

Awarding Body: 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
Kathryn Flynn University of Wales	FdA Events Management / FdA Tourism Management	<p>Some feedback sheets were handwritten, however for ease of student accessing etc, I would support that all feedback is to be typed for electronic forwarding to the student. (3.4)</p> <p>I would encourage tutors to be confident in their marking processes and where they feel the work to be praiseworthy, to scrutinise their capping of 58's/68's and consider attainment in the next band/class. In addition, for module tutors to consider the 'full range of</p>	<p>The only sheets that were handwritten were feedback from presentations. There is a significant amount of notes taken during a 15/20 or 30 min presentation. It is would therefore to be a very long process of typing these comments and notes up. I do however have a 1:1 with all students post presentations to go through the feedback. This works very well as it encourages further Q&A with the students about their presentation and how they can improve.</p> <p>This has been discussed in the most recent team meeting and will be put in place. However if the group is small and the ability is of a similar standard then at times grades are more likely to be "bunched" around this band/class</p>	<p>Team to continue with existing feedback format – Module tutor, November 2019, February and May 2020</p> <p>Team to amend practice where possible - Module tutors, November 2019, February and May 2020</p>	<p>It is commendable the levels of support and opportunity given to the students, and which is reflected in the grades achieved. (3.1)</p> <p>From discussions with teaching staff, it is obvious that there is a very strong rapport with students – understanding the students' abilities (strengths and weaknesses) both on a personal and academic level and providing appropriate help/guidance (eg; mitigating circumstances consideration for assessment...), which is praiseworthy. (3.1)</p>

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		marks' extending beyond the 70's% and reflecting on the students' potential to achieve 80's and 90's%. (6.2)			
John Worden Glyndwr University	FdSc Computing Technologies	Being a Foundation Degree, the programme is vocational but I feel raising the level of cited research in assessment briefs will enhance the programme and help prepare students for further progression. Where possible, assignments should include tasks that further encourage research, evaluation and synthesis. (4)	Research (both in terms of quantity and where/how it is applied) is directly addressed within the grading criteria of all modules, however we would agree that students could take more opportunities to incorporate research and citation of research within their reports and documentation and with this in mind can (and will) make additions within assessment guidance to encourage greater research and use of research within assessed work. In addition to this correct use of referencing and citation can be more directly addressed both in the assessment guidance and in the feedback given at both formative and summative assessment points.	This will be reviewed on a module by module basis by the respective module leaders when preparing module handbooks for the coming year (prior to trimester starts – Sept 19, Nov 19, Mar 20). Module leaders and programme leader to action.	There were no examples of good practice identified by the External Examiner
Kay Calver	FdA Children, Young People and Families	In terms of opportunities to further enhance the student experience, it would be	It is recognised by the entire academic team that a focus on plagiarism has been made this	All module tutors are to receive this guidance from the PL. Where there are new tutors on	I was particularly impressed by the social innovation project in the Level 5 module entitled

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University of Northampton		<p>useful when providing assessment feedback to more effectively signpost students to help them implement their feedback comments. For example, rather than stating they need to work on their structure or paragraphing, can a link be provided to a guidance document or video that explains how students might address this in future work? Links to plagiarism were often provided, but not for the broader range of study skills students need to succeed in higher education. (3.1)</p> <p>In the lead up to both exam boards (February and June) some samples of student work have been shared very late. As a result, I have not had sufficient time to review all the work. This issue has been raised directly with the team and they are</p>	<p>academic year in relation to providing support for students. We have taken on board the comments from the EE and feel that these are valid. Whilst academic staff are providing support to students and making suggestions to contact the Academic Achievement Coach, more explicit links can be embedded in to the feedback. For example where a student is to be referred, this should be sent by the module tutor to the PL and also the Success Coach where this will then be logged on the internal pro portal system and then emailed to the student.</p> <p>As a team we acknowledge that this process of letting the EE have the work has not always been timely. The CM for the area has spoken with the academic team and the QM and the assessment matrix is to be shared with the EE in advance of each semester or</p>	<p>the course they are to be provided with standardised training on feedback and assessment marking. This is to happen within the first 6 weeks and form part of their induction process.</p> <p>Assessment matrix to be shared with the EE – PL by week 1 of each trimester/semester</p>	<p>"Personal Development for Learning, Enterprise and Employability". This assessment provided students with an excellent opportunity to make a real impact in the local area for children, young people and families. (3.1)</p> <p>A key strength of the programme is the wide range of topics that are explored alongside innovative assessment methods. The assessments provide students with a good balance between theory and practice and many are reflective of the type of skills and tasks that will be required in the workplace. (6.1)</p>

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		considering how to make the process more efficient for 2019.20. (3.4)	trimester with dates give of when work should be with each EE.		
Martin King Manchester Metropolitan University	FdSc Health and Social Care	There were no issues raised by the External Examiner	N/A	N/A	Innovation in assessment diet, good individual student knowledge and student support processes... are strengths of the programme (6)
Kelly Marie Taylor University of Suffolk	FdEd Early Childhood Studies	<p>The use of 'quick marks' within Turnitin, at times these are overused and could be more effective feedback practices for students to detail areas of improvement. Furthermore I encourage the team to consider how they are using boundary marks such as 49, 59, 69, this can be disheartening and difficult to quantify how students are missing out on the next boundary by only 1%. (3.1)</p> <p>I would also encourage the team to work on consistently providing feedback on academic skills such as referencing, as this is not</p>	<p>This has been discussed within the programme team and will be an area of focus in the coming academic year.</p> <p>As above</p>	<p>Added to the programmes Quality Improvement Plan shared with all module tutors ready for feedback and assessment period – PL, September 2019</p> <p>As above</p>	<p>The levels of consistency in feedback and assessment from the course team (3.1)</p>

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		<p>always consistent across and within modules. (3.1)</p> <p>The presentations took a very long time to download, so for ease going forward perhaps exploring another method to facilitate viewing these would be beneficial (3.4)</p>	<p>The programme team agree with the comments made regarding this issue and module tutors have the same problems during moderation processes.</p>	<p>PL to seek advice from IT team and discuss with CM – PL and CM, 16th September 2019</p>	
<p>Alejandro Postigo</p> <p>University of West London, London College of Music</p>	<p>FdA Performing Arts</p>	<p>There is a tendency to over-assess through including several components for assessment for modules with relatively small number of credits. I would suggest reconsidering this as it can be counterproductive. (3.2)</p>	<p>We have discussed this as a team and will be having meeting to make minor amendments with HEQA for 2020/21. History and Introduction in Performing Arts at level 4 are the ones discussed with our EE</p>	<p>Minor amendments to assessments – PL with HEQA support – November 2019</p>	<p>Good feedback practice that helps clarify what good performance is (goals, criteria, expected standards), facilitates the development of reflection and self-assessment learning, and delivers high-quality information to students about their learning. (3.1)</p>
<p>Ben Harbisher</p> <p>De Montfort University</p>	<p>FdA TV Production</p>	<p>Work needs to be done in terms of the technical quality of productions. It is not that delivery of appropriate content isn't taking place here, not that feedback fails to point to relevant production KPIs and quality</p>	<p>The PL has identified several times in the past that the students fail to understand or consider technical constraints. After a discussion with the teaching team, they will be considering a series of short online quizzes be implemented</p>	<p>Creation and implementation of short online quizzes delivered through the VLE – module tutors, September and November 2019, March 2020</p>	<p>Additional strategies that form part of the unique offer at Grimsby, now include and n-house production company (similar in design to the Learning Companies seen elsewhere in the sector), that provides WBL/WRL for students in place of Estuary</p>

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		<p>factors. Both are taking place to a satisfactory standard. The main issue seems to be that students do not take notice of the technical logistics that have an impact on production values – even though these are reiterated time and time again in both written and formative feedback. As such the team might want to integrate phase tests, pop quizzes or other forms of oversight to identify what poor production values are, how they are caused, and to ensure that learning has taken place well before assessment. (2.3)</p> <p>One area in which the team may wish to explore further avenues for assessment is in terms of the L4 Studio work, may need to identify more effective strategies for differentiating individual feedback from group</p>	<p>into the VLE to help strengthen and identify areas for improvements.</p> <p>There appears to be a push towards eradicating group work and feedback, in order to justify individual feedback. Within both the TV and film industry, it is a key fundamental skill to be able to work as part of a team, and understand that working as part</p>	<p>Meetings with students around understanding, meaning and use of group work in the sector – module tutors, September and November 2019, March 2020</p>	<p>TV. I believe this is an appropriate innovation that provides more flexible modes of engagement than its predecessor (3.1)</p>

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		<p>assignments. There was of course nothing wrong, <i>per se</i>, in this year's sample, but it is often a question asked "how is group work assessed" to which extent some institutions have abandoned group assessments (but not projects) outright. (3.3)</p>	<p>of a team does mean working and understanding that group work and group feedback is extremely important. To that end the only group project in the entire programme is based around group feedback and group projects, with the individual feedback and overall grade being assessed through an individual evaluation. Through discussion with the students they understand this, and the relevance to industry; where, as a team they would receive group feedback, and would not receive individual feedback.</p> <p>A consideration of the assessments could be made in future, after more discussion with students and the teaching team.</p>		
<p>Anita Backhouse University of Lincoln</p>	<p>FdEd Primary Education Studies</p>	<p>Whilst there were areas for academic development given within the general summaries, it might be clearer for the students if these are included within the 'development points' so that</p>	<p>The team agree that further consistency in feedback provided would be a target for the coming academic year and that in each feedback provided 'development points' is included to support grade progression.</p>	<p>Include on QIP and shared with all module tutors – PL, September 2019</p>	<p>The range of assessment opportunities and types continues to be a strength and supports students to demonstrate their skills in a wide variety of ways (3.2)</p>

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		<p>they are given clear guidance about how to achieve the next grade band or strengthen he band they are in. (3.3)</p> <p>Whilst the feedback given on written assignments is generally available (I received the marked script in most cases – but not all), the feedback given on oral presentations would also be useful to hear/read. (3.4)</p> <p>Providing the students with clear and specific guidance about what additional steps they need to take to move into the next grade band would further enhance this (5)</p>	<p>Written feedback is provided for students on all oral presentations. This year there were some issues with adding content to the OneDrive file and this may account for the missing scripts.</p> <p>This issue is linked to 3.3 (point 1 above) and supporting grade progression and moving to the next grade band.</p>	<p>Feedback for all assessments made available to EE – PL and module tutors, December 2019, January, February and June 2020</p> <p>As point 1 above – PL, September 2019</p>	
Bill Naylor University of Derby	FdA Counselling	There were no issues raised by the External Examiner	N/A	N/A	Feedback to students is very thorough as are the in-text comments given. Students are also given very good feed forward guidance as to how they might improve. I can evidence that

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					<p>students are 'pushed' to give their best by the evident constructive support available to them from the teaching staff. (3.1)</p> <p>The notable strengths of this programme is the thorough provision the staff provide in ensuring quality of teaching and quality and fairness of assessment. (6.1)</p>
<p>Richard Whitehead</p> <p>University of Northampton</p>	<p>FdA Photography</p>	<p>For those who may want to start in employment at this end point it is noted that a clear set of outputs does not seem to be clearly included for assessment. Discussions with staff reveal an inclusion of Professional Studies type outputs for assessment at level 4, but this, although included in the curriculum is not so well defined in any of the modules in Level 5. There are ideas to include a business plan, but for an FdA this should ideally be addressed in conjunction with a Marketing Plan; a</p>	<p>Minor amendments have already been made to the programme, to formalise through assessment the construction (by students) of a Career and Marketing Plan in the module Working to a Live Brief. These minor amendments will not be valid for delivery until 2020-21. However, in the interim the written element in the second assessment in Working to a Live Brief will be written in such a way as to incorporate these aspects.</p>	<p>Minor amendments already submitted to HEQA and passed for delivery in 2020-21 – PL, August 2019</p>	<p>This year Staff have been very proactive in engaging and employing practitioners, visiting speakers and areas for educational enhancement which is to be commended (6.1)</p>

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		<p>Marketing pack production; branding, and a web site incorporating these aspects as well. This is common practice amongst all HND's and FdA's in photography nationally. (2.1)</p>			
		<p>Some practical work, especially in the areas of studio practice at Level 5 may still require more attention to a more diverse and deep approach in relation to the commercial areas being considered especially regarding advanced studio skills/Capture One and re-touching using tablets. (2.2)</p>	<p>More focus will be given on these aspects in the Level 5 modules Working to a Live Brief and Advertising & Industrial Photography.</p>	<p>More focused studio practice and exploration of advanced studio skills and retouching – Module tutor, September 2019</p>	
		<p>It would also be advise-able to have Live briefs incorporated into appropriate modules either in liaison with network contacts (the local council for a calendar /images for a hospital gallery for example or competition entries from</p>	<p>A rolling client, for Working to a Live Brief, is in place for 2019-20. It is a volunteer organisation centred around providing workplace mentorship for those with criminal convictions who are struggling to return to work. This client needs images for funding</p>	<p>A rolling client for Working to a Live Brief has already been found and their needs will be worked into delivery in 2019-20 – PL, September 2019</p>	

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		<p>annual Ilford/Sony/AOP student competitions). Areas for educational enhancement that include the possibility of showing work locally and nationally at Free Range or Print Space could be explored, as this is becoming common practice across most comparative providers. (2.2)</p> <p>There is though room to consider the inclusion of electronic versions of journals and notebooks produced by students as many of the notebooks viewed could have been produced as word documents or blogs or scans/digital images of the pages produced as a pdf. This would increase the amount of digital skills engaged with and practiced during the programme, especially pertinent given the general age and experience of some of the mature students. (2.3)</p>	<p>bids, their website and social media pages.</p> <p>Students will be encouraged to submit their Self-Directed Project for external exhibition.</p> <p>Students will be required, by the wording of assessment outlines, to submit electronic versions of journals and notebooks.</p>	<p>Discussion of submitting work to external exhibitions will be covered in the delivery of the module Critical & Conceptual Practice: Self-Directed Project, with students being encouraged to submit work for exhibition externally – PL, September 2019</p> <p>All assessments requiring submission of journals and notebooks will be worded to ensure students are aware of the requirements to submit these documents electronically – Module tutors and PL, September 2019</p>	

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		<p>Current photojournalistic and editorial photography evidenced is of a comparable standard generally nationally, but could have more inclusion of contemporary broadcast issues especially with the inclusion of issues/concepts techniques, intent and In Design. (2.3)</p>	<p>More attention paid within the scheme of work to these issues in the Level 4 module Reportage – Photojournalism and Press Photography.</p>	<p>Greater attention paid to the listed issues in Reportage – Photojournalism & Press Photography – Module tutor, September 2019</p>	
		<p>Staff are clearly showing that moderation and a moderation conversation agreeing a final grade has occurred in the assessment process, but this could be more comprehensively recorded especially around and just below banding and where there are differences that set the final grade upon a 50, 60 or a 70 for example. (3.4)</p>	<p>More detailed feedback provided in the moderation process vis-à-vis grades which either sit at the edges of a band or which have been adjusted during moderation into another band.</p>	<p>More detailed discussion in moderation paperwork of grades sitting at edges of band and grades which have been adjusted during moderation into another band – Module tutors and PL, September 2019</p>	
		<p>It would be recommended to engage and join as a college member the Association of</p>	<p>Management are aware of the need to ally the course alongside</p>	<p>AoP membership to be explored and relevant</p>	

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		<p>Photographers. There is also a requirement to then incorporate beyond The Lens into the course. This would be beneficial for the alignment of more professional study. The APHE conference would be relevant for all staff to attend so as to research and achieve a deeper understanding of national issues and approaches that could be incorporated into curriculum. (6.3)</p>	<p>the AoP and this should be taking place in 2019-20.</p>	<p>paperwork submitted – PL and CM, April 2020</p>	
<p>Clwyd Jones Southampton Solent University</p>	<p>FdSc Football Coaching and Youth Development</p>	<p>There were no issues raised by the External Examiner</p>	<p>N/A</p>	<p>N/A</p>	<p>There were no examples of good practice identified by the External Examiner</p>
<p>Sarah Pointer Moreton Morrell College</p>	<p>FdSc Animal Management</p>	<p>I would question whether a written examination is the most appropriate assessment method for “Introduction to Skills for Study and Employability”, as this module implies the need for application as opposed to simple testing of knowledge. (3.1)</p>	<p>Changes to the assessment process to be discussed with programme team and HEQA. HEQA had originally suggested that at level 4 there should be at least one examination included as an assessment. The examination provides an opportunity for students to evidence their skills in academic writing through an</p>	<p>Discuss examination process with HEQA and Animal Management academic team. PL to share examination questions with EE for further assessment of suitability – PL, October 2019</p>	<p>There were no examples of good practice identified by the External Examiner</p>

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		<p>I noted following the mid-year board (16/02/2019) that currently all pieces of work are second marked, which will be time consuming for staff. While excellent in terms of supporting new (to HE) staff, my understanding is current staff teaching on this course are experienced. (3.3)</p>	<p>essay based question where evaluation and review of academic journal papers is required.</p> <p>HEQA indicated that as this was a new programme and academic staff were new to the assessment process then there was a requirement for all assessments to be second marked.</p>	<p>Having now assessed for the first year of delivery, not all level 4 assessments will require second marking for the 19/20 academic year. All Level 5 assessments will continue to be second marked – module tutors, November 2019, January, February, May 2020</p>	
		<p>The support for students available through the academic team is evident through feedback - my only suggestion would be to perhaps have a clear way of delivering specific feed-forward so that the students know what they need to do to improve for future assignments. There are some failing grades I have seen during review of work -</p>	<p>A front cover sheet has been designed to enable students to review assessment feedback and comment where actions for improvement have been highlighted and how these have been addressed. This process will enable students to evaluate their own academic performance and the support that has been provided or identified.</p>	<p>A front cover sheet has already been designed by PL and made available for students on VLE, Canvas and shared with the EE along with all assessment feedback and grades – PL and module tutors, October 2019</p>	

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		however I am unaware of how these students are supported ahead of their reset opportunity. (3.3)			

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George Tsogas University of Buckingham	BA Business Management / BA Business Management with Accounting / BA Business Management with Marketing / MBus Strategic Business Environment	There were no issues raised by the External Examiner	N/A	N/A	Meaningful and full comments are provided to students in all modules, and in some module there is evidence of exceptional effort to provide in-depth feedback. (24)
Ioannis Solemetzidis London Metropolitan University	BA Business Management / BA Business Management with Accounting / BA Business Management with Marketing / MBus Strategic Business Environment	Overall the team could aim the further develop further of critical evaluation and reflection skills. One way to achieve that is to encourage peer learning and evaluation, offer tailor-made student-lead workshops and further formative assessment opportunities. (19) [You have been given the opportunity to comment/advise on assessment processes used] No (13.1)	We will take this to our departmental development meetings and programme meetings in Semester 1 for consideration and action. Bearing in mind EE appointment date, all assessments were approved by Hull and made available to the EE within the Dropbox folders for both	Discussion at departmental development and programme meetings – PL, January 2020 Assessments sent to EE post-UoH approval – PL, September 2019	I would like to commend Grimsby staff for the use of good and appropriate range of marks. Positive and timely respond to information requests (21)

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		[The curriculum remains current and valid] No (14.4)	<p>semesters and all relevant modules. Comments noted, and as in previous years all assessments for 19/20 will be available as above following Hull approval.</p> <p>Unsure why the curriculum does not remain current and valid as this isn't expanded upon, but perhaps this reflects the revalidation process and new degree commencing September 2019</p>	Launch of new degree – Programme team, September 2019	
Chris Cameron University of Huddersfield	BA (Hons) Criminological Studies with Social Science	One difficulty is currently the system for addressing mitigating circumstances (mc) which seems to have (unintended) consequences. The handling of mc's outside of direct academic scrutiny would seem to have resulted in an unusually high level of mc applications and approvals. This is, in turn, burdensome to the teaching team in terms of neglecting the use of their valuable	The issues with mitigating circumstances certainly have been a challenge this year. The marking of students' work has drawn out into the summer and this is not only a challenge for the staff, but it is also a challenge for the students. This is where motivation could easily drop and non-submissions could occur. This has been seen throughout the year, despite support from the team.	<p>Amended delivery model to allow more time per week and quicker turnaround between formative and summative deadlines – HEQA, PL and module tutors</p> <p>Student advice on mit circs updated in module and programme handbooks; students must identify progress on each assessment included in their application – HEQA, July 19</p>	<p>Assessment continues to be a strength, with a variety of assessment methods employed. (20)</p> <p>The level of support to students offered by the teaching team and those who support student progression and attainment is exemplary - I have never seen more dedication and effort devoted to supporting students in all aspects of their work. (21)</p>

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		<p>knowledge and experience of the students they support and resulting in a movement of their workload across the summer period. (25)</p>	<p>This is a shame, but also it presents as a significant learning process. Already, the team have changed the stance on the 'resit clinics' being offered to students. Students have been contacted directly, with dates being booked in to discuss the resits/mit circs and then to offer direction. Students are being asked to bring examples of the work they are creating and to give realistic deadline dates, especially for those who have more than one assessment.</p> <p>For next year, an increased focus will be given to the assessments, with students being asked to give updates as to where they are with their work. Early assessment deadlines will also be given for all levels, so students have a quick turnaround with the work. Module handbooks have a more robust guide regarding the mit circs process and they highlight the need for the student to contact the programme leader</p>		<p>Although it is unfair perhaps to single out particular modules given their overall strengths, they include some innovative provision such as 'Green Criminology' which is at the 'cutting edge' of criminological studies, is very relevant and contemporary and very engaging for learners. This shows in the often innovative work students produce and its transfer into producing innovative Final Year Projects. (24)</p>

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			<p>and/or success coach in the first instance.</p> <p>Finally, the trimester system should help to make deadlines even more focused for the students. With less assessments all at once, but quicker turnaround from formative to summative deadlines. Each level 4 lesson will be longer and the last hour will focus on assessment support, with peer support sessions, RAG ratings so students can see their progress, meetings with the tutor to go over concerns or informal feedback etc. This will help to guide the Level 4 students as they get used to learning at a HE level.</p>		
Kathryn Blackburn Hertfordshire University	BA (Hons) Early Childhood Studies Top Up	I would like to see better use of formative assessment opportunities, through debate and discussion, reflection and action planning. This will identify gaps and support progress towards summative assessment. (19)	The formative assessments are carried out before the summative assessments. I will let tutors know the EE's comments about different forms of formative assessments.	Discuss EE's concerns about formative assessment at course team meeting – PL, October 2019	

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		<p>The Children's Rights and Safeguarding module... is heavily weighted on a safeguarding perspective. If you are going to have children's rights first in the title you need to at least have the UN Convention in the reading list. This should form the basis of the module and safeguarding should fall in to that. Using the Convention as the starting point will naturally lead you to Safeguarding in the holistic sense. I feel this module focuses too much on the Child Protection side of safeguarding that once in practice professionals will have to, do locally identified training anyway. Although I feel Child Protection is of paramount importance, I feel this module could afford some additional focus on the international perspective of children's rights and</p>	<p>The tutor will be informed and encouraged to focus on wider contexts of children's rights, international perspectives and safeguarding.</p>	<p>To be discussed during PDRB prior to any amendment – PL, May 2020</p>	

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		safeguarding by tackling subjects such as FGM etc (21)			
		Children's Learning, Voice and Pedagogy - The module structure, assessment and content is good. I would have expected to see more around listening to children, some of Alison Clarkes and Peter Moss's work perhaps but over all its good. (24)	The tutor will be focusing more on children's voice and students will be encouraged to analyse children's voice further. The recommended books will be revised.	To be discussed during PDRB prior to any amendment. – PL, May 2020 Reading list to be updated in the module specification and module handbook – PL, September 2019	
		Empowering Future Development in Early Years - refers to demonstrating emerging skills of reflection. I would expect that by level 6 reflective skills are polished and used efficiently. However, its at very interesting module and I think very helpful to an Early Years professional. I would like to see a bit more bravery in terms of the reading list, eg, not just picking Early Years specific texts. At this	The tutor will be informed and encouraged to look into reading lists.	Reading list to be updated in the module specification and module handbook – PL, September 2019	

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		<p>level I like to see learners being able to interpret leadership texts from other professional heritages and make adaptations to their own field. (24)</p>			
		<p>Families and Children - Brilliant, really interesting. I say to my students that watching 'Call the Midwife' is compulsory if they want to learn anything about social policy from a historic perspective. In all seriousness though a bit more of a focus on social history here would make the module deeper. (24)</p>	<p>The tutor will definitely cover the social history and changes in children's lives.</p>	<p>To be discussed during PDRB prior to any formal amendment. – PL, May 2020</p>	
		<p>Special Educational Needs and Disability - A strong module, don't forget to put the legislation and any guidance in the reading lists. Its important for students to access the law at source. (24)</p>	<p>Reading list will be revised and students will be encouraged to use more legislation.</p>	<p>Reading list to be updated in the module specification and module handbook – PL, September 2019</p>	

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		<p>I like this BA Top up, it is robust. Overall I would like to see more of a historical overview. Its always important to see where we have come from. The dissertation shows good academic rigour. Please meet regularly with sector contributors and signpost and support students accessing the law. I would like to see more refence to actual legislation in the content and reading lists. (24)</p>	<p>The tutors will be encouraged to include historical aspects more and better use of legislation. The tutors will be encouraged to meet with the sector regularly.</p>	<p>To be discussed at the course team meeting – PL and Module tutors, October 2019</p> <p>To be discussed during PDRB prior to any formal amendment. – PL, May 2020</p>	
<p>Georgios Leontidis University of Lincoln</p>	<p>BSc (Hons) Computing Technologies Top Up</p>	<p>The feedback provided to the students is more or less satisfactory, but it can be improved further. Given the small cohort the feedback should be more comprehensive and also include a clear breakdown of the mark for each assessment criterion or learning outcome. (18)</p>	<p>We acknowledge that there are inconsistencies in the level and detail of feedback provided across the programme with some modules having very detailed feedback (both embedded within the script and within the feedback summary) while others have much less detail. This inconsistency is one area that we are working together (Programme leader and other</p>	<p>Programme Leader and module tutor, points of assessment - November 2019, March and May 2020</p>	

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			<p>module leader) to address although we do feel that even with the less detailed feedback the requirements for including feedback which is both relevant and developmental is being met to some degree. With regard to learning outcomes these are addressed within the summary feedback in all cases (indicating which learning outcomes have been achieved and which have not) in addition to which, where possible, additional grading criteria has been provided which refer directly to learning outcomes where appropriate; however the learning outcomes are the threshold for achieving a passing grade and higher grading is more often dependent on factors which do not align to single learning outcomes such as effective application of secondary and primary research, critical thinking, evaluative processes and reflective practice. We also believe that care must be taken when aligning learning outcomes</p>		

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		<p>Given the small cohort, the contact hours with the students should be appropriate in order to enhance the learning experience and also help with improving the whole programme itself too. I think there has been good efforts to this direction, but focusing more on asking/ receiving feedback from students throughout the course to make sure everyone is happy with the processes</p>	<p>with grading criteria or directly referring to learning outcomes within feedback as there is a danger of becoming prescriptive within the assessment to a point that is not acceptable at level 6. We will however continue to work on improving both the assessment guidance and the feedback given to ensure that students are able to take full advantage of the assessment process.</p> <p>Contact hours are determined within curriculum purchase where decisions about contact hours are made by the Strategic Management Team and those decisions are informed by the guided learning hours found within the programmes validation documents and module specifications. It is not within the remit of the team delivering the programme to make decisions regarding contact hours, however the hours allocated to each module within the programme</p>	<p>Curriculum Manager and Programme Leader – No specific actions to be taken at this time</p>	

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		involved. I think in the long run this will help improve the student numbers. (19)	are within the acceptable range based on guided learning hours in addition to which all students have tutorials per semester/ trimester and open access to tutorials on request to discuss any support requirements or issues and each student also has an entitlement to 5 hours of academic supervision to support their Final Research Project module. Other opportunities for feedback and discussion exist within the programme's staff/student meetings, JBoS meetings and the Institutes student voice meetings. This has been adversely affected in 1819 due to staffing issues in semester 2, however measures were taken to ensure that the full contact hours for those modules affected were fully maintained and to the satisfaction of the students; this included extending assessment deadlines in some cases to allow for additional provision to be put in place. We currently do not believe that any specific actions		

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		<p>I think the communication aspect has improved but just marginally and things can improve further. With the introduction of Box, things are more streamlined but GIFHE should adhere to the deadlines and not release assessments to students without the approval of the external examiner. (20)</p>	<p>need to be taken at this stage as the contact hours and processes to both support the students and to engage in meaningful dialogue are appropriate. It should also be noted that the change to trimesters has led to an increase in weekly contact hours.</p> <p>With the exception of one module that was affected by a staff absence during 18/19 all published materials were made available to University of Hull and to the External examiner in line with University of Hull processes within this period. The exception (Adaptive Development) was delayed due to a slow turn around by the University of Hull academic contact (Dr John Whelan) and as a result the assessment could not be released to the external examiner for review in good time, however assessment guidance was released to the students prior to this to ensure that students would have sufficient time to be</p>	<p>Programme Leader, module tutor, Curriculum Manager, Academic Contact and External Examiner – a full schedule has been made available by University of Hull with key dates in August/September 2019 and then following assessment periods in November 2019, March and June 2020</p>	

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			<p>able to carry out the assessment tasks; this early assessment guidance did include a note indicating that the assessment was subject to review and possible change and the finalised version of the assessment was not released until the external academic contact was satisfied that sufficient changes had been made based on recommendations at which point this was also released to the external examiner at this point. While we agree that this situation is unsatisfactory it should be noted that this is a two-way process that is dependent on a quick and timely turn-around of documentation from both sides and that should this process fail students should not be disadvantaged by having a significantly reduced time scale in which to complete their assessment or by delays being introduced into the programme which could lead to a delay in their possible graduation form</p>		

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			<p>the programme; the actions that were taken in this case were taken in order to ensure the students were not disadvantaged in this case. Moving forward from this we have agreed a timescale for providing materials to the University of Hull academic contact and external examiner but this is dependent on all parties adhering to those deadlines. We would also recommend that the external examiner be invited to visit prior to each exam board.</p>		
<p>Phil Richardson New College Durham</p>	<p>BA (Hons) Music Production and BA (Hons) Popular Music Performance</p>	<p>The team are encouraged to reflect on opportunities to develop academic writing on both essays and reflective writing as student responses in both level 4 and 5 modules were variable. The sharing of the good practice noted in Popular Music Studies 2 would be a good starting point for development. (19)</p>	<p>The PL is in agreement that the writing skills on the course varies a reasonable amount. Creative subjects such as music often bring together academically rigorous students and those with more practical experience (often within the industry), but with less academic skill. The EE highlighted the good practice in Pop Music Studies 2, whereby the lecturer holds time-specific tutorial sessions in the last four</p>	<p>Team. Sept. - June 2019/20</p>	<p>The rigorous approach to second marking in every module is to be commended (19)</p> <p>it is pleasing that after previous recommendations for staff to seek professional / practical work as evidence of alternative Scholarly activity, that this has indeed come to fruition this year. I would consider this good practice and would encourage the</p>

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		<p>The team noted minor issues with assignment submissions, primarily due to the large file sizes associated student work produced. The team are encouraged to continue working with cross college services to find a streamlined solution to assignment submission. (19)</p>	<p>weeks of delivery to guide students through the final stages of the drafting process. Although this technique is used quite heavily on Level 6, the PL agreed that this could be rolled out more successfully on Level 4 and 5 with the aim of increasing the quality of written work.</p> <p>The EE noted that there were minor issues with the Canvas system due to the fact that music files are traditionally quite large. The Canvas system tended to either be slow or refuse to take quite large files, particularly those in a file structure such as the ProTools master files. The team had to resort to email in some cases to receive work with a heavy reliance of the free transfer software wetransfer.com. Now the team know this, we can prompt students in advance that wetransfer.com can be used to transfer large files. A further issue was experienced whereby</p>	<p>Complete</p>	<p>team to continue to develop this. (20)</p> <p>There is also good practice [in skills development] in the more theoretical and research based modules, in particular Popular Music Studies 2 and Music Theory and Composition Studies. (21)</p> <p>[Popular Music Studies] There is evidence of strong second marking with lecturers comfortable to arrive at negotiated module grades. There is good practice here. (24)</p> <p>I would like to commend the college on the outstanding resources in the School of Arts building. I really felt like I was in an arts college when I set foot in the building and feel sure the students will feel the same way. This is a real asset and selling point of the courses. (25)</p> <p>the team are to be commended for what is an excellent</p>

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		[Sound Production] There are no student grades above 70%. Written reflections and evaluations are not always consistent and would benefit from academic support sessions to help support reflective writing at level 4. (24)	<p>emails to separate tutors meant that submissions could not be tracked. As a result of this, the PL is to ask all students to email work direct to them so that it is not going to each tutor and therefore cannot be managed. PL to then give module coordinators work passed through email or wetransfer.com. This was implemented for the resit modules with 100% success.</p> <p>Please see point one above. This is to be rolled out to all modules.</p>	Team. Sept. - June 2019/20	programme delivering strong outcomes for students. (25)
Jack Ruskin University of Gloucester	BA (Hons) Design	There were no issues raised by the External Examiner	N/A	N/A	There were no examples of good practice identified by the External Examiner
Carmen Clayton	BA (Hons) Childhood and Youth Studies	Solution Focused Practice: It is difficult to fully appreciate the video task	This module is taught by a casual bank tutor. Our CM will try to	Meeting with casual hours tutor – CM, September 2019	

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Leeds Trinity University		<p>and self and peer reflection without the actual footage (24)</p> <p>It is difficult to comment on learning opportunities within the module with the current documentations provided and the moderation sheet appears to be missing (24)</p> <p>Making the feed-forward comments clearer with the rest of the feedback could be useful for students (24)</p> <p>Given the lower marks for the video assessment element, could more tutor support be provided in the future? (24)</p> <p>Leading Change: The rationale for the online writing task could be clearer and linked to the module objectives better (24)</p>	<p>discuss with him in order to solve this issue of videos.</p> <p>Again, I have emailed the casual hours tutor a number of times, requesting the moderation sheet and other assessment guidelines but it has been unsuccessful.</p> <p>CM to discuss ways to provide feed-forward comments.</p> <p>CM to discuss how more support could be provided for video assessments.</p> <p>The tutor has been informed.</p>	<p>As above</p> <p>As above</p> <p>As above</p> <p>Rationale to be rewritten – Module tutor, September 2019</p>	

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		Perhaps students could make up their own case studies as part of the assessment task to provide more ownership over their learning? (24)	The tutor will take this on board and decide what assessment task she will set for students.	To be discussed during PDRB prior to any amendment – PL, May 2020	
		It was noted that the word count declaration by some students is inconsistent in terms of what is declared on the front sheet and title sheet on some essays? (24)	The tutor will clarify what students need to put on their assignments.	Assessment brief to be checked to match validation document, Module tutor, September 2019	
		Childhood and Youth Support: Reading list needs updating (24)	An additional reading list will be added to the module handbook.	Reading list updated in module handbook and module specification – Module tutor, September 2019	
		Evidence of self-reflection from the students after the delivery of the conference paper would be an interesting addition to the module. (24)	The tutor will discuss with the quality team regarding this issue.	To be discussed during PDRB prior to any amendment – PL, May 2020	
Safeguarding:					

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		Reading list needs updating (24)	The tutor will add an up-dated reading list.	Reading list updated in module handbook and module specification – Module tutor, September 2019	
		Some references by students also need updating (24)	The tutor will encourage students to use up-to-date literature.	Tutor to signpost contemporary literature on the Canvas page and during lessons – Module tutor, September 2019	
		Specific assessment criteria for presentation marking would be useful for students (24)	The tutor will clarify criteria for presentation marking.	Criteria to be added to the assessment brief – Module tutor, September 2019	
		Research Project: Appendices – please ensure documents which are included do not breach ethical or confidentiality principles. (24)	The tutor will ensure that all students are reminded about the importance of confidentiality.	Included in module delivery – Module tutor, September 2019	
		Consistency with what is included in appendices and examples (24)	There is a guideline provided to students.	Suggested documentation to be added to the assessment brief – Module tutor, September 2019	
		Heavy use of questionnaires – are students encouraged to	All students chose themselves what they would like to do with their methods. The tutors	Included in module delivery – Module tutor, September 2019	

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		<p>consider other research methods to collect data? (24)</p> <p>Internationalism could be a stronger element within the programme and this was raised in my comments last year. (25)</p> <p>Reading lists would benefit from an update across modules. (25)</p> <p>Students need to be encouraged to use more up to date evidence within some modules. (25)</p> <p>The depth of feedback provided by module tutors could be more consistent across modules. (25)</p> <p>How feed-forward is presented by tutors could be more consistent. (25)</p>	<p>encourage to use interviews or focus groups.</p> <p>All tutors will be informed about this issue.</p> <p>All tutors will be informed to update their reading list.</p> <p>All tutors will encourage students to use up-to-date literature.</p> <p>All tutors will be informed about this issue.</p> <p>All tutors will be informed about this issue.</p>	<p>Module tutors to incorporate internationalisation in to modules in planning for 2019/20 – Module tutors, September 2019</p> <p>Reading list updated in module handbook and module specification – Module tutor, September 2019</p> <p>Tutor to signpost contemporary literature on the Canvas page and during lessons – Module tutor, September 2019</p> <p>Add to course team meeting agenda – PL, October 2019</p> <p>Add to course team meeting agenda – PL, October 2019</p>	

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<p>Kimberley Campanello</p> <p>University of Leeds</p>	<p>BA (Hons) Professional and Creative Writing</p>	<p>There were no issues raised by the External Examiner</p>	<p>N/A</p>	<p>N/A</p>	<p>It's particularly heartening to see feedback on firsts that sets further 'creative challenges' for the students. They are so fortunate to experience this level of engagement with their development from their tutors. For all Level 4 modules, feedback on the 20s, 30s and 40s is encouraging and clear regarding next steps. This is crucial at this level, and the team are to be commended for their attention to this. (21)</p> <p>The 3-year portfolio of writing they will have completed upon graduation from this programme is truly exciting and includes writing for film, radio, video games, magazines, as well as literary contexts. (24)</p>
<p>Iain Donald</p> <p>Abertay University</p>	<p>BA (Hons) Independent Game Design (Game Art) and BA (Hons) Independent Game Design (Game Development)</p>	<p>Accreditation would enhance the overall recognition and public awareness of the course though consideration would need to be given as to the most appropriate body to apply to. (19)</p>	<p>Accreditation to both UKIE and Game Republic have been discussed, but neither have been approved due to budget constraints. Alternatives will be investigated but these are the most relevant to our students.</p>	<p>Investigate and plan for accreditation – PL and CM, May 2020</p>	<p>The course now delivers a wide range of module and the team should be commended in bringing coherence across these for the overall programmes. (25)</p>

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		<p>I would raise the issue of shrinking estate and appreciate that labs need to be shared but students often need space for teams to work effectively and this is often better when there is space for different interactions – not all work is on a PC/~Computer – space for trying things like VR, or Motion capture using cheap tools is essential for Independent development. (25)</p>	<p>Yes, we need more space for students to study. With only two game labs for three years and two degrees, there is not enough free time in these rooms for students to carry out their expected 150 hours of self-directed study. We have a motion capture studio which students are encouraged to use, along with access to VR.</p>	<p>Offer unmetabled sessions to students for self directed study and plan for further classroom space – PL, CM and AP, February 2020</p>	
		<p>With a final year cohort working on a final project it would be worth considering what could be done to enhance an environment for showcasing student work both to industry or within the internal structures available. The presentation of student work is essential for students in building up portfolios and also for</p>	<p>Students are tasked with creating an online professional portfolio within the Final Independent Project module to showcase their work to industry. They will also be expected to display their work at the HE End of Year Show and they will also be invited to show their work at New Designers in June. We will also be running smaller Game Jams through the year and will approach industry</p>	<p>Plan enhancement opportunities throughout the year – PL, September 2020</p>	

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		celebrating success. This may also be reflected through student recruitment events and job fairs etc. If the courses continue to grow there may need to be some balancing of the assessment and feedback as what is provided is excellent but may only be possible for smaller cohorts. (25)	professionals for judging purposes.		
Carolyne Hines Arts University Bournemouth	BA (Hons) Special Effects Make-up Design and Prosthetics	Further scope for collaboration across HE courses (19) Context could have been further explored. Engourage	Agreed – Collaboration with photography, fashion, and media needs to be woven into module briefs. Students from BA SFX and other departments need to be open to collaborating and coordinating their projects with others Student experimentation with new materials such as foam latex	Contact PLs from these Programmes and plan meetings to discuss possible avenues of collaboration – PL, September- October 2019 and February 2020 Encourage students to be proactive and visit departments to discuss their projects and request collaborative student partners for different aspects of their project – PL, September 2019 Module handbooks specify that documentation of	The standard of teaching is of a very high level and to be commended. (21)

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		<p>students to test and experiment more (Prosthetics Techniques 1) (19)</p> <p>As [Creative Practitioner] requires character analysis, using skin texture and ageing, it may benefit students if they are encouraged to look at examples of physiological changes: ageing, skin colouration and changes in weight distribution. (19)</p>	<p>and platinum silicone is carried out in Prosthetic Techniques 1 and 2. However, students must get understand the importance of showing all attempts whether successful or not - thereby demonstrating willingness to explore possibilities and reflect on such failures and success. Context of where final makeup will be seen is defined in Module briefs. Students need to acknowledge this context and present makeup accordingly i.e. film context - video footage of makeup must be documented to see movement of makeup.</p> <p>This suggestion, while valid, may be better suited for Level 5 <i>Prosthetics Techniques 1 & 2</i> modules. Creative Practitioner is not primarily a prosthetic application module – it can be adapted to suit various creative roles within special makeup fx – sculpture, prop making, fabrication etc. CP module in Sept 2019 will focus on</p>	<p>experimentation in all areas of manufacture – Design, sculpture, application and painting must be documented and reflected upon.</p> <p>Understanding of context must be presented. Students will be partly assessed on how well they have acknowledged the context set by the brief – PL, September 2019</p> <p>Character analysis will be further evident in <i>Prosthetics Techniques 1 & 2</i>. Suggestions will be incorporated into these modules, especially when attempting old age character makeup in PT2 – PL, September 2019</p>	

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		<p>Students could be encouraged to reference images within the portfolios in a consistent manner. Advice from University of Hull in regards to guidelines and expectations in this regard is needed (Creature Design and Sculpture) (19)</p>	<p>'scratchbuilding' and crafting items (costume, props) made from found objects to support a makeup look created in a concurrently running module (Prosthetic Techniques 1)</p> <p>Harvard referencing must be integrated across all modules – correct referencing practices are important in practical modules and students need to understand this requirement.</p> <p>CM has provided useful image referencing guide for University of Salford. This will be woven into sessions to thoroughly establish proper image referencing practice.</p>	<p>Specific instructions to reference all sourced images will be enforced in all practical modules – PL, September 2019</p>	
		<p>More could be done to improve the final styling and refinement of hair and accessories – perhaps scope for a collaborative project with Fashion and Photography students? (Prosthetic Techniques) (19)</p>	<p>Hair styling and refinement is not a component in the module specification. However, in order to maximise impact of character look, some students with prior knowledge of hair and wig work did utilize these skills. PL skillset</p>	<p>Hair work will be encouraged, but as module outcomes are focused on prosthetic design, manufacture and application, students will not be penalized for not having this prior knowledge. Initiative can be</p>	

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		<p>It may be helpful to students to create a sculpture based on a living person, enabling them to use actual measurements in the creation of the skull etc. A lifedrawing class may also be useful in developing student's understanding of gravity, ageing and dynamism (Anatomy and Lifelike Sculpture) (19)</p>	<p>does not include hair and no staff on programme have such skills.</p> <p>Opportunity for collaboration with Fashion and photography students is feasible however requires other programmes and students willing to collaborate.</p> <p>Agreed – Anatomy and lifelike sculpture should encompass more than just head studies and introduce students to more observation drawing and sculpting.</p> <p>New 19-20 Trimester is 8 weeks with sessions now at 5.5 hours. This will allow time in session in which to deliver new techniques such as those suggested by EE.</p>	<p>taken by students to collaborate with L3 Media Makeup and Hair students if desired, thereby demonstrating collaboration skills.</p> <p>Logistical issues of L3 students being available for Practical Assessment need to be addressed – PL, December 2019 and May 2020</p> <p>2019/20 module will be amended to introduce more technical aspects of anatomical study. Measurements from a live model will be taken and utilized in the creation of a more accurate practical outcome such as a likeness sculpture.</p> <p>2D visualization will be addressed - students will study their model from multiple angles and record observations through drawings and photography before</p>	

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		<p>The project brief indicates a presentation [Critical Approaches] but essays were presented for examination? Feedback and unit mark sheet refer to presentation. It would be helpful if presentations could be filmed or student's presentation slides and notes submitted for examination. I would recommend the course team considers a formal presentation but questions if this is the appropriate module for this type of assessment to be used. (24)</p>	<p>Presentations were conducted by students – these were recorded outside of session by individual learners and then uploaded to OneDrive or submitted on a USB for assessment.</p> <p>As Turn it in cannot accept video uploads, presentation scripts were submitted to Canvas. Some students choose to write these in an essay format and read from this when presenting. Marks and feedback were given based on presentation not just the scripts.</p>	<p>transitioning to clay media – PL, September 2019</p> <p>In 2019-20 the brief has been modified to give students the option of presenting live to the tutor or submit a video presentation via OneDrive or USB.</p> <p>Students must submit a slideshow of their presentation together with script of presentation. EE will be supplied with videos of pre-recorded presentations.</p> <p>Minor modification to MLOs that includes assessment of presentation skills i.e. vocal delivery, public speaking etc – PL, September 2019</p>	
<p>Chas Andrews-Roberts University of Derby</p>	<p>BA (Hons) TV Production</p>	<p>The programme needs to be able to offer the students 'industry standard' production equipment. This will enhance their learning opportunities and will help with their future</p>	<p>he PL is currently looking at and is passionately pushing for this to be reviewed by the Senior Management Team here at the Institute. It is feared that without a considerable investment in equipment over the next 2-3</p>	<p>Business Planning and Capital Expenditure Planning, February 2020 - PL/CM/AP</p>	<p>The students are able to work within an 'in-house' production house, which has replaced Estuary TV. This is a good enhancement opportunity and one that lends itself to good practice. (19)</p>

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		employability prospects.	years that the course will fall too far behind other providers and it will not provide a clear alternative to other local HE providers.		<p>There is very clear evidence of a thorough, fair and rigorous internal moderation process which should be recognised as 'good practice'. I'm sure that this is commonplace throughout the institution, as external examiner colleagues at the assessment board I attended, also verbally praised this area within their own discipline. (21)</p> <p>The ability for students to work within a 'professional production house' environment is fairly unique and very good practice. This will hopefully be an on-going opportunity for future cohorts. (21)</p>
Noelle O'Connor Limerick Institute of Technology	BA (Hons) Tourism and Business Management	There were no issues raised by the External Examiner	N/A	N/A	<p>The lecturers should be commended for their enthusiasm which is evident through the support material (21)</p> <p>I would also encourage the Module Leaders to continue to share their good practice in the</p>

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					<p>use of their assessment criteria, and to use the excellent formative learning opportunities they have already adapted (21)</p> <p>The Module Leaders are sharing its good practice in the use of assessment criteria which was evident in the material that I examined, and they are clearly encouraging students to read and use academic literature which is more evident in the assessed work. (25)</p>
<p>Johnathon Bussell</p> <p>The Northern School of Art</p>	<p>BA (Hons) Performing Arts Top Up</p>	<p>Rehearsal space - is there enough as the course and also FE provision continues to grow (19)</p> <p>Are there more opportunities for collaboration with other courses, it is excellent that a technical theatre degree is in the plans for the future (19)</p> <p>Are there possible placements that could enrich the Programme and help</p>	<p>A new studio over on the old media block has been allocated; this is in addition to the spaces we already have.</p> <p>There may be an opportunity in FMP with collaboration with Music, special effect and media As some students will want these elements within their FMP</p> <p>Placements in the local area are scarce and placements further afield in Lincoln and Hull are</p>	<p>Key received – CM and PL, August 2019</p> <p>Meeting with students to see where collaboration may be possible – PL, December 2019/January 2020</p> <p>Plans to extend links with Butlins – PL and CM, September 2019</p>	<p>Range of assessment methods is to be commended including practical, presentations, portfolio & academic research (21)</p> <p>Identity of course and being grounded in local community (25)</p> <p>The facilities and the building as a whole is excellent. It feels a great place for students to study (25)</p> <p>Community Action Research Module is really strong and the</p>

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		<p>bridge gap for students from degree level to workplace (19)</p>	<p>being considered. One student has been taken on by Butlins following their work placement.</p>	<p>Fact finding visit to the Terry O'Toole Theatre in Lincoln – PL, January 2020</p>	<p>work produced is very good (25)</p>
		<p>FMP weighting seems odd. 60/40 to the portfolio but the practical is much more labour intensive and also has 3 Learning outcomes attached. I would recommend switching this. It also will help students to achieve better classifications. (19)</p>	<p>Minor amendment to be made for the 2020 cohort.</p>	<p>Amend FMP weighting for 2020 – PL, January 2020</p>	<p>The support offered to students is to be commended and having such a high percentage of mature students getting the opportunity to study at HE is great to see (25)</p>
		<p>Possibly consider grading presentations to include presentation skills in employability as how students put across information vocally is important when out in the job market (19)</p>	<p>The wording on the grading criteria to be reviewed to ensure presentation skills are captured appropriately</p>	<p>Arrange meeting to review grading criteria – PL and HEQA, October 2019</p>	

Awarding Body: Teesside University

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Keith Roberts University of Bolton	BA (Hons) Commercial Photography	There were no issues raised by the External Examiner	N/A	N/A	There were no examples of good practice identified by the External Examiner
Matt Hodson BIMM	BA (Hons) Creative Music	There were no issues raised by the External Examiner	N/A	N/A	Overall a high quality and commendable level of feedback being given across the course, clearly relating to Learning Outcomes is being delivered across all modules which is both formative and summative. (1)
John Hill University of Wales Trinity St David	BA (Hons) Design	In conjunction with the newly appointed external examiner, it would be prudent to revisit the grading criteria rubric. It has become too conflated and serves no helpful purpose to student or staff. (8)	This was discussed with both external examiners and the PL felt this was valid and helpful advice. The PL is tied to the existing rubric as it is Hull University who provide this.	A clearer student friendly explanation will be given to students on how they can meet the learning outcomes at the different levels at the start of each module, at formative feedback and before summative assessment – PL, w/b 9/9/19 for Semesters; w/b 16/9/19 for trimesters	There were no examples of good practice identified by the External Examiner
Eddie Duggan	BA (Hons) Games Design and Development	The Professional Practices module includes an assessed interview. Verbal comments	Video recordings are made of each interview and are available	Team to continue to video interview assessments –	There were no examples of good practice identified by the External Examiner

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University of Suffolk		<p>are provided to students following the interview. The course team might consider making video recordings of the interviews and subsequently making the recordings available to individual students in order for them to be able to review and reflect on their presentation skills, perhaps in a tutorial context, in order to support students' personal and professional development. A table mic, or clip-on mic for both interviewer and interviewee, would significantly enhance the quality of the audio recording. (8)</p> <p>Student achievement in the Final Written Study module remains a cause for concern. This has been identified in reports for 2016–17 and 2017–18 and has been discussed with the Course Leader and I understand that</p>	<p>to students. This has been the case for the last three years.</p> <p>The Dissertation module on the new degree programme is structured very differently, being one module that runs all year. This will allow the students a longer gestation period to write their final thesis. As ever, strong encouragement will be given to</p>	<p>module tutors, assessment periods during 2019/20</p> <p>Team to engage with and support students to ensure topics are appropriate – dissertation supervisors, from September 2019</p>	

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		<p>students do not make full use of the tutorial support available in relation to the Preliminary Written Study and Final Written study modules.</p>	<p>students to consider appropriate subjects to study and to engage with all the support offered throughout the module.</p>		
		<p>Greater concentration on support and direction in the Preliminary Written Study could and should do more to prepare students for the academic demands of the Final Written Study module. (10)</p>			
		<p>Boiler-plated generic comments on proposals submitted for the Preliminary Written Study did not engage with the substance of the proposal in a meaningful way in terms of how the proposed work might be developed in the Final Written Study. (10)</p>	<p>This has now been negated by structuring the module differently. Proposals and plans are now part of the module itself, rather than a separate prep module to encourage a linearity of thought.</p>	<p>No action required – amended in the replacement programme.</p>	
<p>One reason for the relatively high proportion of Final</p>	<p>See above. Recommendations are always made to students to keep</p>	<p>Dissertations tutorials will offer advice to students to keep focus</p>			

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		<p>Written Study submissions falling short of the pass grade may be due to the broad and unfocussed nature of the proposals, and I offered the suggestion that “students might be encouraged or even helped to compose clearly focused titles that frame the topic of the dissertation as a clear, simple, question that the student will be able to answer, or else contrast and compare different arguments related to the chosen topic, using a limited number of sound academic sources”. (10)</p>	<p>their studies narrow in focus and where necessary are helped to focus their title; this will continue going forward.</p>	<p>on their topic and output – dissertation supervisors, throughout 2019</p>	
		<p>The second assessment in the Preliminary Written Study does not offer students the opportunity to show any progress or development with regard to the proposed study (it is a re-presentation of the proposal, with the addition of</p>	<p>This assessment no longer exists in the new degree. See above for explanations.</p>	<p>No action required – no equivalent module in the replacement degree.</p>	

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		<p>illustrations and a voice over) and the same learning outcomes are assessed in both first and second pieces of assessment for the module. The second assignment might have been refocussed to allow students to show evidence of progress following the initial proposal. (10)</p>			
		<p>There is a formulaic element to the Preliminary Written Study proposals which might be hampering student progress. The formulaic approach in the proposals also displays a lack of discrimination in investigating authors' credentials and in evaluating sources; students might benefit from some closer guidance in distinguishing the wood from the trees so that literature reviews are not overly-laboured by, for example, detailing the</p>			

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		<p>number of journal articles or conference presentations of each of the multiple authors of a technical paper, or by assertions of the presence or absence of “bias” on the part of the author. Editors of volumes of collected works and journal editors/academic publishers act as quality control gatekeepers, and students might be guided in how to be better at, or how to exercise discrimination, when evaluating sources. (10)</p>	<p>The Preliminary Written Study module does not exist on the new degree. Instead, the students have a proposal, a literature review and the final dissertation within the same module. This mitigates the need for them to outline what they are going to do, and simply allows them to do it.</p>	<p>No action required – no equivalent module in the replacement degree.</p>	
		<p>There is also a tendency for proposals to include an intention to “gather data” by fielding questionnaires, a practice which, while it might not be the last resort of a scoundrel, rarely seems to provide a meaningful learning experience for students outside the social sciences, beyond a hard lesson that questionnaire</p>			

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		<p>design, data gathering and data analysis are complex undertakings. Where the data is not used as evidence of confirmation bias (for example, one Final Written Study observes: “Overall, these findings closely match what was expected before conducting any research”), the responses appear to be of little use to the study (for example, the discussion of games in China included a survey element with only a 25% response rate, but most of these were actually refusals to disclose information; the survey garnered little of value to the dissertation, and the student’s efforts might have been better spent on other endeavours). (10)</p>			
Sara Andersdotter	BA (Hons) Fine Art Practice	There were no issues identified by the External Examiner	N/A	N/A	When courses are closing, students can sometimes suffer - from the lack of enthusiasm, despondency, etc from staff –

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Ravensbourne University London					and it is commendable to see that the Programme Leader has continued to deliver the course with the same levels of enthusiasm and support as if it was continuing. This is not easy to do; this takes dedication and a supportive drive. (14)
Ashley Lister Blackpool and the Fylde College	BA (Hons) Professional Writing	There were no issues raised by the External Examiner	N/A	N/A	There were no examples of good practice identified by the External Examiner
Rob Moore Retired	BA (Hons) Fine Art	<p>I have had and continue to have significant concerns about the Institutions ability to provide the necessary facilities and specialist staffing to support degree level study.</p> <p>I have been disappointed over my four years as an experienced examiner that the serious concerns highlighted in my reports have often elicited no response from the College to me as examiner or to</p>	<p>Since the move to the new campus two years ago that should have provided an opportunity to invest in the HE provision on the Scarborough campus there has been an incoherence in how what limited facilities there are were grouped geographically and sympathetically to meet student needs in a creative area. I am not sure why this has happened but the result has been poor basic and sometimes non existent provision for students in printmaking, sculpture, and</p>	Discuss EE Report with Staff	<p>Extensive use of student “journals” were apparent supporting student research in theoretical and practical areas of the programme. At best the journals also provided an insight into the student journey whilst on programme.</p> <p>The external exhibition in a professional venue and the opportunity for different levels of student to show together</p>

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		<p>teaching staff on the programme let alone any improvements to very poor facilities for students working in several specialist areas of Fine Art. (10)</p> <p>Over my four years with the programme the loss of a diverse and viable course team, reductions to budgets, lack of specialist technical support, little or no budgets at team level for materials, visiting lecturers and educational visits have been detrimental to the student experience. The broad</p>	<p>mixed media work. The art provision is now so is disparate and fragmented and run down that the recruitment of students to a once healthy programme within a visible art and design environment has now made the course non viable and not at all attractive to potential students who might have been recruited in a competitive HE market. I mention this because it has affected the experience of the present few students on course who feel abandoned by senior management whilst well supported by the remaining specialist teaching staff member .</p> <p>It is unfortunate that over the last few years the Partnership has not retained staff on this programme however there are always a multitude of reasons as to why staff leave an organisation. We regret that this has been written into your report and acknowledge that there have been challenges in retaining consistent staffing</p>	<p>To Formulate action plan on staffing from the remaining 2 learners on programme including Technical support</p>	<p>proved a rewarding and successful learning experience. It also brought the students into contact with a wider public and provided commercial opportunities for students to sell and gain commissions.</p> <p>The effective use of clear criteria for making assessment decisions facilitated transparency in terms of grades awarded and this coupled with thorough and relevant written feedback to all students is good practice and valued by students.</p>

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		<p>student experience has been very poor and narrow because of this lack of senior [sic] management support in providing basic specialist facilities from. It is only the dedication, flexibility and commitment of the previous staff team and more recently the course leader that has held this programme together and at least ensured that the students were well supported at studio level particularly in painting and theoretical studies. The opportunity for students to develop other fine art skills has been problematic. (10)</p>	<p>which has not been aided by a drop in recruitment with no new starts on this programme.</p> <p>It is concerning that a reduction in budgets is highlighted as a concern as there is no evidence to suggest that the budgets have been reduced and allocations of funds per learner remain the same. This has however been impacted on by a reduction in recruitment overall. All budgets are reviewed across the Partnership to ensure quality of resources are provided to learners.</p>	<p>No action</p>	
		<p>Since the move to the new campus two years ago that should have provided an opportunity to invest in the HE provision on the Scarborough campus there has been an incoherence in how what limited facilities</p>	<p>The senior managers have recognised there have been recruitment and retention issues on this programme and this has sadly culminated in the decision to no longer recruit to the programme. Senior managers</p>	<p>No action</p>	

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		<p>there are were grouped geographically and sympathetically to meet student needs in a creative area. I am not sure why this has happened but the result has been poor basic and sometimes non existent provision for students in printmaking, sculpture, and mixed media work. The art provision is now so is disparate and fragmented and run down that the recruitment of students to a once healthy programme within a visible art and design environment has now made the course non viable and not at all attractive to potential students who might have been recruited in a competitive HE market. I mention this because it has affected the experience of the present few students on course who feel abandoned by senior management whilst well supported by the</p>	<p>appreciate the opportunity to meet with stakeholders; the External Examiner for this programme has not made contact to discuss his concerns for the programme with the current senior team.</p> <p>It is unfortunate that many of the comments within this report relate to the infrastructure rather than the quality of the student work. In order to progress a future offer in this area at the Partnership at an appropriate time, the teaching team would have benefitted from feedback on how to develop, support, improve and enhance the quality of the student work.</p> <p>We are happy to have a further discussion on the issues raised.</p>		

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		remaining specialist teaching staff member. (10)			