

External Examiner's Report

Year: 2020-21

Name of External Examiner	ALYSON AGAR
Name of Course(s)	FD ART
Name of LCC Course Manager	
Date of Board Examiners	23 RD JUNE 2021
Date of Report	23 RD JULY 2021

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/ provision annual monitoring and review activity. A record of the departments' responses to examiners' reports also forms part of the documentation for this activity.

External Examiner's report summary

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

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

Student performance			
	Yes	No	N/A *
	X		

<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 Met</p> <p><i>* Not applicable – if you are a practitioner and are not in a position to assess national standards please indicate here.</i></p>			
<p><i>If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short.</i></p>			
<p>Conduct of processes</p>			
<p>“In my view, the processes for assessment, examination and the determination of awards are sound and fairly conducted.”</p>	<p>Yes</p>	<p>No</p>	
	<p>X</p>		
<p><i>If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short.</i></p>			

<p>Areas for commendation</p>
<p>Any particular strengths or distinctive or innovative features in relation to standards and assessment processes</p>
<p>Excellent feedback consistent to all students with personalised feed-forward. Rigorous internal moderation procedure advocating reflective discussion between the team.</p>

Main report

In this section you are asked to describe more fully how the College 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 write a report (in addition to completing the Summary) in sections under all the following areas.

<p>(a) The operation and conduct of the Board of Examiners (and any Mitigation Panel or Examination Committee meeting you may also have attended).</p>
<p>The operation and conduct of the Board of Examiners was excellent. I was informed well in advance and received all documentation and paperwork necessary. Communication has been excellent throughout the process.</p>

(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.)

N/A

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

The quality of the students' work, their knowledge and skills (both general and subject-specific) is comparable with foundation degree programmes elsewhere in similar institutions nationally. Particularly, the uniqueness of this programme of study lies in its breadth of arts disciplines in parance with professional skills.

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

Regarding strengths of the students; promising contextual underpinning was evidenced throughout every module sampled, particularly, the contemporary art references help to progress the work and situate practice within a contemporary critical framework. A standout piece of work in the 3D Techniques module investigated the nuances and intersections between painting, sculpture, and performance. In this submission, a strong understanding and application of socio-economic factors were explored and applied effectively.

Considerations of professional contexts and situations were utilised in the Commercial Practice module, this was reflected in the pitch as a mode of presentation and assessment. Innovative thinking and application during lockdown were evidenced in the site-specific aspect of 3D Techniques, this was reinforced by a sophisticated understanding of context in one student's submission.

Students were confident working and presenting online; this was evidenced in the Art in Context module and Commercial Practice. Particularly, the notion of working digitally, in line with contemporary developments within the industry, was advocated in the Commercial Practice module. Inclusion of social, economic, and health agendas was seen in work on all modules.

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

Feedback was of a very high standard in each module sampled. Feedback was student-friendly, personalised, and positively commented on the development of student's individual practices. It is

clear to see that the students are well-supported by a staff team who are highly qualified and experienced; this is reflected in the work sampled.

There were lower marks in the Commercial Practice module, due to lockdown, however, it was felt that the modes of assessment (Pitch and Commercial Project) were suitable. Particularly the feedback was motivational with good opportunities to feed-forward.

A rigorous approach to internal moderation was also evidenced, providing the opportunity for reflection.

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

An industry-ready curriculum was evidenced in each module sampled; this is one of the many valuable aspects of the FD Art programme. The students adapted very well to working online with their presentations in Art in Context, and their pitches in Commercial Practice.

Digital learning is supported well, and this is evidenced throughout the modules.

Although the marks were lower than the other modules in Commercial Practice, an industry perspective was embedded in the feedback as well as the students' performance in regard to the learning outcomes, and the development of their personal practice.

Reading Lists for each module are contemporary and relevant to the student's programme of study; they are also of a consistently high standard across each module. The electronic resources on the module handbooks were accessible for students, again, all texts were relevant to the subject area. In summary, the curriculum enables students to experience a range of artistic disciplines to inform and develop their personal practice and professional skills.

(g) Comments on the use of the VLE within the course(s) (if applicable).

N/A

(h) Module content, consistency of modules and module assessment across the course and the achievement of learning outcomes.

Well-designed, accessible, and clear module handbooks and briefs. Two modes of assessment on all modules sampled which enables the diversity of programme and assessment but is also effective in terms of students being able to work to their strengths. The breadth of assessment is well-considered. Internal Moderation is rigorous with valuable Moderator comments.

The relation to stated objectives and learning outcomes is clearly evidenced on feedback and reference is made to the learning outcomes consistently.

The marking is fair across the board with excellent, personalised feedback related to the student's art practices. Particularly, reference is made to students' key strengths with feed-forward well considered. Internal Moderation for each module was included in the sample.

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

Feedback: feedback was strong in each module sampled. All feedback was personalised and supportive, with clear feed-forward.

Internal Moderation: internal moderation processes and comments were valuable and reflective.

Critical Thinking: students engaged in critical thinking within each module, particularly some interesting emerging themes seen in Art in Context.

Student Presentations: student presentations were professional and confidently communicated.

It was felt that the students adapted well to the challenges of lockdown and utilised digital working methods well. It was also interesting to see how students used their city as stimuli in many of the projects. Despite lockdown, it was felt that the students had connected with the Leeds arts scene and were engaged in a creative network (via social media), and this extended the reach and impact of the course.

Finally, feedback and internal moderation were excellent and the course team should be commended for their rigorous and professional approach. The excellent student support from staff during lockdown was evidenced throughout the programme of study.

(j) The College welcomes external examiners' comments on its developing 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.

External Examiners' Report Checklist
Please comment for all boxes

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

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

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

Student Work				
		Yes	No	N/A
a.	Were you offered the opportunity to select your sample?		X	
a.	Was the full range of assessment activities made available for you to sample?	X		

b.	Was the method and general standard of marking and consistency satisfactory?	X		
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Examination Committee/Board of Examiners				
		Yes	No	N/A
a.	Were you able to attend the meetings?	X		
b.	Were the meetings conducted to your satisfaction?	X		
c.	Were you satisfied with the recommendations of the Examination Committee/Board of Examiners?	X		

For all External Examiners

Signature

	
Date:	23 RD JULY 2021