

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

Submitted By	
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Actions	<p>Edit submission</p> <p>Print submission</p> <p>Delete submission</p>

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**LEEDS
BECKETT
UNIVERSITY**

Introduction

Leeds School Of Arts

Postgraduate

- LANDB Landscape Architecture(TP)
- LANDC Landscape Architecture(TP)

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:

I am an Academic at Birmingham City University where I am course director for the MA/MLA Landscape Architecture and also Academic Subject lead, and have taught at another UK institution, all at Masters level. Therefore, I have seen a range of student work and have a range of different experiences to draw on with regards to the comparability of student work in other higher education institutions. The academic standards in PGdip/MA Landscape Architecture are appropriate for the award and in-line with my experience teaching. They are also aligned to the QAA subject benchmarks and with Landscape Institute requirements.

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:

It is clear from the very positive student feedback received when I met the students, and from the student work itself, that the students are well supported on the course by the academic staff. Students were highly appreciative of the supportive environment that they studied and felt staff talked passionately about the discipline. I also observed a good sense of community well underpinned by dedicated studio/facilities which are conducive to an enhanced and strong learning environment. Encouraging students to look at geographically diverse sites for their final projects is good, it introduces differentiation and diversity into the year cohort and brings in alternative points of view and design challenges that can be discussed in the classroom.

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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)

I reviewed student work electronically and also had the opportunity to see a curated exhibition and to met up with a range of students who showed me their work. The work represented a normal range of attainment; there was distinctive and rich work at higher levels of achievement and also less distinctive at lower levels, which is normal in the context of an academic group.

Overall, the student work is very engaging, the projects sites and themes are excellent and the issues addressed through the projects briefs are current and relevant for the profession and society. Across a number of modules there was evidence of good design development and iteration. The site for the Cities Alive module and its unique future have inspired the students and overall the results and the designs were quite successful and interesting. The final major project allows students to identify and explore themes and sites they are fascinated by and the length of the project allows them to indulge in the design process and with various scales of design, an important scope of the discipline. I also thought the introductions to legal liability and insurance in LAN704 contemporary practice made the students feel more prepared to a better understanding of practice.

The course seems to have good links with the profession and practitioners and this is extended through students working in practice whilst studying. Overall, the course supports students to develop good knowledge and skills of the subject in all students.

I saw some great contour models developed by the students, however I think something that could be pushed further is topography/grading and the grounding of the projects appropriately via an approach which requires the students to address levels more comprehensively within their design projects. I also think all courses across the UK will need to consider the role of biodiversity in design more strongly, in particular how we ensure our students will be more prepared to deal with the Biodiversity Net Gain processes. Another will be the role of AI in the course/profession and associated skills.

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)

This is my first year as External Examiner at Leeds Beckett and I am still learning about the LA postgraduate courses and their L&T activities, including how they relate to Industry and employment. Collaborative/interdisciplinary work/projects might be something to look at more in the future.

All UK courses are currently undergoing a competency mapping exercise which maps against professional competencies identified by the Landscape Institute. This will provide opportunities to reflect on aspects that need further consideration.

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:

B7) - I am aware the course team is currently looking at a new module provision to respond to LI requirements of 300 credits for the Conversion Pathway

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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)

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).

N/A

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:

N/A

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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:

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?

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 greatly enjoyed meeting Academic colleagues and students at Leeds.

The individual modules seem to be well organised. The student feedback I received was very positive. It demonstrated that the students are happy with course and with teaching support received and that academic staff are encouraging and go above and beyond to support them. I felt the marks across the cohort were fair and represented a normal range of attainment.

I concluded that the teaching and learning strategy and supporting mechanisms for this academic year have delivered a positive learning experience for the students, and I look forward to my second year as EE at LB.

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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