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

Yes

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

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:

Section E

Collaborative Provision

Please indicate if you have been satisfied with the following:

E) Do you examine collaborative provision?

No

Section F

Degree Apprenticeships

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

No

Open comments

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.

N/A

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.

Final Comments

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

I would like to take this opportunity to thank the landscape team for the hospitality shown to me in my recent visit, giving me a clear insight to the student work, programme structure and approaches.

My overall impression of the course is that there is a strong clarity and focus behind the programme structure and delivery, that leads to well researched and developed student outputs, that adhere to the assessment standards expected at degree level and match the requirements of professional accreditation.

I have been able to review samples of student work across levels 5 & 6 covering both academic and design outputs that show a coherent approach to course planning, materials and assessment, this was also the general impression received via the group discussion with level 6 students. The overall quality of level 6 design outputs reflect the required standards for entry into landscape architectural practice at this level, and are consistent with outputs produced by comparable institutions across the sector.

As this is my first year as an External Examiner at this institution it is difficult to understand how representative this cohort is of the year-on-year quality of teaching and learning, I very much look forward to reviewing next year’s outputs and reflecting on the refocussing of the core strengths of this course.

There are a few areas where a level of minor refinement would help with delivery and the student experience;

- To strengthen planting design teaching at both level 5 & 6
- To improve digital technical support, especially around landscape practice requirements for digital skills.
- To review deadline staggering and workload management.
- To aid a better understanding of career scope and reach, with improved connections to the local LI Chapter.

- To develop further opportunities to reinforce connections across all year groups of the Landscape cohort, possibly by using both vertical studio teaching across levels 4- level 7, and multi-disciplinary collaborative competition style workshops and design charettes.

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)

2023-09-15