

Awarding Body: TEC Partnership

Delivery Location: Grimsby Institute of Further and Higher Education

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice/commendations identified by External Examiner
Kathryn Flynn University of Wales	FdA Tourism Management	<p>The only assessments I did not review directly, were those of a 'presentation nature'. Whilst I received all written documentation relating to presentation (such as student PowerPoint slides), I did not see the actual 'recorded' presentations. Possibly, due to Covid 19, these did not take place 'live' or 'recorded', as perhaps only presentation slides were submitted to address the assessment requirements. (3.6)</p> <p><i>Post Covid – Increased 'Support' Resources:</i> A direct result of Covid 19, it is inevitable, due to the necessary changes having been made to taught programmes, that this will</p>	<p>The "presentations" were not undertaken as live presentations therefore no recordings were made.</p> <p>Presentations will revert back to normal as long as we continue to deliver face-to-face.</p> <p>There has been discussion within the team as to how this may potentially be overcome. Initially there needs to be presentations to L3 students to counteract any perceived fear of studying at L4 and beyond. During these</p>	<p>Action: Presentations will revert back to "normal" this trimester.</p> <p>Date: Ongoing</p> <p>Person: All module tutors</p> <p>Action: A programme of presentations and masterclasses to L3</p> <p>Date: Ongoing</p> <p>Person: SB</p>	<p>Module assessment work for 2020/21 (reviewed in March and June), demonstrated good levels of knowledge across the programme. Overall, with the support of the teaching team and contingency measures/regulations introduced to address Covid 19 for the academic year, the students appeared to cope well. This was a strong positive for both the staff and students – in the way that staff successfully adapted their delivery, but also in the ways in which most students positively responded to the necessary changes. (2.3)</p> <p>Important to note though is that of the small number of students I was able to speak with this year, whilst they acknowledged their learning contributions in the difficult times, they were also keen to comment on the</p>

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		<p>further compound issues and challenges within the Higher Education sector. It is likely to influence 'progressing' students (despite compensatory measures having been introduced), but also for 'potential' students, possibly dissuaded from further/higher education and pursuing work in the tourism and leisure industries... Such challenges and risks for the tourism programmes at Grimsby, would need to be considered, potentially through the need for added resources such as; student support/further programme updates/programme marketing etc, and in line with the Government tourism response and recovery plans. (6.1)</p> <p>I would encourage module tutors to be confident in their marking processes and where they feel the work to</p>	<p>presentations the points raised in 6.1 will be covered in detail, in particular the discussion of the very robust student support given to students on UCG's programmes as will the discussion of "there has never been a better time to study HE". "Staying and studying locally" will also be a point that will be discussed and "sold".</p> <p>This will be discussed at programme meeting and considered.</p>	<p>Action: Team meeting discussion</p> <p>Date: 20/10/21</p>	<p>increased levels of support given to them by the teaching team. Of this feedback gained from the small student group, I can only presume would also be the views of the wider cohort, and the feedback is therefore pleasing to hear. Acknowledging that the tourism teaching team is small (with limited staff numbers covering several modules) this is highly commendable. Clearly, there is a strong rapport within the team to effectively deliver the programme, but this is also true for the connections between both staff and students - - which is praiseworthy. (3.1)</p> <p>From the review of the student assessment reflective logs/ journals and also from liaising directly with the small group of students this year, the staff/student relationship is evidence and is a strong positive for the programme. (3.1)</p>

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		be praiseworthy, to strongly consider attainment in the next band/class to avoid borderline cases. (6.2)		Person: SB	<p>There has never been any issues concerning the receipt of programme documentation and internal administrative paperwork. As always, the forwarding of information for this academic year, was again timely and commendable. (3.6)</p> <p>I was very grateful of the opportunity this year to liaise with the small group of students. I would like to thank Simon Bryson (PD) for organising this and to also thank the student group for taking the time to talk with me. The student group were a pleasure to meet. Noteworthy, were the favourable comments made towards the teaching tea, in particular he high level of support given to them on the programme to date. (3.7)</p> <p><i>Teaching Team.</i> With direct reference to the ongoing challenges imposed on teaching a result of Covid 19, (now having affected two academic years), I</p>

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					<p>feel it is important to again commend the staffing team on their ability to work in these difficult times. They continue to adapt to varying teaching requirements and implement the necessary updates/revisions to modules and assessments. Staff also continue to support the student cohort within a variety of 'remote' means, which has been positively reflected in the end of year results. It is hoped that the next academic year will not be as affected, following the 'roll out' of the Covid vaccine programme. (6.1)</p> <p><i>Student Support.</i> As noted in my report last year, it is again evident that the small teaching team greatly assist the students on the programme both academically and personally. Despite having a new member of staff teaching on the portfolio this year, the team is still relatively small and the way in which they strongly support the</p>

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					student cohort, should be applauded. (6.1)
Colette Mazzolla-Randles Blackpool and the Fylde College	FdSc Digital and Technology Solutions / FdSc Computing Technologies	<p>Module Handbooks – ensure all font is the consistent in size and font family this will demonstrate a professional appearing document. (3.1)</p> <p>Attempt to get local business to endorse assignments or case studies. (3.1)</p>	<p>Module leaders will be asked to check font sizes and font families across their handbooks to ensure that the published documents are professional and consistent. This will be further reviewed during moderation of handbooks before release.</p> <p>Agreed that local business endorsement would be beneficial to improving the quality and relevance of assignments. Any future collaborations or endorsements will need to be managed carefully as businesses may prefer a specific approach to development tasks, whereas a wider approach may be more suitable in training employable graduates due to the flexibility and understanding of underpinning development skills.</p>	<p>Action: Check and update font used in module handbooks. Ensure quality through moderation</p> <p>Date: At least two weeks prior to module start</p> <p>Person: Programme Leader / Module Leaders</p> <p>Action: Source potential collaborative partners with Chloe Tate. Discuss desired skill sets of graduates from employer perspectives.</p> <p>Date: Ongoing</p> <p>Person: Programme Leader</p>	<p>There is evidence of good practice that measures student achievement against the module learning outcomes. (2.2)</p> <p>Module handbooks are completed to a good standard ensuring all assessments, deadline, marking schemes and module feedback and enhancements are visible. (3.1)</p> <p>Assessments link to industry standard scenarios, in addition the skill the students are demonstrating are true of industry and will help them in industry. (3.1)</p> <p>Case studies that are provided with the assessments are again linked to industry and the skills gained from completing the assessment will prepare students for industry, (3.1)</p>

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		<p>There is potential to have more variety in terms of assessment types – you could include more group work or presentation styled assessments. (3.1)</p>	<p>During summer 2021, efforts have already been made to collaborate with a local employer who have shown interest in the Digital & Technology Solutions programme.</p>	<p>Action: Gather feedback from students in regard to assessment types. Review achievement of assessments to identify trends in successful assessment types for each discipline.</p>	<p>The module Professional and Research skills is an excellent addition to the course. The assessments allow students to demonstrate knowledge, skill and behaviours in professionalism and work as part of a team to manage a small-scale project, there is evidence that the students have developed interpersonal and transferable skills. (3.5)</p>
		<p>The report elements could use more diverse references, most of the sources appear to be web links, potentially do some work around citing journals and books could be good.</p>	<p>Agreed with comment. Programme Leader open to wider range of assessment types to allow more accessibility and potential to demonstrate skills. As the Digital & Technology Solutions programme is developing, students will be asked to reflect on the assessment types as part of their Module Evaluation Questionnaires to gather feedback on assessment types.</p>	<p>Date: Week 7/8 of each trimester. Review as part of programme review. Person: Programme Leader / Module Leaders</p>	<p>Module handbooks are completed to a good standard ensuring all assessments, deadline, marking schemes and module feedback and enhancements are visible. (6.1)</p>
	<p>Agreed with comment. More examples of reliable information sources should be highlighted to students in indicative content and will be updated in programme specification by module leaders throughout 21/22 academic year.</p>	<p>Action: Module leaders to review and prepare a list of reliable information sources. Date: Two weeks prior to module start Person: Module Leaders</p>	<p>Assessments link to industry standard scenarios, in addition the skill the students are demonstrating are true of industry and will help them in industry. (6.1)</p> <p>Case studies that are provided with the assessments are again</p>		

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		<p>Overall feedback could enhance to be more contextualised to the holistic assessment, ensuring that a focus on future work is present.</p>	<p>The Professional & Study Skills module will aim to show the importance of reliable information sources and demonstrate appropriate referencing techniques to support student research and report writing abilities.</p> <p>Recurring issues have been found in individual student work which might suggest that the students are not reflecting on assessment feedback appropriately. Furthermore it was found that some instances of assessment feedback were of poor quality and lacking in constructive discussion.</p> <p>Guidance and advice will be given to all students on how to access assessment feedback, enabling a reflective process to take place to support the personal development of students. Programme Leader will also make better use of 1-to-1 tutorial slots to support students and their</p>	<p>Action: Programme Leader to discuss importance of, and delivery of, feedback with Module Leaders. Programme Leader / Module Leaders to discuss feedback with students on 1-to-1 basis to ensure appropriate support and development is achieved.</p> <p>Date: On going Person: Programme Leader</p>	<p>linked to industry and the skills gained from completing the assessment will prepare students for industry. (6.1)</p> <p>Excellent communication – clear and fast acting. (6.1)</p> <p>Robust and organised folder structure, easy to access and moderate. (6.1)</p> <p>Good evidence of moderation (6.1)</p> <p>Effective application of grades and annotated feedback. (6.1)</p> <p>Some excellent examples of students work – that should be showcased to FE students to inspire. (6.1)</p>

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			reactions to formative feedback, summative feedback, and personal development.		
Kay Calver University of Northampton	FdA Children, Young People and Families	There are some issues relating to the consistency of assessment feedback, for example, in the 'Equality, Diversity and Anti-Oppressive Practice' module the summary comment is in a different format in comparison to other modules. For 'Partnership and Integrated Working' students are not provided with a summary of their key strengths, the summary comment purely focuses on feedforward. I am aware that there have been staffing changes within the team so I would recommend a team meeting focusing on a unified approach to student feedback to ensure a consistent student experience across the programme.(3.3)	There will be extra focus on the marking and feedback process this year and we will ensure that there is more consistency in this through training and development. We have more experienced staff taking modules this year, so there should be a marked improvement in consistency and quality.	Action: Training and Development Date: 16 th September 2021 Person: Angela Taylor	The team are to be commended for responding to and adapting their teaching and learning strategy in light of COVID-19. (3.1) I was particularly impressed by the assessment methods that required students to explore issues impacting the local area and to draw on local data. These assessments provided students with an excellent opportunity to make a real impact in the local area for children, young people and families. There is excellent use of case studies within the following modules 'Children's Rights and Safeguarding' and 'Working with Professionals and Service Users'. (3.1)

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		<p>I would encourage the team to consider the appropriateness of the job role that forms the focus of the assessment – a Family Support Worker – while this is an important job role it does not require a degree (the person specification provided states a Level 3 qualification is required). It would be good to showcase graduate level jobs students can apply for once they finish the programme.(3.5)</p>	<p>The advice is well received and the module tutor will make the necessary changes.</p>	<p>Action: Job Role to be changed Date: 16th September 2021 Person: Module Tutor</p>	
<p>Jan Sutton East Coast College Great Yarmouth</p>	<p>FdA Social Care / FdSc Health and Social Care</p>	<p>I feel the advantages of a summary of key strengths (at the end of the lengthy and detailed feedback provided by staff) and alongside the existing summary of areas of development, would be helpful for students and Academic Achievement Coaches. (5)</p>	<p>After careful consideration of the EE comments regarding the strengths section within feedback it was decided that this would not be included going forward and would instead be optional for each Module tutor. I have shared these comments with the team and feel that module tutors reflect the strengths within assessments throughout the detailed feedback.</p>	<p>Action: Continue to communicate EE's comments to HCI team. Date: 18/08/2021 Person: Ashley Meechan</p>	<p>No examples of good practice or commendations were identified by the External Examiner</p>

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		I did have some concerns in relation to the grading /marking of the Psychology modules at both L4 and at L5 this year. Discussion with the Programme Leader shed light on this, and she will be looking to address these in the next academic year (6.1)	Discussions were held between myself and the EE regarding the grading/ marking of the two modules. Concerns were raised with the second marker as the first marker had left the organisation at that time and was unavailable to comment. The option of work being third marked was relayed to the EE, however, upon the grading/weighting of assessments and overall module average it was decided that this would not be needed.	<p>Actions: To ensure that new members of staff are supported throughout the assessment period. Continue to engage effectively with EE regarding issues raised and address promptly.</p> <p>Date: 18/08/2021 Person: Ashley Meechan</p>	
Kelly Marie Taylor University of Suffolk	FdEd Early Childhood Studies	Some modules could make more use of the in-text comment functions of Turnitin in order to point to specific areas of development or feedback for the students in order to retain some consistency in its use across the programme. (3.1)	<p>I have reviewed the modules highlighted and agree that in text comments could be expanded on.</p> <p>In addition, the modules highlighted are the professional practice modules at level 4 and 5, they have a portfolio assessment documenting both academic and practice development over the academic year. Therefore, this is a broad assessment covering many elements. The programme team recognised this during the</p>	<p>Action: To disseminate the issue raised as a point for development to all module tutors on the programme.</p> <p>The revalidated programme and new assessments will be delivered at the start of the academic year</p> <p>Date: 1/9/21 Person: Emma Bailie</p>	<p>In particular good practice to highlight is the wide range of assessment types and styles which enable students to demonstrate their knowledge in a variety of ways. (3.1)</p> <p>This high quality and high levels of consistency should be particularly commended in this academic year of challenges for all concerned in light of changing practices due to the Covid-19 pandemic. (3.1)</p>

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		<p>Continuing to make full use of the grading boundaries is another area of enhancement so that there is a wider spread of grades as appropriate. (3.1)</p>	<p>revalidation and felt that the assignment can 'over assess' the students and lead to challenges providing concise feedback from the marker and tutor linked to development points. This has been actioned and the 30 credit modules have been broken down into 3 10 credit modules with separate assignments to allow for specific and in-depth comments and feedback to be provided to the students during the assessment.</p> <p>I agree with the recommendation and I feel that the level 4 assessment grades have demonstrated a wider use of the grading boundaries</p>	<p>Action: To continue with the recommendation and disseminate a point for development to all module tutors on the programme.</p> <p>Date: 1/9/21 Person: Emma Bailie</p>	<p>The assessments are excellently designed and are appropriate methods of assessment for the programme. (3.2)</p> <p>The second marking and moderation is exceptionally well documented. This demonstrates an improvement on the last report, as the moderation process is now much more detailed and consistently well documented, with detailed comments from the first and second markers documented on the moderation paperwork. This demonstrates the rigour of the approach taking place and this should be commended. (3.3)</p>
		<p>However the administrative/quality team upload the documents following the panel to Microsoft Teams, which does not give me a</p>	<p>By tagging (@mentioned) Teams members or individuals, particularly where action is required, Teams sends an email reminder to those identified.</p>	<p>Action: HEQA and Exam Board Administrators to tag associated Teams members and/or individuals in the</p>	<p>Once again the course team sound be commended for their excellence in providing a high quality programme, and high quality teaching and learning opportunities. (6.1)</p> <p>The assessment types and styles are innovative, and the practices</p>

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		notification. I log in manually check a few days after the board meets but The team have had to prompt me where it has been missed after a few days. I am happy to respond and complete paperwork immediately (and hate to delay the process). So I wonder if there is a way this system could be improved, maybe by emailing when documents are uploaded to Teams? So that I can go in and respond more promptly and ensure the process is completed in a timely fashion. (3.6)		relevant Teams chat where action is required Date: September 2021 Person: HEQA, Exam Board Administrators	are very strong and appropriate for the award. (6.1)
Sharon Mallon Open University	FdA Community Mental Health	No issues were raised by the External Examiner	NA	NA	I have been very impressed with the quality of the teaching material and assessment. (3.1)
Alejandro Postigo University of West London, London College of Music	FdA Performing Arts	No issues were raised by the External Examiner	NA	NA	No examples of good practice or commendations were noted by the External Examiner

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Jamie Cash Confetti Institute of Creative Technologies	FdA TV Production	Maybe the programme team could explore opportunities, particularly at level five whereby students could identify a particular specialism within Television Production that allows them to work towards developing a portfolio of work that aids their future employment in a specific field. The course team could also explore opportunities to engage with real world clients, competitions or opportunities to help build employability more explicitly within the programme. (6.1)	<p>Under normal circumstances this was already being done, with students on the 2nd year expected to define their specialism within media production, work alongside clients, define their own briefs, and enter national competitions. Unfortunately, under the pandemic restrictions, access to equipment and clients could not be achieved.</p> <p>As the EE highlights the amount of work undertaken by myself and Jacob has meant that despite the pandemic and internal issues, the students have achieved a great deal. Hopefully the next academic year will be more straight forward.</p>	<p>Action: No further action to take</p> <p>Date: 09/08/2021</p> <p>Person: Daniel Carter</p>	<p>I was very impressed by the standard of work that students have produced during the pandemic. In particular the work the group produced for their TV Studio Production was very impressive and entertaining. (2.3)</p> <p>Given that the entire academic year has been delivered under the cloud of a global pandemic and that this has brought huge restrictions on both staff and students the range of work produced is commendable. (3.1)</p>
Anita Backhouse University of Lincoln	FdEd Primary Education Studies	No issues were raised by the External Examiner	NA	NA	The programme content and range of assessment types was always a strength and prepared the students well for the next stage in their education careers. (4)
Bill Naylor	FdA Counselling Studies	No issues were raised by the External Examiner	NA	NA	The strength of the staff is their excellent student focus you can see that they really wan [sic] the

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University of Derby					best for their students and they want students to achieve and realise their full potential. (6.1)
Richard Whitehead University of Northampton	FdA Photography	The fundamental teaching of practical work, especially in studio does need to again be fully thought through and supported in the event of any further lockdowns, especially in regards to practical outputs and studio lighting work. Again I would emphasise that many institutions make use of Linked In learning and their repository of videos, but technicians can also make bespoke 'how to' videos that enhance students' opportunities to learn. A fully digital output for assessments should also be well thought through for the coming year and online exhibition opportunities with skills training/technical support fully explored. (3.1)	As part of the revalidation process in 2020, new, discrete modules in Photography Skills, Studio Skills, and Darkroom Skills were built into Level 4 of the programme, in order to ensure students' skills in these areas are well-grounded before progression to Level 5.	<p>Action: Discrete modules in Photography Skills, Studio Skills, and Darkroom Skills – already written as part of the revalidation process in 2020, for delivery from September 2021.</p> <p>Associate Principal and Curriculum Manager to explore the possibility for development / production of in-house 'how to' videos in the manner suggested by the EE.</p> <p>Date: Complete Person: Programme Leader, Curriculum Manager and Associate Principal</p>	<p>The course team should be commended for having worked hard in very difficult circumstances to try to improve and engage the skills of the students on the course. (2.3)</p> <p>Continued strategies introduced by quality is to be commended as excellent and beneficial for the students. (6.2)</p>

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		<p>in relation to their assessments, students have voiced dissatisfaction with access to physical books during the pandemic and this should be responded to appropriately both by the team and the TEC. They have also urged for more emphasis on practical skills (3.2)</p>	<p>Students had access to books from the HE library during the lockdown and could request them for collection. The library is currently open for access by students, but in the case of another lockdown module tutors and the course leader must remind students of the processes by which they may access books from the library.</p>	<p>Action: In event of another lockdown, post processes by which books may be borrowed from the library on Canvas module pages</p> <p>Date: In event of another lockdown</p> <p>Person: Module Tutors and Programme Leader</p>	
		<p>Several basic admin errors are evident in the forms and student facing documents moderated by myself and it is hoped that a thorough proof-read can eradicate these moving forwards. (3.3)</p>	<p>Programme Leader to remind module tutors of importance of accuracy in relation to documentation provided to students.</p>	<p>Action: Programme Leader to remind module tutors of the importance of accuracy in relation to documentation provided to students.</p> <p>Date: September 2021</p> <p>Person: Programme Leader (and Programme Leader/module tutors to check throughout the year)</p>	
		<p>Given numbers that require full moderation in the low cohorts it may be beneficial for all the team to continue to fully engage in any</p>	<p>All staff have access to Community and Practice which holds sessions on Learning, Teaching and Assessment throughout the year – the first of</p>	<p>Action: New staff to attend Community and Practice sessions on Learning, Teaching and Assessment</p>	

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		<p>Institutional standardisation exercises employed across the subject areas so as to increase knowledge, confidence and eradicate any confusion for both staff and ultimately students. Although outside of my remit here it may be an area for more consideration as to a unified approach across the portfolio of courses awarded by the University Centre. (3.3)</p>	<p>these particular sessions are being held in October 2021 prior to assessments being complete. Where opportunities arise, staff across the area will work on different programmes and would aide standardisation.</p>	<p>Date: 31/10/2021 Person: New staff/Module Tutors/Curriculum Manager</p>	
		<p>The PL should continue to monitor this and induct all new staff into current processes. Care and attention should still be made around feedback with reference to standards (firsts/upper seconds etc... is not language for FdA degrees which are pass/merit/distinction grade boundaries) and note made of previous advice around grades that sit on or near to these, say with</p>	<p>Programme Leader will remind module tutors of the issues vis-à-vis borderline grades, and to ensure that feedback uses discourse appropriate for the programme.</p>	<p>Action: Programme Leader will remind module tutors of the issues vis-à-vis borderline grades, and to ensure that feedback uses discourse appropriate for the programme</p> <p>Date: September 2021 Person: Programme Leader</p>	

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		<p>a mark of a 59 or a 60 for example, especially if both markers agree on these as it may be difficult therefore to justify which banding the grade should be in. (3.3)</p>			
		<p>Procedures were followed for administration, but it should be noted that access to many documents for the moderation process were sent later than expected for planning and managing the volume of work required within my own timescale. (3.6)</p>	<p>The programme team confirm the student deadlines early in the academic year for the full year and can prepare a planner at the same time detailing the volume of work and date this can be expected with the External Examiner so that this can be better managed alongside their own workload.</p>	<p>Action: Creation of assessment planner Date: 01/10/2021 Person: Programme Leader</p>	
		<p>Areas that do need further attention both from the subject area management and from the course team do seem to revolve around communication and quality processes such as the staff student forums. This should be investigated by management and remedied if required as soon as</p>	<p>Enhancement. Given the easing of the national response to the pandemic, the course team hope to invite more guest speakers in 2021-22.</p> <p>Given that staff on the programme are almost wholly casual bank or part-time, and the majority of students are mature students with responsibilities, the</p>	<p>Action: Course team to arrange opportunities for guest speakers in post-lockdown context during 2021-2.</p> <p>Faculty management to investigate possibility of trips/visits for students across our HE Arts/Media programmes.</p>	

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		<p>possible for all quality procedures to be properly implemented at this level because students reported that no opportunities for this had occurred. Students also reported a lack of and reduction in Educational Enhancement opportunities, and although the reasons are apparent from a Covid 19 perspective, it could be that a more joined up approach be adopted for trips and VL's for the entire curriculum area moving forwards so as to enhance HE student experience. (3.7)</p> <p>It is important to also recognise that students voiced a need to be better trained and educated in the practical elements of making photographs, especially in relation to the skills required for commercial photography and advertising-skills that will help them secure potential</p>	<p>possibility of trips solely for the FdA Photography cohort would be difficult to achieve however there may be opportunities for a more faculty-wide approach to trips and visits.</p> <p>As part of the revalidation process in 2020, new, discrete modules in Photography Skills, Studio Skills, and Darkroom Skills were built into Level 4 of the programme, in order to ensure students' skills in these areas are well-grounded before progression to Level 5.</p>	<p>Date: Throughout 2021-22 Person: Course Team and Faculty Management</p> <p>Action: Discrete modules in Photography Skills, Studio Skills, and Darkroom Skills – already written as part of the revalidation process in 2020, for delivery from September 2021. Date: Complete Person: Programme Leader</p>	

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		<p>professional photography positions. Their voice also needs to be recorded formally as well as informally in the processes of the TEC. (3.7)</p> <p>I urge consideration by the team as we move forwards of introducing more workshops and teaching sessions in the use and advanced application of cameras, pro-software and especially lighting skills as the evidence provided even by the higher achieving students is not currently of a comparable broader standard to other FdA students across the board nationally in this level and area. This may be rectified both by hands-on sessions and by considering the nature of the briefs especially with working to a client brief. For example it could be possible to include</p>	<p>As part of the revalidation process in 2020, new, discrete modules in Photography Skills, Studio Skills, and Darkroom Skills were built into Level 4 of the programme, in order to ensure students' skills in these areas are well-grounded before progression to Level 5.</p> <p>With the easing of lockdown restrictions, live brief work for the institution's marketing team will hopefully resume in 2021-22 as it did in 2019-20.</p>	<p>Action: Discrete modules in Photography Skills, Studio Skills, and Darkroom Skills – already written as part of the revalidation process in 2020, for delivery from September 2021.</p> <p>Date: Complete Person: Programme Leader</p> <p>Action: Module Tutor (Live Brief)/Programme Leader to speak with marketing team about briefs for photography students, as Live Brief module begins</p> <p>Date: Nov 2021 Person: Live Brief Module Tutor/PL</p>	

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		<p>competitions that are live briefs and it could be possible to work more effectively and closely with the marketing department say at the TEC it self. (4)</p> <p>For the management to recognise that although they may be providing opportunities and there may be work/ professional/ employment initiatives both in the course and through the TEC, students in Photography at FdA level are making me aware that they are not perceiving this and given that forums for these issues to be escalated up by the team have not according to the students, apparently been occurring I therefore suggest that work must be done on communicating and encouraging, both to and from students, an overall engagement on the course especially in professional</p>	<p>As part of the revalidation in 2020, a discrete L5 module in Design and Marketing for Photographers was designed with input from Dan Milnor at Blurb. This module was written precisely with the intention of foregrounding the issues mentioned by the EE (ie, the importance of building a portfolio and understanding issues of design and marketing). It will be delivered at L5 from 2022-23, as part of the revalidated programme.</p>	<p>Action: A discrete L5 module in Design and Marketing for Photographers – already written as part of the revalidation process in 2020, for delivery from September 2022.</p> <p>Date: Complete</p> <p>Person: Programme Leader</p>	

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		<p>and work related training. As an examiner I am not seeing an effective comprehensive portfolio nor website being developed by students, nor a marketing pack at the end point for these students FdA, nor an outward facing show of work either physical or electronic and this is troubling , especially as FdA's are nationally designed and were intended not as a convenient way of progressing to a Top Up, but as an end point for employment. (BA awarding status could well be a way forwards, although possible, albeit probably with a lot of work to start again with a three year redesign). (4)</p> <p>I need to point out that moving image with stills may also, in relation to this be a genre to look at including more comprehensively in the first year of skills. (6.1)</p>	<p>In the revalidated programme, with discrete modules in Photography Skills, Studio Skills, and Darkroom Skills, it is hoped that there will be time for</p>	<p>Action: Integration of sessions focusing on moving image for the L4 cohort in 2021-22.</p> <p>Date: September 2021</p>	

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		<p>Given restrictions on movement nationally it is also important to recognise the need to have many more actual museum visits and field trip opportunities organised for creative students by the team and s across the subject area and the centre. (6.1)</p>	<p>delivery of moving image to the L4 cohort in 2021-2.</p> <p>Given that staff on the programme are almost wholly casual bank or part-time, and the majority of students are mature students with responsibilities, the possibility of trips solely for the FdA Photography cohort would be difficult to achieve however there may be opportunities for a more faculty-wide approach to trips and visits.</p>	<p>Person: Module Tutors and Programme Leader</p> <p>Action: Faculty management to investigate possibility of trips/visits for students across our HE Arts/Media programmes.</p> <p>Date: Throughout 2021-2</p> <p>Person: Course Team and Faculty Management</p>	
<p>Kate Wells-McCulloch</p> <p>South Devon College</p>	<p>FdSc Professional Healthcare Studies</p>	<p>I would like to have seen an Exam, and the Presentations recorded as this would have enhanced the sampling that was witnessed. (3.4)</p> <p>I would like to see some Study Skills being taught as this is the second year that</p>	<p>Both myself and the module tutor were unable to download examples of the electronic exam paper for the level 5 students. I did ask the innovate team to add the EE tile to mitigate this but received no response.</p> <p>At level 5: Study skills was embedded into orientation.</p>	<p>Action: To ask the module tutor to communicate with innovate in plenty of time to ensure online exams are accessible to the EE. I will ask module tutors to record presentations future assessments. Awaiting timetabling currently</p> <p>Date: September 2021</p> <p>Person: Jenny Allis</p> <p>Action: Study skills to be embedded into level 5 orientation.</p>	<p>The Programme team have had to deliver in a difficult year due to Covid, and they have maintained a high level of integrity across their teaching, learning and assessments. I would like to congratulate Jenny and her team on achieving this during these unprecedented times. (6.1)</p>

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		<p>there has been work sampled, that had poor grammar, spelling and general sentence structuring. This should also include Referencing as the inability to reference correctly was a consistent theme across all samples and this requires addressing for the forthcoming academic year. I am aware that this may be taught by another department, but I think that the Programme tutors need to be embedding this throughout their lesson structure to prevent this occurring in future submissions. (6.1)</p>	<p>Advise on structure of assignments was also covered for the more complex assignments as level 5, literature reviews, case studies and reports.</p> <p>There were some study skills sessions embedded in tutorials at level 5 but this was limited as tutorial time had to be used for updating clinical skills due to placements being cancelled.</p> <p>Referencing and citation was covered in tutorials at level 4 but could have occurred earlier in the year. Support was also offered on assignment lay out by module tutors.</p> <p>Both cohorts met with the Academic Achievement Coach but not all students who were referred to her accessed her support.</p>	<p>Academic Achievement Coach to be invited to tutorials. Academic writing to be embedded into tutorials</p> <p>Date: September 2021 Person: Jenny Allis</p>	
Clwyd Jones	FdSc Football Coaching and	No issues were raised by the External Examiner	NA	NA	No examples of good practice or commendations were noted by the External Examiner

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice/commendations identified by External Examiner
Southampton Solent University	Youth Development				
Sarah Pointer Moreton Morrell College	FdSc Animal Management	No issues were raised by the External Examiner	NA	NA	No examples of good practice or commendations were noted by the External Examiner
Bryony Walker Leeds Beckett University	FdSc Mental Health Studies (Clinical)	<p>Students appeared to struggle more this year to meet learning outcomes expected and demonstrate the rules of Harvard consistently within their assignments. (2.3)</p> <p>I think this year, possibly because of the pressures of the pandemic, two assessments per module did take its toll on student engagement and performance. (3.2)</p> <p>I was given the opportunity to approve assessment tasks, but I think, now with the benefit of hindsight. the</p>	<p>This was predominantly the same student repeatedly that had been identified as struggling but declined support until unfair means allegations were upheld. The student then accessed extensive support from the PL, MLs and the Academic Achievement Coach.</p> <p>PL agrees with this and suggested reduction of assessments in new Healthcare Studies Programme. Assessment quantity has not been reduced but the word counts have.</p> <p>PL agrees with this and suggested reduction of assessments in new Healthcare Studies Programme. Assessment quantity has not</p>	<p>Action: Support continually offered.</p> <p>Date: From Sept 20 Onwards</p> <p>Person: PL, ML and Academic Achievement Coach</p> <p>Action: Reduced workload</p> <p>Date: April 2021</p> <p>Person: PL</p> <p>Action: Reduced workload</p> <p>Date: April 2021</p> <p>Person: PL</p>	<p>The course team should also be commended for supporting students through this year to keep focused on completion, in such difficult times. (3.1)</p> <p>Kirsty has been extremely quick to respond any questions and clarifications required, this is to be commended in such a difficult year and when she works part-time. (3.6)</p>

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		impact of Covid-19 on the student experience, meant the amount of assessment to be completed, was ambitious and maybe some adjustments could have been made. (3.4)	been reduced but the word counts have.		

Delivery Location: Scarborough TEC

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice/commendations identified by External Examiner
Paul Bocij Aston University	FdSc Computer Software Solutions	Consider involving more teaching staff in the delivery of the course. There appears to be a great deal of reliance on the Programme Leader. (6.1) Consider recruiting a larger cohort of students, if	I couldn't agree more. Due to the small teaching team we have in Scarborough that are able to teach on HE programmes we have suffered with limitation around this. However, we are currently advertising for a new Programme Leader who would teach solely on HE, so we should be able to add more tutors to the programme. As this was the first time the course was taught the cohort was	Action: Add more staff to programme Date: asap Person: Richard Uttley Action: Work with student recruitment and marketing to	I have been impressed by the sympathetic and fair approach taken towards such candidates. It is pleasing to see how the academic team attempts to support students so that they can complete their studies successfully. (6.2)

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		<p>possible. This is likely to bring a number of benefits. (6.1)</p>	<p>smaller than we would have liked. We have a 5-year plan which includes recruiting more students to the programme each year.</p>	<p>recruit more students to programme Date: asap Person: Richard Uttley</p>	
		<p>Ensure that all support services are actively and regularly promoted to students in order to address the complex difficulties some face. (6.1)</p>	<p>We are committed to improve our student support network every year but I fully understand where Paul is coming from.</p>	<p>Action: Improve student support network Date: ongoing Person: Richard Uttley</p>	
		<p>Develop an action plan to tackle non-submissions as these seem very high. This may also require broader thinking to look at overall patterns of student engagement. (6.1)</p>	<p>This is a good suggestion that I have taken on board and will endeavour to develop an action plan to tackle non-submissions for the 21-22 programme.</p>	<p>Action: Develop and use action plan to tackle non-submissions Date: immediate Person: Richard Uttley</p>	