

# BAH Fashion Design 2015/16

## External Examiner's report summary

Please indicate in the relevant boxes below whether you agree with the statements about the standards of Leeds Beckett University's awards, the standards of student performance and the conduct of the University's assessment processes.

Please also list any shortcomings and areas for commendation. You should expand on any issues you mention here in the main report. If any boxes are ticked "No" the Dean of the Faculty or nominee will be alerted and will oversee the response from the course leader.

Standards set		
"In my view, the standards set for the awards are appropriate."	Yes	No
	YES	
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.		

Student performance			
<p>"In my view, the standards of student performance are comparable with similar course(s) or subjects in other UK institutions with which I am familiar."</p> <p>I have reviewed a sample of student work from the collaborative / franchise institution and in my view the standards of student performance are comparable with students studying the award(s) at Leeds Beckett.</p>	Yes	No	N/A *
	YES		
	YES		
* Not applicable – if you are a practitioner and are not in a position to assess national standards please indicate here.			
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.			

Conduct of processes		
"In my view, the processes for assessment, examination and the determination of awards are sound and fairly conducted."	Yes	No
	YES	
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.		

Areas for commendation
Any particular strengths or distinctive or innovative features in relation to standards and assessment processes

## Main report

*In this section you are asked to describe more fully how the University has or has not maintained academic standards and the quality of the student experience in relation to the course(s) for which you are the external examiner.*

**Please complete all sections of the form fully and where not applicable please state N/A.**

**Where applicable please also complete the sections for any collaborative / franchise provision sampled.**

**If you are an external examiner for any of the University's Pearson Edexcel (HND/HNC level) provision, please also complete the section on page 8 sections l, m and n entitled "for External Examiners Associated with Edexcel Courses."**

Professional Body Requirements			
"In my view, the professional body requirements for this course have been met.  <i>*Not applicable if the course is not a professional body course please indicate here.</i>	<b>Yes</b>	<b>No</b>	<b>N/A *</b>
	<b>YES</b>		
<i>If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.</i>			

(a) The operation and conduct of the Board of Examiners (and or Examination Committee meeting you may also have attended).
N/A

(b) The action, if any was required, taken in response to your report of last year. (This will not be relevant if you are examining for the first time.)
<p>1. Critical theory modules related well to practice based research areas but need to consider how they serve to underpin practice based research activities.  <i>Further discussions / meetings between key module staff to discuss links between studio practice concepts and those considered within dissertation to ensure practice is underpinned.</i></p> <p>2. Consider the development of pro-forma assessment sheets which offer transparency in terms of the approach to marking and feedback to students. This will allow for greater understanding of how final marks are arrived at by the introduction of simple tick box formats, alongside feedback comments.  <i>Further discussions and correspondence with myself have occurred during the academic year and examples of possible layout of assessment sheets considered.</i></p> <p>3. Further investment in consumables by the department responsible for digital printing Heads of School (Pam Brook, Heather Boxall) Sept 2015            For use from September 2014 resource is required in order to avoid any difficulties in managing student's outputs next academic year, and the shared access with the textile programmes.</p> <p>4. Library stock and access - This item has been resolved.</p> <p>5. Studio facilities = details were passed to review maintenance of basic plumbing.</p>

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.

(d) The strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills.

HE6 students demonstrate good personal development planning which is evidenced through professional practice modules which engage students in opportunities to prepare themselves for life after graduation, including cv production. Students evidenced a sound level of technical knowledge and application of skills in the production of their final collections. Whilst this academic year I was engaged in reviewing only a small cohort of students work, they were able to demonstrate strengths in the development of their concept ranges, backed up by reflective diaries and journals. The Styling and Promotion module is an area of good practice. Student choice for dissertations were varied and served to underpin practice based research.

(e) The standards of the structure, organisation, design and marking of all examination papers and/or other forms of assessment.

Approaches to the marking and moderation of student's work was well organised, and feedback appropriate to the learning outcomes. New assessment forms supported transparency of marking for students in line with the learning outcomes.

(f) The curriculum, teaching or resourcing of the programme of study as indicated by the performance of the students in the assessment.

Curriculum planning and resourcing is very good, with evidence of appropriate workshop practices which are supported by key technical support. There needs to be a continued review of technical resources across fashion and textile areas to ensure that these are adequately staffed.

Staff have worked to resolve any issues relating to library support, including some consolidation of resources, to ensure students have the access to materials required for dissertations and reports.

(g) Comments on the use of X-stream (Virtual Learning Environment) within the course (if applicable).

(h) Module content, consistency of modules and module assessment across the course and the achievement of learning outcomes. (You may be asked by your Faculty to provide detailed comments on the modules that you examine.)

Module content across HE6 were consistent and students were able to achieve the module learning outcomes. Overall the modules are effective and work as an overall

student experience, with externally facing projects which serve the student progression towards life after graduation. Each student demonstrated their own individuality, and were equipped with good technical understanding alongside creativity for the production of their final collections. Students were aware of commercial considerations, trend references, materiality and making skills.

(i) Areas of good practice you have identified – please expand on the key areas for commendation listed in the summary.

The approach to the fashion styling and promotion module is a particular area of good practice.

(j) The University welcomes external examiners' comments on its academic regulatory framework. Such comments may not have a direct bearing on standards set and achieved or the conduct of processes and so it may not be appropriate to include them elsewhere in this report or its summary. Please record any concerns or comments you may have here.

(k) **Collaborative / Franchise Provision:** please include here any comments you wish to make on elements of collaborative / franchise provision for which you have responsibility (in addition to those you may have indicated previously in this report).

## **External Examiners' Report Checklist**

**Please comment for all boxes**

<b>Course Materials</b>				
Did you receive?		<b>Yes</b>	<b>No</b>	<b>N/A</b>
a.	Course Handbook(s)?	YES		
b.	Academic Regulations including any Professional Statutory Body requirements where appropriate (these may be included the Course Handbook)?	YES		
c.	Module specifications (these may be in the Course Handbook)?	YES		
d.	Assessment briefs/marketing criteria?	YES		

<b>Draft examination papers</b>				
		<b>Yes</b>	<b>No</b>	<b>N/A</b>
a.	(i) Did you receive all the draft papers?			N/A
	(ii) If not, was this at your request?			N/A
b.	(i) Was the nature and level of the questions appropriate?			N/A
	(ii) If not, were suitable arrangements made to consider your comments?			N/A
c.	Were suitable arrangements made to consider your comments?			N/A

<b>Draft coursework</b>				
		<b>Yes</b>	<b>No</b>	<b>N/A</b>
a.	(i) Did you receive all the draft coursework?			N/A
	(ii) If not, was this at your request?			N/A
b.	(i) Was the nature and level of the coursework appropriate?			N/A
	(ii) If not, were suitable arrangements made to consider your comments?			N/A
c.	Were suitable arrangements made to consider your comments?			N/A

<b>Marking Examination Scripts</b>				
		<b>Yes</b>	<b>No</b>	<b>N/A</b>
a.	(i) Did you receive a sufficient number of scripts from both home and (if appropriate) collaborative / franchise partner students?			N/A
	(ii) If you did not receive all the scripts, was the method of selection satisfactory?			N/A
<p><b>Recommended sample sizes at Leeds Beckett University are as follows:</b></p> <p>a) <b>Samples should be determined by a square root of cohort size, no smaller than 6, no larger than 15. However it should be borne in mind that not all work is assessed in a way that makes a square root sample possible and allowance should be made. For example in subjects such as the performing arts where there may be a requirement for an external to come and view a performance instead, or to visit the exhibition of art work.</b></p> <p>b) <b>Samples to include all classification categories, and it is helpful to concentrate around the boundaries to include some fails.</b></p> <p>c) <b>Samples to consist of internally moderated work, clearly evidencing the moderation process.</b></p>				
b.	Was the general standard and consistency of marking appropriate?			N/A
c.	Were the scripts marked in such a way to enable you to see the reasons for the award of given marks?			N/A

<b>Dissertations/project reports</b>				
		<b>Yes</b>	<b>No</b>	<b>N/A</b>
a.	Was the choice of subjects for dissertations appropriate?	YES		
b.	Was the method and standard of assessment appropriate?	YES		

<b>Coursework/continuously assessed work</b>				
		<b>Yes</b>	<b>No</b>	<b>N/A</b>
a.	Was sufficient coursework made available to you for assessment from both home and (if appropriate) collaborative / franchise partner students?			N/A
b.	Was the method and general standard of marking and consistency satisfactory?			N/A

<b>Orals/performances/recitals/appropriate professional placements</b>				
		<b>Yes</b>	<b>No</b>	<b>N/A</b>
a.	Were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements?			N/A

<b>Examination Committee/Board of Examiners</b>				
		<b>Yes</b>	<b>No</b>	<b>N/A</b>
a.	Were you able to attend the meetings?			N/A
b.	Were the meetings conducted to your satisfaction?			N/A
c.	Were you satisfied with the recommendations of the Examination Committee/Board of Examiners?			N/A