

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

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<b>Actions</b>	<p><a href="#">Edit submission</a></p> <p><a href="#">Print submission</a></p> <p><a href="#">Delete submission</a></p>

Page 1 of 9



**LEEDS  
BECKETT  
UNIVERSITY**

Introduction

### Leeds School Of Arts Undergraduate

- INTAD Interior Architecture & Design(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.**

Page 1 of 9

Page 2 of 9

## 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)

Yes

## 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 significant presence of 'making' in the course is to be applauded. Making at a variety of scales, up to and including 1:1, plays a vital part in learning about materials and technologies. The standard of model making is commendably clean and high. Digital skills are of a high and often professional standard. There is a culture of digital literacy, and confidence using a range of appropriate softwares and apps . Spatial design is generally good.

Page 2 of 9

Page 3 of 9

## 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)

Students demonstrate a very good broad knowledge base, and great developing specialist knowledge at higher levels of the course. Conceptual thinking generally develops well through the course. IT skills are at a high level, but would benefit from more expression on materiality, character and occupation of space. Model making skills are excellent, but manual drawing and sketchbook exploration and visual notetaking were very thin.

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

10

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)

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:

Page 3 of 9

Page 4 of 9

## 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:

Page 4 of 9

Page 5 of 9

## 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:

D2) Although better than last year, the security systems for the online report submission remain fiddly and not consistently reliable. External examiners use the procedures once a year, so they are unfamiliar anyway, and a considerable amount of time is wasted just getting to access the online form.

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:

D3) The opportunities for informal and wide ranging discussion with staff and students were very limited. This can be the most helpful part of the external examiner role, as it offers outside experience and perspective to the course team and the development of the provision, which the binary clicking of radio buttons on an online form does not.  
D4) it would be helpful to plan dates for the visit much earlier in the academic year, and to send any papers and materials in preparation for the visit well in advance.

Page 5 of 9

Page 6 of 9

## Section E

### Collaborative Provision

Please indicate if you have been satisfied with the following:

E) Do you examine collaborative provision?

Page 6 of 9

Page 7 of 9

## Section F

### Degree Apprenticeships

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

Open comments

Page 7 of 9

Page 8 of 9

## 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.

Page 8 of 9

Page 9 of 9

## Final Comments

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

My visit this year has been stimulating and enjoyable; I have seen a wide range of work that is at least solid, competent and confidence inspiring, and in some cases very good indeed. The staff team have been helpful and friendly, and are clearly highly motivated and working hard to maintain and improve the already high standards, through changing and sometimes difficult circumstances.

There has been a clear and strong response to the external examiner's comments from the previous year.

The levels of the assessments are appropriate to the submissions, and are consistent with assessments in other institutions.

The visit and documentation were well organised and clear; it would be helpful to have longer notice to review documents in future, and to plan and confirm visit dates earlier in the academic year. The student presentations were rather heavily scripted, lengthy and of limited use. Perhaps a lively and informal group presentation illustrating the course journey is worth considering as part of the visit format, allied with a defined opportunity for free discussion with the student representatives.

The significant presence of 'making' in the course is to be applauded. Making at a variety of scales, up to and including 1:1, plays a vital part in learning about materials and technologies. The standard of model making is commendably clean and high. It would pay to maintain an interest in a wide variety of model making materials, and to resist defaulting to laser cut mdf for models, although the economies of time, material and effort in this method are understood. Cheap, free, and recycled materials are also totally acceptable, and can yield exquisite final models as well as the hugely important 'quick and dirty' explorative development models. The student discussion suggested supporting use of cheaper materials.

Digital skills are of a high and often professional standard. There is a culture of digital literacy, and confidence using a range of appropriate softwares and apps. However, digital presentations overall tended to be rather weak in materiality, texture and character, with something of a lack of liveliness, joy and occupation. In previous years this has been strong, using 'collaged' photoshop techniques to good effect.

There was also a notable absence of manual drawing (whether paper and pen/pencil/brush or digital; tablet and stylus) and this should be encouraged, but not to the detriment of digital techniques. This was most notable in the lack of sketchbooks or journals available. This may be in part due to the difficulties of the pandemic, and the impact it is likely to have had on studio culture, but the importance of the 'free' informal format that journals and sketchbooks provide for exploration, experimentation, analysis and recording cannot be overstated. As well as providing the place for this open development, journals and sketchbooks are the primary format to evidence scholarship in design disciplines, and can be the most significant tool in diagnosing engagement and originality.

Spatial design is generally good, but could do with a little more focus in detailed spatial arrangements, and in vertical spaces. In particular, the choice of building for the final project in level 6 seems to have been problematic. The scale, horizontality, and inviolable character of the existing fabric have made it difficult for students. Issues of trying to fill the very large space, responding to a fixed and repetitive module, lack of opportunity for vertical spatial exploration have, I think, limited ambition and focus in the responses seen.

In addition, the lack of access to the project building has compounded difficulties, and seems to have led to some limitations in responses, especially with previously mentioned issues understanding and responding to the context in terms of character and materiality. Allowing students a choice of a limited number of appropriate and well documented building fabrics may be helpful.

I understand from discussion that the course team are planning a rewrite and revalidation of the course to commence 'on the ground' in September 2025. This is commendable, responding to the flux in many factors impacting on higher education and the design sector currently. I would suggest that building in as much flexibility as possible in any future documentation would be helpful, to enable the team to respond quickly to both student needs and external forces. In particular, with reference to the changes this year in 6.1. A focus here on academic investigation, providing an intellectual underpinning to the developing design 'thesis' is certainly a strength. But it is important to recognise the wide ranging ways in which scholarship and intellectual ability may be manifest. Careful consideration should be given to range of acceptable submission formats (written; designed; filmed perhaps?) any weighting of modules, and any compulsory components. The submission formats, weighting and compulsory components should not compromise students who may not excel at written submissions, but can demonstrate a rigorous intellectual engagement through other formats.

## 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.*

This is my last year as external examiner for Interior Architecture and Design. Over the four years of my appointment, I have seen a changing course team maintain a high standard of course, commensurate with the best standards regionally and nationally. I have no doubt that the informed, energetic and conscientious team are able to continue to respond to a changing and unpredictable context, and ensure the continuing success of the course into the future. The course strengths include a thoughtful progression through the levels, encouraging learning of investigation, design and communication skills, a willingness to explore and experiment, and inculcating curiosity and intellectual rigour, along with the value of reflective practice. The ability of students to work collaboratively, organise and manage, is very strong. Graduates are equipped with a unique and powerful skill set that allows them to succeed in the sector, but are widely transferrable and valuable. Through the nature of the course, they are able to make valuable, pragmatic and creative responses to unfamiliar situations, environments and problems. Key to developing this portfolio of skills is the studio centred culture of the course, and it is vital that this is supported by the University, along with up to date workshop and IT facilities of the highest standard, that underpin the studio culture.

The period of restrictions due to the Covid pandemic will have been especially challenging for students and staff, and the rapid responses and creative employment of technologies to ameliorate the difficulties face have been admirable.

Thankyou for the hardwork and support from the excellent teaching and administrative team, who have made my tenure as external examiner highly stimulating and enjoyable.

Email Address (required)

Date (required)

Page 9 of 9