

External Examiner Institutional Analysis
2023/24

Awarding Body: TEC Partnership

Delivery Location: Grimsby Institute of Further and Higher Education

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice/commendations identified by External Examiner
Donna Poade Falmouth University	FdA Tourism Management; <i>and</i> BA (Hons) Tourism and Business Management Top Up	There were no issues or recommendations raised by the External Examiner	NA	NA	<p>The programmes are designed with innovation and contemporary input from industry. (7)</p> <p>The level of student performance is excellent which reflects the commitment and passion of the teaching team. For example on the BA Tourism & Business Management top-up – event management individual report – students identify and discuss salient impacts using a case study. Using contemporary case studies from industry allows the students to apply their knowledge and critically evaluate policies and practices – identifying best practice and making recommendations for development. (10)</p>
Colette Mazzola-Randles	FdSc Digital and Technology Solutions; <i>and</i>	Enhanced Student Support Services: Expanding student support services, such as academic advising, mental	This has been initiated to a good degree. PL A.R has undertaken a project to provide additional support for ALS needs, as well as	No actions will be taken as this is already implemented to a strong standard on our programme.	The general quality of the candidates' work reflects the level of the qualification and the

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Blackpool and the Fylde College	BSc (Hons) Digital and Technology Solutions suite	<p>health resources, and career counselling, can further support students in their academic journey, helping them overcome personal and academic challenges. (10)</p> <p>Increased Flexibility in Learning: Providing more flexible learning options, such as online courses, hybrid models, and self-paced learning opportunities, can cater to diverse learning needs and schedules, making education more accessible. (10)</p>	<p>orientation and tutorials being used to regularly update and provide students information on the support services available. Alongside this, resources, details, and contact details can be found on course and module canvas pages with regards to this. This will be continued in the 24/25 academic year. Furthermore, we are involved with the accessibility pilot implemented by Anjali Riley.</p> <p>This is already implemented with modules utilising online and self-paced courses using the Articulate Rise 360 software. For modules such as Programming, for example, this enables students to work through an online and interactive guide to help them progress and work at a pace that is suitable to their own development. Content is accessibility checked and the Canvas tools further enhance accessibility options. All sessions are recorded for students and a Microsoft Teams calendar event is mapped to the face to face lessons for students to engage remotely if able</p>	<p>No actions will be taken as this is already implemented to a strong standard.</p>	<p>objectives of the programme commendably. (9)</p> <p>Interactive Teaching Methods The incorporation of interactive and engaging teaching methods, such as flipped classrooms and problem-based learning, has significantly enhanced student engagement and understanding. These methods encourage active participation and critical thinking, which are evident in the high-quality outputs of the students. (10)</p> <p>Use of Technology: The integration of digital tools and platforms, such as virtual labs, simulation software, and online collaborative tools, has facilitated a more dynamic and accessibly learning environment. This approach not only aids in conceptual understanding but also prepares students for the digital demands of the professional world. (10)</p> <p>Continuous Formative Assessment: Implementing continuous formative assessments through quizzes, peer reviews, and regular</p>
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	Professional Development for Staff: Investing in the continuous professional development of teaching staff through workshops, training sessions, and conferences can ensure they remain updated with the latest pedagogical strategies and technological advancements. (10)	<p>There is also already a remote degree that is an option for students.</p> <p>AD Currently completing their MSc in Computer Science due for completion September 2024. Other certifications relating to networking at earmarked for the 24/25 year and beyond. A.D works with Pearson and other awarding bodies as a Standards Verifier and Examiner, assisting in keeping up to date</p> <p>YT Undertaking Coursera courses and modules for software dev, API dev, Business Intelligence and implementing into delivery.</p>	<p>Action: Begin undertaking first networking certification in 24/25 where applicable. YT to embed new learning into Business Intelligence module for 24/25 start</p> <p>Date: January 2025</p> <p>Person: AD, YT</p>	<p>feedback sessions has been effective in monitoring student progress and providing timely support. This practice helps in identifying areas where students may need additional assistance, ensuring consistent improvement. (10)</p> <p>Industry collaboration: Partnerships with industry have led to the development of real-world project and internships, offering students practical experience and exposure to current industry practices. This real-world application of theoretical knowledge greatly enhances the learning experience and student preparedness for the workforce. (10)</p>
	Enhanced Feedback Mechanisms: Developing more comprehensive and detailed feedback mechanisms can help students understand their strengths and areas for improvement more clearly. This can involve incorporating more personalized feedback and regular one-on-one consultations. (10)	<p>Where time is available, more personalised written feedback will be provided to students were able, as well as verbal 1-1 feedback for both formative and summative assessments.</p>	<p>Action: Team to ensure comprehensive feedback given for each assessment</p> <p>Date: November 2024 onwards</p> <p>Person: Module tutors</p>	<p>The internal marking, including second marking, was conducted with commendable rigour and impartiality. The schemes for marking and classification were consistently applied, ensuring the appropriateness of the final assessment of candidates. Continuous improvement in these areas will further strengthen the integrity and fairness of the assessment process. (12)</p>

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		<p>Global Learning Opportunities: Creating Opportunities for international exchanges and collaborations can provide students with a broader perspective and understanding of global practices and cultures, enriching their educational experience. (10)</p> <p>Regular Review and Update: Regularly reviewing and updating the assessment methods to keep pace with advancements in the field and changes in industry standards can ensure that they remain relevant and effective. (11)</p>	<p>We already work with Unidays and DFDS to help build the programme and work with students.</p> <p>Assessment methods are constantly updated and adapted based on student feedback and module enhancements. For example, for Software Development with Agile we worked with an industry expert and adapted the assessment method to align with the agile working methods, where students completed Sprint Retrospectives. We also have a wide variety of assessments methods, from individual to group work, reports, portfolios, development work, design documentation and presentation. We also give multiple options for submission.</p>	<p>Action: Continue working with current employers and actively seek out others using sources such as LinkedIn</p> <p>Date: September 2024 onwards</p> <p>Person: Programme Leaders</p> <p>No action will be taken based on this. These programmes regularly undertook both major and minor amendments over previous years, and assessments have been involved in those changes</p>	
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	<p>Student Feedback: Gathering and incorporating feedback from students regarding the assessment methods can provide valuable insights into their effectiveness and areas for improvement. This participatory approach can enhance the assessment process. (11)</p>	<p>This is already carried out through the SEACAMS and the Module Evaluation Questionnaire processes. The effectiveness of these is evident in the regular updating of the FdSc and the BSc programmes, keeping them up to date and through considering student feedback on module content, teaching and assessment.</p>	<p>No changes, this is already undertaken as part of TECP processes.</p>	
	<p>Professional Development: Providing ongoing professional development for faculty on innovative assessment techniques can help in adopting new and effective methods, ensuring that the assessments continue to challenge and engage students. (11)</p>	<p>Training is regularly carried out during development days and back to the floor days. Alongside this, the team work with employers such as Unidays and DFDS which allow us to work together to come up with more innovative assessment methods, as evidenced by the SDwA module.</p>	<p>Action: Identify and undertake CPD where relevant Date: Continuous Person: Programme Team</p>	
	<p>Use of Technology: Leveraging technology for assessments such as online quizzes e-portfolios, and digital simulations can provide more flexible and interactive assessment options, catering to the evolving needs of the digital age. (11)</p>	<p>This is already implemented across a number of modules such as the Development Projects, Independent Portfolio and all networking modules. E-Portfolios and Digital Simulations are common methods of assessment in this programme. I do not believe online quizzes are an appropriate for of assessment for</p>	<p>No changes based on this</p> <p>Portfolios and digital simulations are already embedded. Online quizzes are proven to be an unsuitable method of assessment, particularly within this sector, and will not be embedded.</p>	

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		<p>Regular Review of Marking Schemes: Continual review and refinement of marking schemes and classification criteria can help to maintain their relevance and alignment with current academic and industry standards. (12)</p> <p>Training for Markers: Ongoing training and professional development for markers can enhanced their understanding and application of the marking schemes, ensuring continued rigour and impartiality in the assessment process. (12)</p> <p>Enhanced use of Technology: Implementing technology to support the marking and moderation process, such as electronic marking systems and plagiarism detection software, can further enhance the efficiency, consistency, and integrity of the assessment process. (12)</p>	<p>Computing, particular as summative assessment.</p> <p>Bespoke marking schemes are something we have previously trialled and do wish to implement on to this programme. This is something we wish to undertake and plan on reviewing and bringing to the EE with examples.</p> <p>Training is regularly carried out during development days and back to the floor days. This does relate to the action above, and these actions will therefore be shared.</p> <p>All submissions are submitted through Canvas and Turnitin, which checks for plagiarism and AI plagiarism.</p>	<p>Action: Create examples of bespoke marking schemes for modules Date: 15/09/2024 Person: AD, YT</p> <p>Action: Create examples of bespoke marking schemes for modules Date: 15/09/2024 Person: AD, YT</p> <p>No changes based on this</p>	
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		<p>Continued Transparency: Maintaining and enhancing the transparency of the assessment and review processes will further strengthen trust and reliability in the system. (13)</p> <p>Regular Feedback Mechanisms: Implementing regular feedback mechanisms for examiners can help in continually improving the processes based on constructing input from those involved. (13)</p>	<p>Transparency will be maintained, and students are fully aware of the process of marking, moderation and External Moderations, to ensure trust and reliability.</p> <p>Students are provided feedback on a regular basis as time allows, and students utilise the programme Discord and Email/Teams to receive timely feedback. Formative assessments are marked within 1 week of receiving them, and have opportunities for informal feedback through the module.</p>	<p>Action: Ensure students in 24/25 are aware of the marking process Date: Orientation 24/25 Person: AD, YT</p> <p>No changes based on this. As per this document, relevant and appropriate feedback from examiners will be embedded where able, and if not already embedded.</p>	
Vanisha Jassal University of Kent	FdA Children, Young People and Families	<p>I am sure that the academic team examines how students can move from the 60s to the 70s, and I would encourage this to continue. (9)</p> <p>It would also be good to identify differences across the PT and FT cohorts to see</p>	<p>We are all keen to support students to improve their grades, and previous feedback from the EE in relation to identifying clear targets in students' feedforward to encourage the move into higher grade boundaries has been taken on board. Tutorial sessions have also focused on supporting students' academic achievement.</p> <p>Part-time students:</p> <ul style="list-style-type: none"> Both in employment – supports them in applying context to learning (slightly 	<p>Action: Continued individual support for students and specific feedforward given on student assessments. Date: 2024/24 Person: PL/Programme Team</p> <p>Action: All factors are taken into consideration when planning teaching and learning.</p>	The programme reflects a strong integration of practice, theory and research. Through their assessments, students recognise the importance of this and those who may be less strong in integrating research and theory are guided to this in the feedback. (20)

	<p>if there is any learning to be gained from this. (9)</p>	<p>higher grades in the professional module than f/t cohort)</p> <ul style="list-style-type: none"> Overall student experience is different – fewer students around; less opportunities for peer discussion; smaller cohort (only 2 students) <p>Full-time students:</p> <ul style="list-style-type: none"> Particularly at level 4 can experience delays in getting into placement. More opportunities for mixed ability/age group 	<p>Programme team will continue to review. Support for securing new placements for full time students is to be reviewed over the summer period with appropriate actions identified. Date: 2045/25 August 2024 Person: PL/Programme Team PL/HE Placement team.</p>
	<p>Research methods is taught across L4 and L5 which is necessary due to the difficulty of the subject matter for most students. I feel that this remains challenging for most students and the team may want to look closely at the teaching and support for this to identify where there may be scope to strengthen student learning, and confidence. (11)</p>	<p>Level 4 – This has been the first year of teaching Study and Research Skills as a combined module - some approaches and content will be reviewed and reflected on. Comments from the spring exam board in relation to a more equal balance between qualitative and quantitative data have been taken on board and the content will be reviewed. Level 5 – Comments made in student feedback mirror those made by the EE in relation to an earlier understanding of the literature review and this will be addressed in future teaching. This module also changes in 2024/25 to be taught as a combined</p>	<p>Action: Review module content and schedules of teaching at all levels Date: September 2024 Person: PL/Module Tutor</p>

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		<p>The programme handbooks indicate that student feedback is gained consistently across the programme, and I will contact the programme leader about how I may be able to access some of this, as it will be useful to review. (16)</p> <p>I remain curious about the low level of distinctions, and the significant number in the 40s and 50s, and would welcome a conversation about this if possible. (20)</p>	<p>module which will allow students more time to undertake the reading and research required for a literature review.</p> <p>Will be followed up directly with the EE either to share student feedback and/or set up an opportunity to engage with students.</p> <p>A conversation can be arranged for further discussion; however, the grades are reflective of the cohort of students that enter the programme. Many come from widening participation categories and/or have chosen a smaller organisation to study due to issues with self-confidence/self-belief.</p> <p>57% of this year's level five cohort have achieved an FdA with merit, despite all of those being in the FdA category at the end of last year. All this year's level four cohort have improved their</p>	<p>Action: Clarify access required and follow up in meeting booked for July. Date: July 2024 Person: PL/EE</p> <p>Action: Discuss further with EE in July's meeting. Continue to provide academic support to improve student achievement and to aim high. Date: July 2024 2024/25 Person: PL & EE PL & Programme team</p>	
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			overall grade average as the year has progressed.		
Felicity Hasson Ulster University	FdA Social Care; <i>and</i> BSc (Hons) Health and Social Care Top Up	I have raised in the paperwork with the Course Leader the need for the external to see the presentations to help inform moderation (11)	Presentations can be recorded via teams to aid the moderation process.	Action: PL to inform module tutors to record student presentation assessments Date: 16 th September 2024 Person: Sarah Nowell	This is my first year as external for this institution and I have been impressed by the quality of student submissions, which is grounded in the teaching that has been provided (17)
		The administrative arrangements for some of the courses have been timely however lack of correspondence with the external and scripts not being uploaded for the top up course meant that scripts were not made available until 2 days prior to the board occurring. I am however confident that this matter will be resolved going forward. (15)	The Programme lead for the top-up left before exam boards, once this was brought to attention the assessment samples were uploaded. For the coming academic year the programmes all have a designated PL to manage the uploading of the scripts.	Action: Ensure all staff are aware that the samples must be uploaded in a timely manner and EE contacted to be made aware when these are available Date: 16 th September Person: Sarah Nowell	
		There is a need for clear communication to be had with the external examiner prior to the boards occurring. (23)	PL's will be reminded that the EE must be contacted,, particularly when the samples are made available before exam board.	Action: Ensure new PL's are aware that they should communicate with the EE. Date: 16 th September 2024 Person:	
Micky Levoguer University of East London	FdEd Early Childhood Studies; <i>and</i>	Is it possible to see copies of any relevant student evaluation processes? (16)	Happy to share the feedback from MEQ.	Action: Add folders for MEQ to Teams ready for EE to view throughout the next academic year. Date: September 24	Assessment for learning is evident in the feedback on all modules. Feedback is supportive, accurate and focused on the practical actions to be taken by a student

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	BA (Hons) Early Childhood Studies Top Up	Continue to review the assessment portfolio and consider if some modules with two assessments might be reduced to one to reduce the burden of assessment on students and the marking burden on the marking team. (16)	We agree there could be scope for this, particularly in T2 with heavier workload.	<p>Person: Emma Bailie and Emme Love</p> <p>Action: Will review based on data next academic year and in line with mapping process for DfE we are undertaking throughout next year.</p> <p>Date: May 24</p> <p>Person: EB and EL</p>	<p>in their next assessment opportunity. (10)</p> <p>The team have continued to embed the practice of awarding higher grades for which was in process in the last academic year. (10)</p> <p>Assessed presentations are supported carefully by interested and engaged markers who ask supportive questions that offer opportunities for students to detail more evidence in support of higher grades. (10)</p> <p>Submission dates for assessment are arranged throughout the term allowing student workload to be distributed. (10)</p> <p>I commend the team for their evidence hard work and dedication to excellence. (10)</p> <p>Assessment for learning is evident in the feedback on all modules. Feedback is supportive, accurate and focused on explicitly reasons why a mark has been awarded. Clear criteria have been used by the marking team to award marks and decision-making</p>
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					<p>conversations are recorded here [in] detail. (10)</p> <p>Modules like Children's Learning Voice and Pedagogy create opportunities for students to reflect on their understanding of children's learning and voice. (10)</p> <p>Well done to the team for delivering such a strong initial year for this programme [BA (Hons) Early Childhood Studies Top Up]. (10)</p> <p>Clear reasons for marks awarded were detailed on student scripts, summaries on scripts and in the assessment marking moderation sheets. This consistency is supportive to assessment for learning processes. (12)</p> <p>A greater degree of critical thinking and wider reading is required to access higher grades commensurate with marking schemes. (12)</p> <p>Expectations of greater critical thinking at BA level are evident in the decision making process. (12)</p>
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					<p>For the FdEd Early Childhood Studies, a real strength of the programme is the practice elements that connect to the required standards of the Graduate Practitioner Competencies in reflective ways. (20)</p> <p>For the BA (Hons) Early Childhood Studies Top Up, a strength of the programme are the opportunities to work on extended, change focused projects through the year in pursuit of the Graduate practitioner Competencies and academic skills required at level 6. (20)</p>
<p>William Harris</p> <p>Regent's University London</p>	FdA Performing Arts	<p>Given the small number of the teaching team, it would be helpful for students to have access to a series of guest practitioners from industry. This would particularly support students in areas that are fast moving and updating continuously in practice such as TV Drama production. (10)</p> <p>I would recommend the team seek to enhance the module Drama Performance in TV. The module</p>	<p>Guest speakers are already incorporated in to the academic year and during this academic year these included speakers from Screen Yorkshire and Coronation street workshops; this may not have been clear in the communication with the EE</p> <p>This module has improved since the new module tutor started teaching it and the team consider that students have achieved at a</p>	<p>Action: Communicate guest speakers to EE Date: As planned Person: Programme Leader</p> <p>Action: Discussion with EE on module enhancement Date: September 2024</p>	<p>There is very good evidence of internal marking, second marking and moderation being applied across the programme. Marking and classification is consistently applied with students offered excellent feedback on their grades. (12)</p> <p>I continue to be impressed with the breadth and depth of challenge and learning for students at levels 4 and 5. A lot of material is covered in order to ensure students have a well</p>

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		<p>specification is well designed but this is the one area that the students are not achieving at a confident level. (19)</p> <p>I would recommend seeking opportunities to introduce an industry practitioner to lead the final assessed project if resources allow. (19)</p> <p>Seek opportunities to develop critical engagement with writing about the subject(s) and to ensure that students who struggle in written assignments are well supported to progress confidently. (20)</p>	<p>confident level. Discussion required with the EE to get his thoughts on how the module might be enhanced</p> <p>This is something the programme team would like to introduce and will work with the Head of Area to consider if this is possible, particularly in light of the revalidation of the top up degree and future planning for a masters programme</p> <p>The students already have access to the Academic Achievement Coach and Disability Support Officers supporting the programme leader on this. the programme leader strives to support the students struggling. Recaps will be incorporated into orientation to each level and workshops within tutorial time</p>	<p>Person: Module Tutor and Programme Leader</p> <p>Action: Discussion with Head of Area around recruitment of industry practitioner Date: June 2025 Person: Programme Leader and Head of Area</p> <p>Action: Workshops, sessions and guidance to alternative support to develop critical engagement in writing to be included in orientation and tutorials Date: September onwards Person: Programme Leader</p>	<p>rounded education in the subject area. (20)</p> <p>Communication with the course leader is excellent and their commitment to the success of the programme is central to the ongoing standards of the programme. (20)</p> <p>The wide range of employability focussed modules that afford each student opportunities to develop a career in the creative industries. (20)</p>
		<p>More time could be given to provide more detailed feedback/forward, however, this is offered during tutorial. (10)</p> <p>Suggestion for students to peer mark logbooks and that</p>	<p>PL agrees that time is limited to provide written feedback.</p> <p>PL will consider this moving forwards.</p>	<p>Action: Review trimester delivery and marking periods. Date: September 2024 Person: Head of HE</p> <p>Action: Consider peer reviewing work Date: September 2024</p>	<p>Impressed by evidence of wide viewing by students. Volume of research is impressive. (9)</p> <p>The relationship with Screen Yorkshire, as an external partner, is unique for the programme, giving students access to industry guest speakers. (10)</p>
<p>Anna McPherson</p> <p>University of the Highlands and Islands</p>	BA (Hons) Digital Film Production				

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		<p>would create accountability. (10)</p> <p>Could the dates for filming be brought forward, to provide contingency for a student who isn't managing their time well enough? Time management is a common issue raised in student feedback. Although, I appreciate this would require them to be organised with their planning earlier. Encourage students to film indoors (where reasonably practicable), so they are not dependent on weather and less likely to impact filming. (10)</p> <p>Include some embedding of green film production into student practice, as this is the future of the industry, e.g. use and awareness of Albert's production carbon calculator. (20)</p> <p>More staff employed to deliver on the course, would</p>	<p>Fixed filming dates as part of assessment was removed previously due to poor student feedback – meaning the onus is on the student to arrange their own (and allowing for creative freedom). However, PL already has recommended filming dates for L6 projects – previous students who achieve higher grades have tended to achieve those dates, meaning their finished work is much more polished.</p> <p>All students are asked to consider indoor filming – however, due to the limited facilities they have access to, this is often unachievable.</p> <p>PL has already considered this, and this is budget dependent to enable students to be accredited with BAFTA Albert and to receive Albert training.</p> <p>PL agrees.</p>	<p>Person: Programme Leader</p> <p>Action: Reinforce recommended filming schedules at L6. Date: Ongoing Person: Programme Leader</p> <p>Action: Consider joining BAFTA Albert scheme. Date: Ongoing Person: Head of Area</p> <p>Action: Widen staffing on course to allow for flexibility Date: Ongoing</p>	
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		create a buffer, in case sudden leave is needed. (20)	PL agrees.	Person: Head of Area	
		Being informed that recruitment has been paused raises concerns over the future sustainability of the programme. (20)		Action: Fund wider recruitment targeting 17-25 year olds (which is the biggest growth market in the region) Date: Ongoing Person: Head of HE	
		It would be helpful if this report is provided within the EE Induction pack, to help us reflect and collate our responses prior to completing the online form in one sitting. I don't see there is any function to save responses and come back to it later. As an EE, I would like time to consider my responses, before completing an online form in one sitting. I did email the Clerk, who kindly sent a PDF of screenshots. (23)	Thank you for your comment. We will look to incorporate something into the induction however the actual report template may change between induction and completion.	Action: Update EE Induction pack with information on the report Date: May 2025 Person: HE Quality Officer	
			HEQA will investigate alternative collection methods for the annual report to allow the opportunity to save and review later before final submission for the next reporting cycle.	Action: Investigate alternative online collection methods for reporting Date: May 2025 Person: HE Quality Officer	
Megan Smith Wrexham Glyndwr University	FdA Counselling Studies; <i>and</i> BA (Hons) Integrative Counselling; <i>and</i> BA (Hons) Counselling Top Up	There were no issues or recommendations raised by the External Examiner	NA	NA	I was pleased to see the continuation of the portfolio evidence, in which the individual feedback from triads were recorded, whilst this is not something innovating, it is not something we do at Wrexham

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					<p>university. I feel it is a very useful tool for students to reflect on the work they are doing in the moment, but also to show their development over the programme. I will be taking this forward within my own institution (10)</p> <p>The team recently made some changes to the programme structure. This shows the continued awareness of the team as to the changing counselling environment and their willingness to adapt to this. This is something that will be beneficial moving forward with the ever increasing introduction of SCOP'ed. (20)</p>
<p>Oliver Udy</p> <p>Falmouth University</p>	FdA Photography	<p>The only comment I would have about the boards is whether it is necessary to separate out the module and course reflections each time – as often this seemed to lead to some repetition – particularly for the EEs. (13)</p> <p>L4: There are some modules where there could be more photography – for example Digital Workflow could have its own brief instead of</p>	<p>Suggest to HEQA that EEs and possibly also course leaders offer comments about the gestalt of a programme at programme boards, rather than at both module and programme boards.</p> <p>Revise assessment outline in Digital Workflow Skills and Employability to require students to generate a new photographic project within that module, with</p>	<p>Action: Make suggestion to HEQA as per comment in “Response” box Date: September 2024 Person: Paul Lewis</p> <p>Action: Revise assessment outline in module handbook for Digital Workflow Skills and Employability Date: February 2025</p>	<p>The client-based projects allow for students to enhance their learning by framing it in a ‘real world’ context, and build important peripheral and transferrable skills. This is to be celebrated, and supported in the future (10)</p> <p>The opportunity for regional students/those re-entering education. It should be noted that this course offers a great opportunity for those that are re-entering education, or are seeking</p>

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	working on images made in another module. (20)	this work to form core of that module's assessment.	Person: Paul Lewis & Nicola Mabbitt (module leader - DWS)	a different model to other HE courses (10)
	L4: There could be a workshop on editing/selection a sequence, as currently some submissions are very repetitive/overly long. (20)	Introduce workshop on editing/sequence selection in Digital Workflow Skills and Employability	Action: Add workshop on said skills in DWS module handbook's scheme of work Date: February 2025 Person: Nicola Mabbitt (module leader)	
	L4: Consider using an online whiteboard space for showing students developmental work – Mural/Miro/Padlet are all great for sharing your work. (20)	Integrate use of online whiteboard into relevant modules at Level 4 (Photography Skills, Darkroom Skills, Studio Skills)	Action: Integrate use of online whiteboard spaces into relevant modules Date: May 2025 Person: Nicola Mabbitt (module leader – Photography Skills, Studio Skills, Darkroom Skills)	
	L5: The subject matter for some of the essays could be more contemporary – for example, when looking at subjects like fashion photography, there needs to be more reference to contemporary practice, not just older work. (20)	Revise assessment outline in The History of Photography and Authorship in Photography to ensure students are required to address elements of contemporary practice.	Action: Revise assessment outlines in modules with essay-based assessments (eg, The History of Photography; Authorship in Photography) Date: Nov 2024 (Authorship); Feb 2025 (History of Photography) Person: Paul Lewis	
	L5: Academic writing conventions need to be implemented more	Ensure grading and feedback in modules with essay-based assessments are grounded in and comment on the application of academic writing conventions.	Action: Ensure grading and feedback foreground/reflect the application of academic writing conventions in submissions; foreground	

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		consistently at the higher end of the marks. (20)	Foreground exercises in academic writing conventions in modules with written assessments (Understanding Photographs, The History of Photography, Authorship in Photography).	delivery on academic writing conventions in modules with essay-based assessments. Date: Ongoing during delivery and assessment in T1, T2, and T3. Person: Paul Lewis	
		L5: Some of the work at the higher end of the marks could have better technical refinement. Consider how to push this side of their practice. (20)	Challenge students to refine their technical skills in L4 modules focusing on skills delivery (Photography Skills, Studio Skills, Darkroom Skills, Digital Workflow Skills)	Action: Challenge student to refine technical skills in relevant modules Date: Ongoing throughout module delivery in T1, T2, and T3 Person: Paul Lewis and Nicola Mabbitt	
Hayley Lloyd Coleg Llandrillo	FdSc Healthcare Studies	I have not reviewed assessment tasks prior to submission (13)	I thought all ATPs and Module Handbooks were available before the start of the academic year, however this may have been an oversight. There is now a designated PL for the programme, I will support them with this and ensure that the Handbooks and ATP's are available for review before the start of trimester one.	Action: Support new PL to have all documentation prepared for review before teaching commences. Date: 9 th September Person: Sarah Nowell	There were no examples of good practice or commendations raised in the External Examiner's report.
Thomas Welsh Askham Bryan College	FdSc Animal Management	Compared to other institutions I feel that feedback could be further utilised to raise the standards of student work in terms of academic style and use of scientific literature (8)	To enhance student support, each student's previous feedback will be thoroughly reviewed to identify individual areas for improvement. Students will be proactively contacted to discuss any areas of support and	Action: Thoroughly review previous feedback for all students to identify individual areas for improvement. Contact students to discuss identified areas for improvement and encourage	Practical Collections Evidence of the IV process demonstrated, with the IV commenting on the quality of feedback provided on student submissions. This is good to see and is something the teaching

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		<p>Generally, the quality of student work reflects level 4 standard. However, across some modules there was a low pass rate, which I agree with as the work was not at a passable standard. This suggests that further academic support is needed from the teaching team and wider institution services. It may also suggest that the assessment strategies may need some redevelopment, which I discuss further in my report (9)</p> <p>It would be useful to understand the plans for supporting the students as they progress to level 5 (10)</p>	<p>encouraged to utilise the on-site academic coach (for study skills and course selection) and success coach (for personal and social issues impacting academic performance). Regular check-ins will monitor progress, allow feedback on work and ensure students are fully utilising the available resources.</p> <p>Some of the assessment methods should be modified and assigning a dedicated tutor, who understands each student's unique strengths and weaknesses, can enhance their academic performance.</p> <p>To better assist students, a comprehensive review of their past feedback will be conducted to pinpoint specific areas for growth. The new program leader will then integrate academic skill-</p>	<p>utilisation of academic and success coaches. Re-establish check in process and implement through tutorials. Date: 28.09.24 Person: Bethany Duranti</p> <p>Action: Where possible, review methods of assessment and redevelop method of assessment. Date: March 2025 Person: Future Programme Leader / Marie Robbins</p> <p>Action: Integrate activities that stretch and develop students' academic abilities into lessons throughout the 2024 academic year. Date: July 2025</p>	<p>team should consider moving forward (12)</p>
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		<p>Module handbooks could have more detail on what is to be included in sessions with student directed to recommended reading. Grading criterias are provided for all levels regardless of module, which can be confusing for students. I would suggest only including the grading criteria relevant to that module. Module specification is provided to students which is good, but this could be put in a more student-friendly format. It would be useful to describe in the module handbook what the session consists of and what type of session it is. For example, in 'Animal Adaptations' there is scope for practical sessions which would enhance the student experience (10)</p> <p>Fundamental Biological Principles</p>	<p>building exercises into the Level 5 modules, tailored to each student's individual needs.</p> <p>Enhancements will be made to Level 5 module handbooks and delivery. Each handbook will feature integrated reading lists, incorporating both lesson-specific recommendations and relevant literature directly into session content. To provide clear expectations, only the grading criteria specific to the module and year will be included. While module specifications will remain unchanged, content delivery will emphasise student interaction, encouraging questions and ensuring a thorough understanding. Recognising the importance of practical learning, Level 5 will see a notable increase in practical sessions where possible, with a commitment to expand this approach across the entire programme in the future.</p> <p>The formative feedback opportunity allows for students to ask questions on areas where</p>	<p>Person: Programme Leader</p> <p>Action: Amend programme handbooks to ensure the grading criteria is clear. Ensure that 2024 modules have increased practical elements. Date: July 2025 Person: Programme Leader</p> <p>Action: Amend handbook to ensure that it aligns with summative strategy.</p>	
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	<p>Relatively low grades in assessment one, although the submission date for this assessment being November it is feasible that the students have not had enough time to develop academic skills before submitting this work. It would be useful to know what the formative feedback opportunity is for this assessment, as the module handbook states a mock exam which does not fit with the summative strategy (10)</p>	<p>they require support, receive feedback on work or revision notes (in the case of an exam).</p> <p>The summative strategy will be looked at to ensure consistency in what is being delivered.</p>	<p>Date: September 2024 Person: Programme Leader</p>	
	<p>Introductory Skills in the Workplace Limited student engagement with the journal, suggesting that the format or delivery of this assessment strategy could be enhanced (10)</p>	<p>The format of assessment could be reviewed in future.</p>	<p>Action: Review and alter assessment method. Date: September 2025 Person: Future Programme Leader/Marie Robbins.</p>	
	<p>Practical Collections Module handbook states 'Animal Health' as the module on page 3, with some spelling errors within the scheme of work. As mentioned with other modules, more detail could be given within the module</p>	<p>In the future, module handbooks will undergo rigorous checks for spelling errors to maintain a high standard. Additionally, session content descriptions will be expanded to provide greater detail, enhancing student understanding and preparation.</p>	<p>Action: Review all material accessed by students, including module handbooks to eliminate errors and add in greater detail. Date: September 2024 Person: Bethany Duranti</p>	

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		<p>handbook to reflect what is being delivered in the session and students should be directed to recommended reading. The scheme of work seems relatively brief, with only 5 timetabled weeks for content and 4 weeks dedicated to the planning of assessment (10)</p> <p>Skills for Study and Employability Based on the scheme of work, this module seems focused on academic skills rather than employability. I would consider changing the name of this module and moving employability-based content to the 'Introductory Skills in the Workplace' module. However, topics outlined in the scheme of work seem appropriate to developing the academic style of the students (10)</p> <p>Animal Health Assessment one could be improved by providing further guidance on what is required within the poster, compared to assessment two</p>	<p>Whilst the topics outlined in the scheme of work are beneficial to developing the academic style of students, the assessments could be altered to focus on industry specific employability skills in addition to changing the name of the module.</p> <p>Method of assessment (poster) to be reviewed and altered to incorporate a lower word count or different method of assessment.</p>	<p>Action: Review and alter assessment method. Date: September 2025 Person: Future Programme Leader/Marie Robbins</p> <p>Action: Review and alter assessment method. Date: September 2025 Person: Future Programme Leader/Marie Robbins.</p>	
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		<p>the brief is lacking detail. The assessment is an A1 poster so I would consider if 3000 words is an appropriate amount; even as a written report I feel that 3000 words is higher than required for level 4 study (11)</p> <p>Introductory Skills in the Workplace Query over the number of placement hours at both levels, unsure if completing 10 hours of placement at level 4 is enough for student to develop industry-relevant skills, although I appreciate that the practical element meets learning outcome 4 only. Journal allows students to reflect and is appropriate to the learning outcomes however, there is limited engagement and there should be scope for more employer engagement (11)</p> <p>Practical Collections This assessment has 100% weighting but seems as though it is naturally split into two tasks. I would consider if this could be split</p>	<p>In the future, the number of hours for work placement could be increased to a more substantial amount, ensuring that learning outcomes are met while also providing students with valuable industry insight and experience. This increased time commitment will also facilitate greater employer engagement.</p> <p>The assessment could be split into two tasks at 50% weighting and with dates further apart to reduce academic pressure towards the end of the academic year. Further detail to ensure</p>	<p>Action: Review and alter assessment method to facilitate greater employer engagement. Increase number of work placement hours. Date: September 2025 Person: Future Programme Leader/Marie Robbins.</p> <p>Action: Review and alter assessment method. Date: September 2025 Person: Future Programme Leader/Marie Robbins.</p>	
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		<p>into two 50% weighted assessments with a mid-module assessment to reduce the pressure on students at the end of the academic year. Both assessment components are appropriate, although more guidance could be given for Task A as it is unclear if the task is requiring a discussion on the ethics of zoos in society or the financial/sustainability of collection planning (11)</p> <p>Skills for Study and Employability The full assessment briefs were not available to view, but structure and content required in the assessments is outlined in the module handbook. Assessment 1, which is focused on the importance of academic skills in HE, seems inappropriate for an animal science course. This assessment could be put in to an industry-context to develop subject discipline in the students (11)</p>	<p>understanding for Task A will be added.</p> <p>In future, we will ensure that the assessment briefs are available to be accessed by the EE. Assessment one needs to be altered to be industry specific to further refine the ability of the students ready for the Animal Industry.</p>	<p>Action: Assessment briefs to be uploaded to 'Teams'. Review and alter assessment method. Date: September 2025 Person: Future Programme Leader/Marie Robbins.</p>	
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	<p>Animal Adaptations</p> <p>Grading criteria have been attached to Turnitin, but from the pdfs provided it is not clear that the criteria have been applied so the student can see where they sit on each element of the grading criteria.</p> <p>Feedback has been provided throughout but could be more developmental for the students, with a reliance on 'citation needed' and in some cases, no feedback provided on the submission for several pages. Where the student has failed, all but one comment on the work is regarding referencing, there should be much more feedback to allow the student to improve. There is also a disparity within the feedback summary provided to students, with some receiving feedback based on each learning outcome, whereas others receive generalised feedback. To ensure a standardised approach, this should be the same for all students (12)</p>	<p>In future the feedback provided to students will be throughout the assessment in a developmental and actionable format which goes beyond identify errors and proves suggestions for improvement in future.</p>	<p>Action: Provide constructive and developmental feedback to students throughout all assessed work and holistic tasks.</p> <p>Date: September 2024</p> <p>Person: Programme Leader</p>	
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		<p>Animal Health No assessments available to view, but strong evidence of the internal verification process, with the IV picking up issues with marking and feedback, although it is not clear from the paperwork if additional feedback was provided to the students (12)</p>	<p>In future all student output will be made available to the EE to view along with internal moderation information</p>	<p>Action: Upload all student output to Team EE sharing space Date: Following each assessment period – November, February and May Person: Module Tutors</p>	
		<p>Introductory Skills in the Workplace There is evidence of the IV process but where a student grade has been reduced, there is no evidence of the discussion between first and second markers. IV form has not been signed by both markers. Some student work is incomplete and does not demonstrate that the student has complete the work placement hours to complete the course. I am assuming these have been emailed to the tutor, but they should be uploaded to Turnitin for a complete view of the submitted work (12)</p>	<p>In future, the IV form will be signed by both markers to demonstrate communication & discussion between first and second markers. Student work will be uploaded to Turnitin for a complete view of submitted work.</p>	<p>Action: Ensure all work uploaded to relevant areas. Ensure IV form is signed by both first and second markers. Date: September 2024 Person: Programme Leader</p>	

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		<p>Practical Collections Be mindful on the use of terminology in feedback for example, student work has been described as ‘brilliant’ but has been awarded 58%. Ensure terminology matches the grading criteria used (12)</p>	<p>In future, first markers will be more mindful with the use of terminology to ensure that it matches the grading criteria.</p>	<p>Action: Adjust terminology when marking work or providing feedback to ensure it matches the grading criteria used. Date: September 2024 Person: Programme Leader</p>	
		<p>For assessment strategies that are not purely written, such as presentations, it would be helpful to record these so I can view these as EE (13)</p>	<p>All presentations will be recorded in future.</p>	<p>Action: All presentations to be recorded and uploaded to ‘Teams’ Date: September 2024 Person: Programme Leader</p>	
<p>Bethan Michael-Fox The Open University</p>	<p>BA (Hons) Professional and Creative Writing</p>	<p>There were no issues or recommendations raised by the External Examiner</p>	<p>NA</p>	<p>NA</p>	<p>There is a high level of student work on show in particular in terms of the creative submissions, with student producing publishable work. This is a testament to the professional focus of the programme (9)</p> <p>This programme is the most organised I have ever worked on as an external, with samples provided in a timely fashion and assessment tasks given at the earliest opportunity. All suggestions and changes are taken on board and communication is clear and effective. The team should be recognised for their outstanding</p>

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					<p>work on this programme, led by Anjali (13)</p> <p>A key strength of this programme is the detailed feedback and student support offered by the highly experienced team of tutors, which is instrumental in supporting students to produce publishable work and find employment (20)</p> <p>The moderation process is very detailed, partly owing to small cohorts allowing for full second marking and moderation processes. If the course grows this may become unsustainable, but for now is excellent practice (21)</p>
<p>Roya Haratian</p> <p>Bournemouth University</p>	<p>BSc (Hons) Engineering Top Up (Electrical & Electronic Engineering)</p>	<p>Very few number of students could have the risk of closure of programme (20)</p>	<p>Thank you for your report and for this comment. We have currently suspended this programme due to difficulties in recruiting staff for Engineering. It is hoped that we will run this in Sept 2025 as it enables students from our HND's a clear progression route.</p>	<p>Action: Market for Sept 2025</p> <p>Date: 20/06/2024</p> <p>Person: M. Robbins</p>	<p>There were no examples of good practice or commendations raised in the External Examiner's report.</p>
<p>Victoria Wright</p> <p>Loughborough University</p>	<p>Certificate in Education / Professional Graduate Certificate in Education</p>	<p>There were no issues or recommendations raised by the External Examiner</p>	<p>NA</p>	<p>NA</p>	<p>There are some fantastic innovative examples coming through such as in pecha kucha and professionalism presentation (9)</p>

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					There is a range of assessments which is great to see. I have seen pecha kucha, poster presentation and presentations within the assessment types. This feels more inclusive but also supports the students in reflecting on assessment types on the courses they teach (we are always looking to model and extend practices as teacher educators) (10)
Verity Adriana Teesside University	BA (Hons) Applied Art and Design	There is a real opportunity here to make more of what is being done on this degree course, and to shout about it! There is little (if any) marketing for the course that I have seen evidence by the university centre, which is denying the region and beyond to understand opportunities for HE study that might be available to them. (17)	I will continue to produce the postcards and prospectus for the department as requested. I also send information and images to the marketing department for them to use.	Action: Develop Marketing Plan Date: ASAP Person: Marketing Department	I visited the exhibition at Ropewalk Gallery and observed the poster designs and was struck by the students sophistication at using implied meaning and semiotics. This is a good standards with a level 4 cohort. (9) I have been particularly impressed by the course leaders attention to detail of student's needs and individual health or learning requirements and her patience and empathy at supporting them through, whilst giving them space to fulfil their creative aspirations for their coursework. (17)