

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>

Page 1 of 9



**LEEDS
BECKETT
UNIVERSITY**

Introduction

Leeds School Of Arts

Postgraduate

- MFIAR Fine Art(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.

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:

Flexibility and inclusion

The flexibility of the staff and of the course structure have allowed more inclusion of students at risk of marginalisation, in excess of comparable courses' provision. Many of the cohort have learning differences and diverse psychological and caring issues. The MA at Leeds Beckett is exceptional in its flexible approach to managing expectations of students and nurturing a sense of confidence and acceptance in the cohort. The group interact with one another exceptionally well, and integrations across year groups add to the progressive learning environment.

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:

Staff and Course Philosophy

As well as the flexibility and inclusive approach of the staff, the course philosophy is exceptional:

The emphasis on process, on continuous development and reflection, rather than working towards a distinct final project means that students feel more confident about their careers after graduation and are better prepared for independent working:

"Conversations with staff have stimulated lots of ideas, generating from research that I can use well beyond the end."

Staff are exceptional in their generosity of spirit towards students and to the development of the course, for instance Peter's exemplary writing helps to stimulate students to think tangentially about the context of their work, in its making, exhibition and reception.

Space

Having the summer exhibition space for an extended period has allowed students to develop ideas with a sense of continuity. This is an outstanding feature of the course.

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 gained an excellent level of critical and reflective skills to further their practice-based experimentation. The students have developed specific knowledge of their own art practices and applied this to the wider context of making art and to its reception, to clearly know where their work is moving professionally. This process-led exploration and application of skills has strongly enhanced student's self-direction and confidence for their ongoing careers. This is particularly noticeable in students who have previously encountered barriers in education due to learning differences, neurodiversity and caring responsibilities, who make up a large portion of the cohort.

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

9

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)

There is a sense that the university could further develop the culture of academic inclusivity through academic support, to reach out to students more proactively. For instance one student stated that they were not confident to chase up academic support, as they felt neurodiversity was not worthy of the university's time. Their not accessing academic support added extra pressure and time on course staff left to support students. This indicates further work is needed by the university to develop a culture of inclusivity in the access to academic support and recognise further that mental health support and awareness is vital to contemporary higher education.

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:

What could be better for students

Support for Staff

The staffing has been under pressure for a long time. External Examiners before me report that the course has achieved excellence through staff working beyond their contracted time, something that is clearly unsustainable without more support. This course continues to run well on the extended goodwill of both Peter and previously Chris, but this year the serious illness of staff has brought the situation to a crisis point that needs to be urgently addressed.

There is an issue that the institution could be more supportive of the needs of the staff and students through better communication and management of resources, for instance this summer, building works threatened to disrupt the summer show, the key point in the student's journey. The lack of communication from the university about the building works meant that Peter was placed in a more stressful situation than necessary, especially as he was covering for the absence of Chris, whilst he himself was going through serious health issues.

The support of staff needs to be improved radically in order for the course to survive and thrive in the future.

Visiting tutors

Students want opportunities to meet visiting practitioners, to hear feedback from a wider diversity of voices, and develop professional connections for careers.

Space

– The end of the building where MA studio is situated receives much less heat than other areas on this floor. The space is very difficult to work in during the cold months. Students state: "Small Space" "Freezing and no direct light in winter" "No heater, or not working properly"

Students suggest a potential outcome may be to share the space together with BA students in a more flexible manner.

PR: I see and students agree that Leeds Beckett social media did well this year to promote the exhibition, but more could be done with physical advertising, especially as most students are recruited locally. Students state: "Leeds Arts University has big posters in town for the shows, our university could also do this."

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)

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).

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:

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:

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?

No

Page 6 of 9

Page 7 of 9

Section F

Degree Apprenticeships

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

No

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.

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.

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?

I am grateful to the university to provide me with mentoring and to the course directors for taking time to discuss the course with me at length. I have heard that many of the issues I have noted here are already being addressed, which is laudable. I look forward to seeing the course function in a more sustainable way in the coming year and thank you for making progress with this.

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)

Page 9 of 9

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