Awarding Body: **University of Hull**

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 identified by External Examiner
Robert Stevenson Wrexham Glyndwr University	BA (Hons) Business Management with Accounting; *and* BA (Hons) Business Management with Marketing	There were no issues or recommendations raised by the External Examiner	NA	NA	There is compelling evidence of enhancing the quality of learning opportunities provided to students e.g. on both BA (Hons) Business Management with Accounting, and BA (Hons) Business Management with Marketing it is commendable practice that the students on the programmes who did not submit had been offered full support during the resit period. (16) A particular strength of the assessment regime is that justification for the first marker's fairness and consistency to all candidates is evidenced by giving each student specific and constructive feedback measured against the LOs for future improvement. (16) The quality of the assessment commentary is excellent, and the overall feedback is positive with

					specific reference to the areas that need to be improved. (18)
Victoria Bell Staffordshire University	BA (Hon) Criminology	There were no issues or recommendations raised by the External Examiner	NA	NA	The communication has been excellent from the team. (11) The assessments are well considered and provide students with the opportunity to explore different creative ways to demonstrate their learning and engagement with digital technologies. For example, the podcast assessment I found was very engaging. (18)
Nathan Erskine Nelson & Colne College Group	BA (Hons) Childhood and Youth Studies Top Up	Some room for further development and diversity of assessment types exist and some ideas might include Vlogs; Session Design; Audio Presentations; etc. (16)	Thank you for the suggestions these will be considered within the programme development.	**Action:** Review assessments in new programme **Date:** January 2025 **Person:** Programme Leader	The programme has excellent stretch and achievement built into it through learning outcomes that have high expectations consistent with Level 6 and applied rigorously. (16) The Programme Team should be highly commended for all the evidence that I have been given access to: - Students are provided with a great depth of tailored feedback that is supporting and constructing.

					- Feedback is of a consistently high quality regardless of the grade attained. - The breadth of opportunities that students have to relate their learning to professional practice is excellent and there is a flexibility within modules not directly aligned with practice that allows students to explore if they wish. (18)
Dean McDonnell South East Technological University	BSc (Hons) Psychology	I am interested in the feedback outlined throughout the assignments, and was curious as to whether students are given an opportunity to reflect on the feedback given and how they apply feedback to future assignments. The level of depth in the feedback given to students is exhaustive, as was the case in the previous academic year. What might be more efficient is to design more personalised marking rubrics for each assignment type – while what is being used is generally fine, some criteria are almost irrelevant or incomparable (an essay versus a documentary artefact, for example). While	Students do have the opportunity to review feedback and have the opportunity to discuss this in greater depth with tutors. HEQA are supporting individualised marking rubrics for different assessments.	**Action:** Deploy marking rubrics **Date:** February 2025 **Person:** HEQA	There were no examples of good practice or commendations raised in the External Examiner's report.

		this would support grading, it would also help students if the rubric was more specifically aligned with the learning objectives of the modules. (16)		
		Some of the modules may benefit from a review of the reading lists. In Brain and Behaviour, for example, there are some dated references relating to the influences of serotonin, alcohol, etc etc from the late 90's. I do appreciate, however, that this may be an exercise on how measurements have progressed in the 30 years (18)	Module tutor will revise and update the reading lists. Contemporary readings are provided to students, however it is understood that the reading lists should reflect this	**Action:** Update reading lists **Date:** February 2025 **Person:** Module Tutors
		The Research Methods module is particularly strong, and provides a range of assessment strategies –I would have some queries on the workload here, and whether it would be possible to share an assignment with another module as a cross-module assessment to (18)	Although this module has three assessments – it is delivered over two trimesters to split the workload, however this will be changed when the programme is validated to reduce the workload.	**Action:** Review assessments in revalidated programme **Date:** January 2025 **Person:** Module Tutors

James Rees BIMM	BA (Hons) Music Production / BA (Hons) Popular Music Performance	Second marking took place, but could be more rigorous. It is not always clear how both markers have reached an agreed grade, most second marker forms have left this particular box (discussion between markers) empty. (15)	PL to disseminate to the team the feedback and allow them to consider using bullet point in future feedback and consider any other developments.	**Action:** Team to agree format for feedback **Date:** September 2024 **Person:** Programme Team	There were no examples of good practice identified by the External Examiner.
		The radio production module could be bought up to date and allow for inclusion of podcasts etc (15)	Course is being rewritten and revalidated to update current course.	**Action:** Update content in programme revalidation **Date:** February 2025 **Person:** Programme Leader	
		Feedback is generally given in written form and in paragraphs, it could be useful to consider using bullet points for areas of strength, and areas for development to help improve clarity for the students (16)	See comment 1 above. The team have been given this feedback and continuity reinforced in future feedback.	**Action:** Team to agree format for feedback **Date:** September 2024 **Person:** Programme Team	
		As discussed earlier, feedback given to students is personal and it is clear that the teaching team know their students well, however I would recommend avoiding using subjective language like 'I enjoyed' or 'I didn't think this worked' in	The team have been given this feedback and continuity reinforced in future feedback.	**Action:** Team to consider the language used in future feedback **Date:** September 2024 **Person:** Programme Team	

		feedback, whilst this might give a personal touch, objective feedback is more useful for students. One piece of feedback read - "I liked the contrast between the rap and the vocal melody. I thought it worked well." this could give them impression to students that the teaching team have to like their work for it to be given a good grade, it could be rewritten as - 'The contrast of the rap and the vocal melody work well and added variation and dynamics to your track.' (24)			
Oliver Udy Falmouth University	BA (Hons) Photography Top Up	Exhibition Photography – it would be good to include workshops on installation photography in the Exhibition module – this is a good general skill, but would also teach about the importance of recording and disseminating the installations via web/social media etc. (16) Dissertation – there is a tendency in some of the essays to move away from photography as the subject	Include specific workshops on installation photography in the SOW for the Exhibition module. Via tutorials, ensure students who choose to submit a written dissertation maintain a focus on photography.	**Action:** Generate ATP and module handbook for Exhibition with installation included **Date:** February 2025 **Person:** Module Leader **Action:** Plan in tutorials **Date:** January 2025 **Person:** Module Leader	Support – the course is built around a supportive structure that helps nurture each individual student. This is evidence in the way the modules are structure, the pastoral care of the staff, and the meaningful and constructive feedback they receive throughout the course. (16) Exhibition Module – this is an innovative module, that is designed to encourage public engagement from the students. The nature of the brief means that they are working

| | | of the writing, and move into a social science approach. This could be balanced more with the inclusion of creative responses to the subject. (16)

Dissertation – I note that in the previous report there was a suggestion to include imagery within the body of the text for the dissertation. This should be more consistently applied, as where it is done, it makes a big difference to the reading. (16) | Revise brief for the Dissertation module to ensure that students who choose to submit a written dissertation are directed to include imagery in the main body of their submission. | **Action:** Generate ATP and module handbook for Exhibition with guidance added on what should be included
Date: November 2024
Person: Module Leader | collaboratively, and in real world scenarios to create an exhibition. This appears to be a great learning exercise, focussing on many of the peripheral skills that are often taken for granted in the production of public events. The documentation of this module shows the integration of many of the academic and practical elements we would expect from a level 6 student. (16)

Dissertation – the shift in the dissertation module to allow other forms of output is a great option for students. This means that those who struggle to meet the learning outcomes through a traditional academic essay can demonstrate them in other formats. I was pleased to see a podcast and a photobook this year. (16)

I feel that the opening up of the dissertation module is a forward-thinking approach to accessibility. By focussing on the Learning outcomes, and how each student can best meet them, the course allows for individual differences to be celebrated. (18) |

Krista McLennan University of Chester	BSc (Hons) Animal Management Top Up	It would be good to ensure that at the time of meetings are booked, that a reminder of logging in details and modules would be good. It would also be good to have regular contact from the programme leaders if they are going to be responsible for contacting EEs. I get very little information from QSS and the general lack of communication has meant that it has been very last minute to review a large number of modules. (11)	HEQA to send an email to all EEs to remind them of how to access the sharing space and meetings prior to the first set of student output being shared.	**Action:** Email EEs **Date:** December 2024 **Person:** HE Quality Officer	There were no examples of good practice identified by the External Examiner.
		There needs to be a more central oversight to the sharing of modules with the EE. (17)	Since moving from Box to Teams, the University process for EEs to access module information has not worked as intended. HEQA have created a sharing space for EEs and this has been further enhanced for 2024/25 becoming the only space the programme teams will use to share information with both the EE and Academic Contact and should therefore be easier to manage and have central oversight. In future, all communication will be delivered in a timely manner.	**Action:** All documentation to be shared using TEC Partnership's Teams account **Date:** October 2024 **Person:** HEQA and Programme Team **Action:** See above. Team will also email more timely	

		There have been a number of difficulties with regards communication. (23) I have not met any students from Grimsby at all. I worry that there appears to be very few student numbers and question whether the course is sustainable long term. I also worry about the course being delivered essentail [sic] by one person. This does not allow the students to get a varied opinion or knowledge. (23)	The EE is welcome to come view the animal facilities, meet students or view contact teaching time at any point throughout the academic year. PL to provide contact details.	**Date:** October 2024 **Person:** Programme Leader **Action:** Programme Leader to liaise with EE to arrange visit **Date:** November 2024 **Person:** Programme Leader	
Bethan Michael-Fox The Open University	BA (Hons) Professional and Creative Writing	Staff do need to be given adequate time for marking and feedback as well as student support to ensure high standards can be maintained alongside the wellbeing of staff, which is of the utmost importance alongside student wellbeing and opportunities for attainment and learning. (23)	This is due to be reviewed in a September HECQS meeting	**Action:** Review marking allocation **Date:** September 2024 **Person:** Group Academic Registrar, Deputy Principal HE and Head of Area	The communication was excellent. Thank you to all involved. It makes the EE role so much more manageable. (11) The tweaking of assessments to ensure the best student outcome on, for example, Retrospection has been a demonstrable. The overall quality of the provision is high, with regular reflection and development of learning materials and opportunities from the team. (17)

					Detailed, thorough feedback and moderation is a key strength of this provision. (18)

The consistency of standards and student achievement has been maintained during my period of appointment. UoH have offered an organised, well administered series of professional developments for EEs externally, and I would recommend UoH to others seeking EE appointments. Thank you to all involved in the well organised exam boards and the programme. (23) |
| Claire Minehane

University of Bolton | BA (Hons) Special Effects Make-up Design and Prosthetics | Moving forward the access on Teams for reviewing documentation for the assessment could be improved as there have been issues in being able to review and/or edit these prior to assessment boards, however this has always been rectified quickly. (17)

There has been steps taken forward to begin looking into the incorporation of additional digital elements, which mirror the way in which this industry is developing. It would be | Steps have been taken on making sure that all access to Teams documentation is accessible.

Adjustments will be made with the new validation of the new degree putting a digital module within the new degree. | **Action:** documentation for all assessments will be uploaded to Teams as early as possible
Date: November 2024 and onwards
Person: Programme Team

Action: Review programme to include digital elements relevant to industry at revalidation
Date: Sept 2024
Person: Programme Team | There were no examples of good practice identified by the External Examiner |

		beneficial to see this brought forward in a more prominent way, to look to embed digital scanning, clean up of digital models and 3d printing elements. (18)			
James Ewing University of Salford	BA (Hons) Performing Arts Top Up	I wonder if there are any alumni who could be invited in to talk about their career path post-study? This works very well at Salford and helps to build confidence and networking skills. (16) The feedback is good, although it could be more detailed, offering clear steps to improve on specific learning outcomes. It critiques the work very well and links to the LOs throughout, it just needs to offer achievable and understandable steps to improve. (17) At Salford we have excellent support systems in place, additional to that of the academic staff, such as student support workers, Students Union, financial support, and health and wellbeing. I	We do and I just haven't mentioned they were alumni from industry. We will continue to encourage alumni to come in and speak with our students where possible The team work hard to give the students supportive feedback and will endeavour to link detail related to specific learning outcomes where appropriate. TEC Partnership has a team of staff in Learner Services that support students with fees and funding, health, mental health, counselling and other pastoral matters. There is no Students' Union per se, however there is a Student Senate which has	**Action:** Invite alumni in as guest speakers **Date:** September 24 and ongoing **Person:** Programme Leader **Action:** Link feedback to specific learning outcomes where appropriate **Date:** September 24 and ongoing **Person:** Programme Leader **Action:** Introduce Learner Services and Student Senate to all students at orientation and signpost for support as appropriate throughout the academic year **Date:** September 24 and ongoing	I like how the module handbook is written, in parts, direct to the student (could this be replicated in all handbooks?) with comments and tips on how previous students have engaged with module – including previous students' feedback is a great way to improve engagement moving forward. (16) The quality and standard of the work is fantastic, a real credit to the staff, and this is reflected in the marks. The modules are all challenging with enough freedom to allow the students to be creative and carve their own path. The focus on employability and entrepreneurialism is exceptional – I love the Community Research Project and The Business module. (16) The feedback is good.... I particularly like the "AOD"

		wonder if the same support is available at Grimsby and whether this has been considered by the university and the SU? (18)	representation from both HE Curriculum Areas. Students are introduced to these at orientation in September and signposted by the programme leader and other staff as appropriate throughout the academic year.	**Person:** Programme Leader and Team	comments at the end of the feedback to give the student concise points to focus their improvement. (17) It is clear that the programme leader and staff have a very close working relationship with their students. The pastoral care offered to the students is excellent. (18)

Awarding Body: University of Hull

Delivery Location: East Riding College

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
Oliver Cameron-Swan Hereford College of Arts	BA (Hons) Contemporary Media, Design and Production	It would be good to see a more robust risk assessment format in use as standard across the course. Some students are using a numbered system with no indication what the numbers mean or are intended to convey. (17)	Teaching Staff will investigate a standardized risk assessment template with a clear rating scale, along with guidance and training to ensure consistent and effective use by all students across the course.	**Action:** Revise guidance, training and risk assessment template **Date:** Sept 2024 **Person:** Programme Team	The team at East Riding are running a course that emphasises the value of a learning through doing, with a focus on professional standards and preparation. This is laudable and worth sharing. (18)
		It would be good to see more visual documentation of the project work that steps away from screen grabs, even if they are only behind the scenes snapshots from mobile phones. (17)	The ERC media team will actively encourage students to document their creative process beyond screen grabs by sharing examples, providing guidance, and incorporating diverse visual documentation as a part of project assessments.	**Action:** Revise guidance to students to support better visual documentation **Date:** Oct 2024 **Person:** Programme Team	
		The course and students would benefit from a dedicated studio production space. I appreciate that the course has access to lighting and green screen capture within one of the classrooms	Push for the establishment of a dedicated studio production space by highlighting its positive impact on student learning and project outcomes. A permanent setup would improve efficiency, foster creativity, and ensure	**Action:** Proposal to be submitted for studio production space **Date:** January 2025 **Person:** Programme Team	

		but this comes with attendant issues of having to rearrange the furniture every time it needs to be used. Access to a permanent studio space would increase the possibilities for productive work. (17)	alignment with industry practices. While securing funding and space remains a challenge, ERC is exploring funding opportunities that could benefit the BACMDP course and all higher education students at the college. Additionally, TECP is considering future expansions of college facilities.		
Liana Beattie

Edge Hill University | FdEd Early Childhood Studies; *and* BA (Hons) Early Childhood Studies Top Up | Sharing a sample of works via Teams seems to be problematic as it is too time-consuming for the team to upload all necessary documentation onto a dedicated area on Teams. Perhaps, giving the external examiner access to the programmes' VLE or the existing programme area on Teams would be a more effective ways of working (11) | There is institutional requirement to populate the Sharing Space Teams however, the programme team will also investigate adding a separate page to the Teams channel to allow the EE to access. | **Action:** Investigate adding EE to programme Teams channel **Date:** December 2024 **Person:** Head of HE and Programme Leader | The range of assessments on both programmes is a real strength as such a variety of assessment methods creates opportunities for all students to achieve intended learning outcomes. (16) |
| | | Perhaps, being more thorough in picking up and commenting on the Harvard referencing errors in students' work would strengthen the rigour of the marking process, as some of the works at level 6 that were awarded 70%+ | This has been fed back to tutors and they have been asked to make sure errors highlighted are commented on | **Action:** programme team to highlight referencing errors to students in feedback **Date:** Throughout academic year **Person:** Module tutors | |

		contained errors that were not highlighted by the markers. (16) Overall marking is thorough and the markers' comments provide opportunities for the learners to reflect on their areas for improvement for the next submission. A suggestion in relation to this aspect of marking could be using a section 'feedforward' in the overall feedback with bullet points that would help students identify where and how they could improve their future submissions in a more focused way. (16)	This has been fed back to tutors and tutors have been advised to ensure feed forward is included in assessment feedback going forward	**Action:** Include feed forward in all assessment feedback **Date:** Throughout academic year **Person:** Module tutors	
Sarah Mullins Leeds City College	BA (Hons) Social Science	There are some interesting assessment methods which allow the students to showcase a variety of skills, however it is noted that there is a reliance on essays or poster presentations. I did identity some small concerns in relation to the assessment for the Cognitive Psychology module. The assessment is difficult to understand and would benefit from revision. (16)	Change in assignment for cognitive psychology. Currently a report, will look at changing it to a different assignment, currently looking into the students producing a 15 minute micro-teach. When the degree is ready to revalidate, staff will look at the different type of assessments and look at including a wider range of assessments.	**Action:** Minor amendment for assessment **Date:** Sept 2024 **Person:** Programme Leader **Action:** Review all assessments at revalidation **Date:** Sept 2025 **Person:** Programme Team	Feedback is always linked effectively to the learning outcomes and includes relevant developmental points. The programme includes interesting modules that are up to date and relevant to the employment context. (16) The programme team are very responsive to feedback and communication and have provided all information clearly and in a timely manner. (16)

		I did note some concerns around the Research Skills and Dissertation modules, in particular in relation to the students understanding of primary research methods, however this has been impacted by staffing changes which have been addressed, and the grades for these modules are agreed as appropriate. (16)	Look at the planning and teaching of modules, create a lesson on primary research and how it should be discussed within dissertation and how it can be used effectively.	**Action:** Incorporate primary research in to relevant modules **Date:** Sept 2024/June 2025 **Person:** Programme Team	There are some interesting assessment methods that build skills alongside knowledge, for example within the Crime, Deviance and Society module. (18)
Simon Fairbairn New College Durham	FdSc Sport, Exercise and Health Sciences / BSc (Hons) Sports Coaching and Health Sciences Top Up	I did not receive the assessments briefs and only viewed them when I received the students work to moderate. I understand that there has been challenges with staff turnover that influenced this. (11)	Make sure AC has all assignment briefs	**Action:** Upload all assignment briefs at the start of each Semester **Date:** Sept 2025 **Person:** Programme Team	Great use of authentic assessment, supporting students to understand the roles within industry. (18)
		There have been challenges of the academic skills of students, consideration of the support and development at level 4 and 5 should be made to prepare students for the challenges of level 6. (16)	Ensure academic skills are supported for development and assessed at regular intervals.	**Action:** Plan support sessions for academic skills development **Date:** Sept 2025 **Person:** Programme Team	
		Some of the challenges for students and staff is the use of weightings within the assessment guidance for	Remove weighting of different sections of assignments. Estimated word count can still be included for student guidance but	**Action:** Revise assessment briefs to remove weightings of sections **Date:** Sept 2025	

		each assessment within a module. Consider removing the weighting and provide guidance to student of what should be covered in each section. This would reduce the assessment feedback workload of staff and allow a more holistic assessment of student work. (17)	weighting will be removed to aid staff in marking process.	**Person:** Programme Team	
Amanda Peart Portsmouth University	FdSc Computing	Having of draft examination paper, proposed marking criteria, would have been best practice. Though I had not requested this, nor was I offered this. (11)	PL will ensure that this happens in a timely manner this next year.	**Action:** Assessment briefs and marking criteria to be shared at the start of the relevant semester **Date:** Sept 2024 **Person:** Programme Leader	There were no examples of good practice identified by the External Examiner.
		Moderation/Second marking processes are followed – for some modules second marking was not evident. This does need to be more rigorous in the future. (15)	PL and team to ensure all second marking is evident, to ensure it is also rigorous.	**Action:** All second markers to provide evidence of process being undertaken **Date:** Throughout academic year **Person:** Programme Team	
		Moving forward the access on Teams for reviewing documentation for the assessment could be improved as there have been issues in being able to review and/or edit these prior to assessment boards, however this has always been rectified quickly. (17)	PL will ensure that this happens in a timely manner this next year.	**Action:** Assessment documentation to be shared at the earliest opportunity **Date:** Sept 2024 **Person:** Programme Leader	

Doug Martin Leeds Beckett University	FdEd Learning Support	There were no issues or recommendations raised by the External Examiner	NA	NA	The FD Learning Support at East Riding College provides students with an outstanding opportunity through pt provision to develop their portfolio in preparation for accessing professional qualifications. (16) The provision is professionally structured providing an excellent student experience. (17)
Richard Nelson University of Bradford	MEd Education	There were no issues or recommendations raised by the External Examiner	NA	NA	Excellent use of video feedback from the assessment team. It was great to see the use of a portfolio tool to enable the students to submit in different media formats appropriate to the assessment. (16)