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	[At the start of the tenure in 2018] As this was the first time I had been an External Examiner, it would have been useful to have had access to some of the previous years' External Examiner reports to understand a recent context to the programme area, although these were not offered by the Quality Unit. (4.0) At the end of the academic year (2019), I attended in person the final exam board. It was good to travel to Grimsby to see the Institution and meet with key staff – in particular Simon Bryson and Ian Rodwell. (4.0)	A very positive suggestion which I aim to discuss with HEQA I think it is excellent practice to meet the EE face to face the first time so therefore invite him/her to Grimsby to form and build a relationship. This is something that cannot be done via email or teams. Therefore, my recommendation is to invite the EE to the first exam board and for the PL to meet them the night before. This is something we	**Action:** Previous EE report is now routinely part of the pack of information HEQA give to new EEs when they are appointed **Date:** On appointment to post **Person:** HEQA **Action:** Discussion with HEQA / Head of Area **Date:** 22/09/23 **Person:** SB/RM	This additional year as External Examiner, I have seen a continuation of best practices to maintain quality standards in the programme, across all its taught modules and assessed work (2.1) It has been evident during my time as External Examiner, that due diligence is given to all aspects of the course by the team, with strong and consistent support and attention being given to the student cohort. This is particularly praiseworthy, when the *small* teaching team is taken into consideration – principally consisting of just Simon Bryson (P.D) and Ian Rodwell. (2.1) from what is evident from the feedback comments provided on the assignments, there was a good level of support available to

			have always done to the benefit of the relationship between the team and the EE	the students in the lead up to assessment submissions. Students were clearly given appropriate guidance when completing assignments, therefore having a positive impact on assessment marks and outcomes…it was pleasing to see the *application* of feedback guidance in later student assignments. (2.1) As I have previously commented in other External Examiner reports, I am very favourable of such practical styled assignment types, particularly locally based cases, as I strongly feel that these positively engage the student. From liaising with the PD (Simon Bryson) throughout the year, it is clear that considerable time and attention is given to programme standards and the differing student cohorts, with respect to the best approach to learning, teaching and assessment. This has been evidenced through my review of students' assessments, for example; reflective student work, and reinforced in the grades awarded at exam board.

				As I have previously noted in earlier External Examiner reports, I have always been pleased with the design and structure of assessments written. A diverse selection of assessment types were spread over the year (Term1 / 2..), appropriate for the range of student needs and academic strengths. To reinforce, during my time as External Examiner for the programme, I have consistently seen good practice with assessment in the team relating to design and structure. Assignments have always been varied and sufficiently 'stretching' for the student cohorts and topical in theme within industry. From discussions with the PD (Simon Bryson), noteworthy, is that within the programme, to support students working towards assessments, there is always the opportunity for in-class support / pre hand-in advice and furthermore, where applicable, the option of draft submissions. It is very positive to see strong levels of support and

				encouragement for the students when working towards assignments. It is recognised that the teaching team put in significant time to support the student groups. As I have previously commented upon in my report, this is *especially* commendable, given the small teaching team within the programme. (3.1) Digital methods have always been used to exchange materials, with Dropbox being used in the first year and Microsoft Teams used thereafter. Due to its multiple functions, Microsoft Teams has been the most effective and has been the preferred option to share large scale resources. Receiving work digitally, in well organised files / folders, over my tenure, has made my role much easier. (3.6) During my tenure as External Examiner, I have not been made aware of any raised student issues, which is a strong indication that the course is very positively received by the cohort. (3.7)

					Special thanks to Simon Bryson as PD for supporting me in my role as External Examiner. In the discussions that took place as to the programme, modules and assessments, Simon was always accommodating with regards to my comments made. The programme is a credit to Simon and the teaching staff, and it is evident that there is a strong passion and commitment within the team to the subject area and its continued development. I will certainly miss working with the team and the wider TEC Partnership. (4.0)
Colette Mazzola-Randles

Blackpool and the Fylde College | FdSc Digital and Technology Solutions / BSc (Hons) Digital and Technology Solutions suite | Assessment feedback – it would be beneficial to include feedback on how students could enhance their grades in future attempts, rather than merely pointing out areas of incompleteness or non-achievement. (10)

Assessment feedback – for hands on feedback like web development, encouraging students to record their development process could | In many cases this is implemented within modules though perhaps not consistently 100%. Strengths and weaknesses are consistently included with assessment feedback, taking into account levelness. Where possible, it will be implemented through marking.

This is agreed and across hands on modules such as projects, this is encouraged. Particularly within the portfolio, students are encouraged where able to | **Action:** Ensure consistent feedback
Date: Ongoing throughout academic year
Person: PL and module tutors

Action: The team will continue to encourage recording their development process to students where this is appropriate to the module | The creation of module handbooks is executed superbly, comprehensively outlining assessments, deadline, grading schemes, feedback on modules, and improvement. (10)

The assessments mirror real-world industry scenarios, and the skills students display are relevant in a professional context. (10)

Business-related case studies accompanying the assessments further equip students with |

		offer a more comprehensive view of their skills. (10)	provide short demonstrations of their artefacts working correctly, for all pathways. The smaller scale and lower level of the level 4 and level 5 web modules I do not believe fully suits this.	**Date:** Sept 2023 **Person:** PL and module tutors	practical skills for the corporate sphere. (10) The application of commendable industry standards is apparent [in assessments]. (13)
		Module handbook – Uniformity in font size and style will contribute to a more professional look (10)	We can place further effort in adapting the handbook template where able to provide consistent fonts and font sizes	**Action:** Ensure handbook uniformity **Date:** Ongoing throughout academic year **Person:** Ashley Darley, Yasmin Tuck	The addition of the "Professional and Research skill" module to the course is commendable. The assessments within this module offer students the opportunity to showcase their knowledge, proficiency, and professional conduct, as well as their ability to collaborate on managing a small-scale project. There's clear evidence indicating that students have successfully honed their interpersonal and adaptable skills through this module. (14)
		Partnerships – efforts to secure the endorsement of local businesses for projects or case studies can be valuable (10)	This year we have collaborated with a Senior Software Engineer from Unidays, who has provided the application for one of the Level 5 modules, has been integral to the planning of the module and lesson ideas, technologies to use and best practices. We will look to work more with employers going forward, for other complex and practical modules.	**Action:** Continue to engage with local and national businesses on modules **Date:** Ongoing throughout academic year **Person:** Ashley Darley, Yasmin Tuck	
		Assessment types – Introducing more variety in the types of assessments, such as including more group projects and presentations, could be beneficial. (10)	This has been implemented as of 23-24. Level 4 still contains the group assessment within Professional Study Skills, however Level 5 now features Software Development with Agile, and	**Action:** A variety of assessments has already been implemented and the team will review how these have gone at the end of each level being delivered	

			Implementing Secure Networks. These are primarily group projects. Level 5 now contains further presentations and demonstrations, and level 6 benefits from an additional presentation within the Final Research Project, alongside.	**Date:** June 2024 and June 2025 **Person:** Ashley Darley, Yasmin Tuck	
		References – urge students to utilise more books and academic journals in their references, as there seems to be an over-reliance on web sources	Students are urged to source more reliable types of materials, and this is repeatedly mentioned and iterated at the beginning of each module. Students receive a Library induction at the beginning of the year, sign up to online portals which provide access to electronic books and journals. We will encourage more use of books and academic journals though formative feedback.	**Action:** Emphasis on referencing and wider reading to be considered further when providing formative feedback **Date:** Ongoing throughout the year **Person:** Yasmin Tuck, Ashley Darley	
Vanisha Jassal University of Kent	FdA Children, Young People and Families	The job interview assessment as part of L5 Personal Development for Professional and Competent Practice 2, may provide an unfair advantage to those who have applied for jobs and/or have many years' experience in the work place already (11)	A job description is provided to enable all students to prepare adequately for the process. The potential advantages/disadvantages were discussed at the recent validation panel and the majority were in favour of the assessment remaining.	**Action:** Ensure approaches such as seen job description and question samples are utilised to avoid disadvantage. Review in 2023/24 **Date:** 5/24 **Person:** PL	There is a real sense that the module leaders support the students from the start of the programme, across L4 and throughout L5 (10) I would like to commend the team for the design of the video presentations which evidence good learning and engagement with the module content. The L5

			Markers [need to] provide specific comments indicating how a student may be able to move into the next grade band (12)	Comment received and acknowledged	**Action:** Recommendation to be shared with module tutors **Date:** 9/23 **Person:** PL	Social Policy and the Welfare State power assessments were extremely well planned and researched by the students and enabled them to consider aspects of the lives of children and families which are not always adequately recognised. The L5 Research Skills for Practice presentation is a good way of grasping the complex facets of undertaking research and made the subject matter very accessible to the students and they looked as they were enjoying social research (which is a rarity!) (10)
			[Markers need to] agree whether categorical marking should be used across the programme. Some markers appear to be employing categorical marking and others do not. Students should receive one or the other and I advise categorical marking as from my experience this provides students with the most clarity about their level of achievement (12)	PL currently uses categorised marking and a standardised approach towards this needs to be discussed within the wider team.	**Action:** Team to form an agreement in relation to categorised marking **Date:** 9/23 **Person:** PL & MTs	The academic team are to be commended for the variety in terms of the forms of assessments which not only enrich student learning, but also recognises different learning styles across the cohort (11)
			Feedback to students for their presentations [needs] to be given in a written form according to clear marking criteria (which may need to be designed for each presentation assessment). Students work extremely hard on their presentations and I feel deserve feedback which equates to what they	All students receive written feedback for presentation assessments (some scripts were not made available) The comment was understood to relate to more specific feedback regarding presentation skills.	**Action:** Feedback regarding the development of presentation skills to be shared with wider team. **Date:** 9/23 **Person:** PL	The programme leader has submitted major modifications to the programme which I have reviewed and approve of as they demonstrate that much careful consideration has been given to what needs to change to make the programme more sharp in its

		receive on their written assignments (12)

The Exam Board experience was less satisfactory for me due to poor sound quality which may be inevitable where you have some joining online and some in the room. I have asked why we cannot all join online as this would improve the experience for the external examiners (as I was not the only external examiner commenting on the problems with sound). By not hearing people clearly in the room properly, including the Registrar and the programme leader, I as the external did not feel fully able to undertake my role. I would also add that it would be good for external examiners to be able to comment on the transcripts once they are shown on the screen as these were being processed quite quickly as there were a few programmes to get through. Coupled with poor sound, I felt quite disengaged in the | Prior to the Covid pandemic, all exam boards were held purely in person. As summer exam boards at most HEIs are around the same period, it was difficult for EEs to attribute the required time to attend the board in person. Covid saw a move to purely online meetings however whilst this allowed EEs to attend, the display of grades and information for the programme teams was an issue. Using a hybrid model allowed EEs to attend without long periods of time away from their own roles and gave TEC Partnership teams better access to the grades and information required for the exam board. TEC Partnership welcomes any External Examiner to attend in person rather than on Teams. Over the last two academic years and approximately 40 boards within each year, sound has only been noted as an issue in two of them. Exam boards are being moved in 2023/24 to a different room with a different sound system and it is | **Action:** Plan boards in to UCG Board room where possible
Date: October 2023
Person: HEQA | objectives. The programme leader is to be commended for the through they have given to this and the work in documenting the changes and providing a clear rationale for these. (20) |

		final ratification of grades which did not make me feel I was doing my role fully. I appreciate that the team may be trying to combine in person with online, but I do not personally think it works for exam boards unless the sound issue can be addressed adequately for the future and the pace of the Board is slower when transcripts and final classifications are being discussed (13)	hoped that this will improve the situation. External Examiners are given the opportunity to make comments in every exam board. As awards are calculated on a regulated framework, discussion cannot change any of the decisions made. Where a student has a borderline case, this is noted, however again there are regulated criteria to be met to increase the classification.	**Action:** Seek clarification on decisions where relevant **Date:** Exam boards in March, June and August **Person:** EE
		The programme handbooks indicate that student feedback is gained consistently across the programme but I have not defined a process as yet of how I may wish to access this. It would be useful to know if there is an efficient TEC process for this (16)	There is nothing set as to how an EE can access student feedback and this can be established on a course by course basis with the Programme Leader	**Action:** PL to arrange to share student feedback **Date:** December 2023 **Person:** PL
		The June Exam Board indicate that in some cases it was not appropriate to move a borderline case to the next level. The rule of preponderance has therefore	As noted above, borderline awards are calculated on a regulated framework and discussion cannot change any of the decisions made. In all borderline cases, the volume of	**Action:** Seek clarification on decisions where relevant **Date:** Exam boards in March, June and August **Person:** EE

		clearly been applied but it would be good for external examiners to have space at the board to digest this and question it if they wish (21)	credits at each level and whether borderline is applicable or not for uplift are noted in the comments column on the classification grid. There is always the opportunity within board to seek clarification on any decision made.		
Jan Sutton East Coast College Great Yarmouth	FdA Social Care	The need to ensure all the staff team provide clear guidance re the importance of anonymity of case studies (11)	I agreed with the comments from the EE. There were some details included in the case study that could be interpreted as accurate names and places. I will ensure that the tutor taking the module next year is aware of the level of anonymity required.	**Action:** Discuss anonymity concerns with new tutor **Date:** 18/09/2023 **Person:** Sarah Nowell	Since becoming EE and working from the start with a newly appointed Course leader, I have been impressed by the quality of student learning as evidenced by student work. I am sure this is at least in part due to the quality and nature of feedback provided to students on their work. (17)
		The value of being more specific about the focus of the reflection for the Equality and Diversity module (11)	I will pass this on to the new module tutor for the module and recommend that more specific guidance is recommended.	**Action:** Discuss assessment with new module tutor **Date:** 21/08/2023 **Person:** Sarah Nowell	
		I have suggested to the Course Leader that she works with staff to ensure all staff (and in particular new staff) share the same interpretations of the general marking Criteria (12)	I will go through the marking criteria with any staff teaching on the programme, especially new staff to ensure a level of consistency with marking amongst all staff members.	**Action:** Discuss and provide guidance on marking and marking criteria with new staff members. **Date:** 18/09/2023 **Person:** Sarah Nowell	
		Due to the newly appointed (for the 2022/23 academic year) course leader leaving,	Staffing changes and sickness prevented a smooth transition for administrative elements of the	**Action:** Ensure staff are aware that samples need to be downloaded and either sent to	

		samples of work from Semester 1 were not made available to me until April 2023 (15)	course. There will be improved consistency over the next academic year and samples of work will be ready to hand over to the EE once first and second marking is complete.	myself or uploaded on teams once first and second marking is complete. **Date:** 18/09/2023 **Person:** Sarah Nowell	
Micky Levoguer University of East London	FdEd Early Childhood Studies	Consider if there are any more opportunities to reduce the assessment load on some modules or in a trimester. This is already in process on module GN4ENENV-140 (enabling environments) where, in response to student feedback, it is planned to change the formal slide-based presentation to a more dialogic process between lecturer and student. (3.1)	As suggested by Micky the course team had already decided that the Enabling Environments module needed to have a reduced work load by removing the formal slides (power point) and more focused on professional dialogue We are in the process of looking at other modules which may be assessment heavy in trimester two across level 4 and 5.	**Action:** To remove power point element in the assessment and review other modules which may be assessment heavy in Trimester two. **Date:** Trimester 3 for Enabling Environment **Person:** Emma Love	All modules taught by the core team offered assessment for learning in the form of development points that are specific, supportive and action focused. It would be interesting to know how students respond to this supportive approach. The last annual report notes that this has been in the process of development and it's great to see that it's become embedded practice. (3.1)
		Is it possible to see copies of any relevant student evaluation processes? (3.7)	We are happy to share module evaluations.	**Action:** HEQA and PL **Date:** Two key times within the academic year **Person:** Emma Love	Excellent work was awarded higher grades: this is noted as an area of continuing development in the last annual report and it's pleasing to see this in practice. (3.1) Work assessed by presentation takes place in a supportive and scaffolded environment: responses to presentations are positively phrased to draw out

				knowledge and understanding from student presenters and they are commended for their achievements regardless of grade awarded. (3.1)
				Submission dates for assessment are arranged throughout the term allowing student workload to be distributed. (3.1)
				The programme overall demonstrates high quality teaching and learning, assessment practices and content. (3.1)
				I commend the team for their evident hard work and dedication to excellence. (3.1)
				Assessment design are purposeful and varied. It has previously been noted in annual reports that this is a particular success of this programme and that this is supportive to students gaining the graduate practitioner competencies. (3.2)
				There is excellent and transparent documentation of the assessment processes that made it easy for the external examiner to glean

					what There is excellent and transparent documentation of the assessment processes that made it easy for the external examiner to glean what (3.3) Clear reasons for marks awarded were detailed on student scripts, summaries on scripts and in the assessment marking moderation sheets. This consistency is supportive to assessment for learning processes (3.3) The programme is overall of high quality and there is excellent teaching and learning practices. I share the ongoing confidence of the previous external examiner in the rigour and suitability of the programme and its adherence to expected standards. The course team should be commended for their hard work and dedication to course in the maintenance of a high-quality programme. At the start of my tenure, the course leader and additional module leader arranged a meeting with me to explain the structure of the course and the

					way it is embedded in the context of the local early childhood education and care sector. This demonstrates innovative practice that supports the reflexive dialogue between early childhood degrees and professional practice in the sector. (6.1)
William Harris Regent's University London	FdA Performing Arts	Some students struggle with writing critically about their work in spite of the evidence of their practice being that they have critically engaged in the work of a module and are achieving he module learning outcomes. Students in these circumstances might be encouraged to seek some support for their written assessments in the expectation that confidence in these areas can will (sic) support their communication skills across the board (10)	The students have a study skills module in level 4 and have access to study support, this will be reinforced throughout the year and recapped at level 5. This will also be supported in formative assessment.	**Action:** Study skills support signposted and reinforced **Date:** 9/23 and ongoing **Person:** Angela Pearson	Teaching, learning and assessment is of a very good quality, offering students opportunities to explore the subject area from a wide range of perspectives (10) The team is to be commended for indicating to students how grades are generated against excellent summative feedback (12) The primary strength of the programme is the range of integrated activities across the course of the FdA which are strategically designed to build skills and knowledge across levels 4 and 5 around work related projects. Students can increasingly see the relevance of their study to employability opportunities in the performing arts and the best of the students
		I would also encourage the teaching team to find ways to ensure that students achieve recorded TV/film work that students might be able to use in support of employment opportunities	We have a new tutor who has extensive training and experience in TV and film. Students are given many opportunities to do extra TV work however they do not always take them up. The programme team will encourage	**Action:** Students to be encouraged to take up TV opportunities **Date:** T1 and T2 as opportunities arise **Person:** Angela Pearson	

		beyond the programme in acting for camera (20)	students to engage with these opportunities.		build in confidence as they progress across their course of study (20)
Jamie Cash Confetti Institute of Creative Technologies	FdA TV Production	There were no concerns or issues raised by the EE	NA	NA	Methods of assessment are appropriate with a good balance of academic and practical work (11) During my tenure I have seen consistency in the quality of teaching and assessment throughout the three years which has always been of an appropriate standard. The dedication of the teaching team is to be hugely admired and should be valued by the institute (17)
Megan Brooman Wrexham Glyndwr University	FdA Counselling Studies	I have not had this opportunity [to meet with students] (16)	As the EE started far into the summer break this was unable to be offered. If the EE wishes to gain feedback during the 23/24 academic year, we can arrange this.	**Action:** Discuss with EE to see if they would like to gain feedback from students and arrange this in the next academic year. **Date:** 8/8/23 **Person:** Sophie Stephenson	It was fantastic to see study skills as its own individual module, supporting students learning and development alongside their theoretical work, particularly with foundation level students, as experience tells me that this is a key area of development for this level student. (7) I was also very impressed with the range and number of citations used by the students, which greatly exceeds the number I am

(1)					used to seeing at level 4, in particular. (10) I was pleased to see the video recorded sessions and also the reflective logs students fill in after their skills sessions. I think this is a fantastic way to allow students to not only hear their sessions but also watch them back and assess body language etc. (20)
John Harrison Wigan and Leigh College	FdA Photography	Assessment methods are appropriate, although perhaps, in terms of delivery, students could be stretched to create more expanded portfolios (often they are based on one location/subject/topic) – this would be more relevant, and perhaps expected, at level 5. (10)	Ensure that the assessment outline within the handbook for Working to a Live Brief: Client-Based Projects encourages students to submit several differing client-focused projects. No need for amendments to module specification in this instance: a rewording of the assessment outline will suffice.	**Action:** Ensure assessment outline in Working to a Live Brief encourages students to submit more than one client-based project within the portfolio. **Date:** Before Trimester 3, 2024. **Person:** PL and module leader for Working to a Live Brief.	Students are taught a range of contemporary photography skills, and clearly have acquired confidence in writing about photography (and creativity/ creative process) and photographic imagery, appropriate to the academic level. (10)
Kate Wells-McCulloch University of Plymouth	FdSc Healthcare Studies	There needs to be a specific link from all module feedback to the LOs as currently there are some modules better at this than others. It would also be good to see quality feedback that is linked to the assessment brief, specifically areas that	Marking feedback will be standardised moving forward to ensure good quality feedback and feedforward. Training will commence prior to assessment weeks in T1 to ensure all staff teaching on the programme follow the standardised approach.	**Action:** Marking training to standardise process **Date:** By the end of Trimester 1 **Person:** Marie Robbins and team.	There is a robust process in place to ensure that there is impartiality within the internal marking, and marking schemes are consistently applied. Any discrepancies with grades between first and second marker are discussed and documented with grades being altered appropriately. (12)

		have been achieved well. Where students have Feed Forward feedback, this needs to be more student specific as this was very generic in the majority of feedback that was assessed. (10)			Recording of assessments has been beneficial. (20)
		a) EE was not asked to improve assessment tasks but (b) EE heard recording of assessments and was invited to attend assessments. There were issues with not being able to access the written work in a timely fashion which meant this was not completed in an appropriate timeframe. This was due to issues with programme staff changes." EE also commented that she was invited late to the most recent Award Board "despite requesting dates and links to attend (13)	The EE will in future be offered the module handbooks and ATP's to verify prior to teaching commencing. This will therefore provide opportunities to make suggestions to improve assessment tasks. A programme leader has now been assigned to this programme, therefore we do not foresee any issues in future in regard to the EE receiving written work. The PL will introduce themselves to the EE in due course. The concerns regarding being invited late to board will be passed to HEQA for response.	**Action:** PL to introduce self to EE and ensure all mod books and ATP's have been sent – urgent action **Date:** 25/09/2023 **Person:** Marie Robbins, PL and HEQA	
		The administration arrangements have been poor this academic year due to changes in the programme team and poor communication to myself.	Ensure EE is communicated with effectively and in a timely manner and due diligence with follow-ups to check the EE has received and can access relevant materials.	**Action:** PL to monitor all modules and ensure work is available in a timely manner **Date:** After each marking period **Person:** PL	

		There were multiple issues with being able to access work in a timely fashion. All work was uploaded to TEAMS, including module handbooks and assignment briefs (15)		
		No opportunities offered [to meet with students] (16)	We do not have a standardised approach for this, but we always welcome EE's to meet with students if they wish.	**Action:** PL to arrange with EE **Date:** TBC **Person:** PL
		During the whole of my term there has been a consistent issue regarding communication or the lack of, due to a high level of attrition with programme staff including Programme Leads, of which I had not been informed of each time this occurred. This has impacted on work being uploaded appropriately to be moderated within a timely framework. There has been some improvement regarding quality of provision for student feedback, however, there needs to be more involvement for student engagement with	Now the PL is in role it is hoped that there will be no further issues with communication. However, it is noted that this was a problem during 2022/2023. The head of area is aware of the issues with previous staffing and is currently exploring building the team to reduce any issues moving forward, new appointments are currently taking place and once all positions are filled the PL will arrange a meeting via teams for the EE to meet the team.	**Action:** Teams meeting to meet the team **Date:** By the end of Trimester 1 **Person:** PL

		the EE so that they have the opportunity to discuss their programme appropriately, as this has not bee offered for the who of my term. This could be facilitated through Zoom as well as face to face. I would recommend that access is provided to the TEC systems for future external examiners and that there is better communication between the Programme Lead and the external examiner, and that there is a more streamlined system and approach to support external examiners to reduce communication frustration. (17)			
		Poor communication remains an issue with myself as EE. I have had to continually chase work for moderation during my term as EE, including multiple requests for links to the Award Boards. This has been very frustrating. This has been very frustrating. At the last Award Board I was not invited until halfway through	The PL will improve communication with the EE. It was an administrative oversight missing the EE from the exam board diary invites in 2022/23; HEQA are not aware of missing invites in the earlier years of the tenure.	**Action:** Meet with EE **Date:** ASAP **Person:** PL and Marie Robbins	

| | | the Award Board was in process which I could not attend. (19)

Unfortunately, since the previous PL has left the programme there is a decline in communication and that work is not uploaded in a timely fashion. The largest risk is staff retention for continuity of processes for the students. There have been occasions where there have been multiple staff involved in one module that I have not been informed of. (20) | Communication needs to be timely and effective with the new EE. Examine internally retention of staff and systems to support, mentor, and reduce attrition. | **Action:** Senior leadership to examine staffing levels and how to reduce attrition.
Date: Through T1
Person: Marie Robbins re staffing. PL for communication. | |
|---|---|---|---|---|---|
| Thomas Welsh

Askham Bryan College | FdSc Animal Management | I feel that the teaching team could be pushing students further in terms of their academic style of writing and use of research within their assessments (8)

Generally, the quality of student work reflects level 5 standard, as previously mentioned this could be strengthened by having a greater emphasis on | Feedback on potentially encouraging a more advanced academic writing style and improved research utilization have been noted and will be implemented effectively from next trimester

As above | **Action:** Encouraging the academic style writing in assessment
Date: 9/23
Person: Academic tutor

As above | I particularly liked the use of a video assessment within the Veterinary Science module, which helps to develop digital skills which will make students more employable (10)

The range of assessment strategies implemented are a strength within this programme (20) |

		students demonstrating analysis and evaluation within their assessments, which will help to prepare them for higher study (9) [Advanced Skills in the Workplace] Appropriate weightings to assessments are well designed to meet the desired learning outcomes. Within CAP document, it would have been beneficial to include a section future planning, allowing the students to set further SMART targets after the course to help them gain employment. I would like to have seen a pdf copy of the online exam for this module, as the moderator's comments have described some questions as 'basic' for level 5 study. Within CAP document, some further clarification required on how to confirm student has actually completed the hours, as some are typed initials of supervisors/employer. (11)	The suggestion to include future planning section in the CAP document will be taken into consideration and we plan to guide students in using reflective frameworks like Gibbs and Cobbs to detail their future plans clearly. The Higher Education employability team monitor student placements and we also contact placement supervisors in case of suspicion to confirm successful fulfilment of work hours. Moving forward, we will also encourage students to obtain electronic signatures from employers as opposed to using initials, aiming to enhance transparency.	**Action:** Guide students in using reflective frameworks like Gibbs and Cobbs to detail their future plans clearly and encourage students to obtain electronic signatures from employers as opposed to using initials. **Date:** 09/23 **Person:** Module tutor	

		[Animal Behaviour] Having one 100% weighted assessment that is 5000 words can put a lot of pressure on the student and doesn't give the opportunity for the student to 'bank' grades. This could be spilt into two written assessments, or assessment one as presentation where the student proposes their behaviour study. Handbook mentions designing e-book but this is not mentioned within assessment or scheme of work. The section on self-evaluation seems unnecessary and could be integrated into the assessment better with a limitation and future research section in the report. Good to have students engaged with the ethical review process and completing an ethics form as part of the assessment, as they would be involved in this in animal sector (11)	We understand the concern about 100% weighted 5000 word assessment so moving forward we will divide it into two separate written assessments. The assessment will be slightly modified, requiring students to create an e-booklet and research report; the E-booklet will focus on principles and evolutionary behaviour of various animal and a separate research report focused solely on the research. While not all students completed limitation and future research in the discussion section previously, moving forward, we will request them to write it separately under a separate heading. Self-assessment inclusion in this assessment will be evaluated and potentially removed.	**Action:** ATP and module handbook will incorporate two assessments (ebook and research report) instead of the existing single research component. Word count for the research report will be reduced by half. **Date:** 05/24 **Person:** Module Tutor	
		[Animal Nutrition] The assessments, a feeding plan	The assignment weightage will be revised, with written components	**Action:** Change assessment weighting percentages and	

		(70%) and presentation (30%) are not equally weighted, which is unusual where each assessment covers two LO, this should be considered for future assessment planning. Both assessments require that student pick poultry, which can hinder student creativity by not allowing them to pick an animal of their choice, perhaps give the students a list of animals to pick from to allow a scaffolded approach to completing the assessment. Due to the types of assessment and animal choices for some students the content of both assessments are similar. (11)	accounting for 60% and presentations for 40%. The students were not specifically directed to choose poultry, they were given freedom to select their preferred animal species. However, due to group size of only 4 students, all of them ended up choosing poultry.	assign 60% to the written component and 40% to the presentation. **Date:** 05/24 **Person:** Module Tutor	
		[Research Development] The assessments for this module is 5000 word literature review that is 100% weighted. As with my previous comments for other modules, I feel having such a large end-point assessment may cause unnecessary stress to students and this	This module was designed to develop students for their level 6 dissertation and to provide them with a practical experience in conducting literature reviews as preparation. The team had already identified this module's assessment for review and plan to reduce the word count to 3500 instead of breaking down the assignment further.	**Action:** Reduce word count of the assessment from 5000 to 3500 words **Date:** 05/24 **Person:** Module Tutor	

		could be broken down further. (11) For assessment strategies that are not purely written, such as presentation, it would be helpful to record these so I can view these as EE. (13)	From T1 recording of the presentation-based assessment will be made, and it will then be uploaded on Teams for EE evaluation.	**Action:** Recording for the presentation will be made from T1 **Date:** 09/23 **Person:** Module Tutor	
Bethan Michael-Fox The Open University	BA (Hons) Professional and Creative Writing	There were no concerns or issues raised by the EE	NA	NA	The assessments are a real highlight of the course, with assignments that engage students and are practical and offer plenty of choice and variety (11) The administration of the course is of a very high standard and of the various colleges and universities I have work with, one of the best (15) The course has excellent assessment and module design to allow for student choice, the development of professional skills and academic skills (20)
Roya Haratian Bournemouth University	BSc (Hons) Engineering Top Up (Electrical & Electronic Engineering) / BSc	More evidence of Mathematical System Modelling to better meet AHEP requirements if aiming	Our departmental goal for future students is to achieve Engineering Council recognition and IET/IMech accreditation. This is our next priority.	**Action:** Review programme in light of EE feedback with a view to revising it **Date:** March 2023	There was no good practice or commendations raised by the EE

(Hons) Engineering Top Up (Mechanical Engineering)	to accredit the programme. (8) (22)	We are also aiming to incorporate more analytical and numerical dynamic modelling through the use of industry-standard software simulations so that we can introduce BEng programme.	**Person:** Head of Area and programme team	
	Considering AI generated text software that more accessible now, plans regarding the plagiarism related concern are crucial as the UCG plans were discussed. (11) (20)	During the final exam board meeting, we discussed the fact that our Turnitin plugin in the CANVAS virtual learning environment has a built-in AI that recognizes similarity of sentences and other resources. We have also closely observed that Turnitin can sometimes produce a percentage of similarity based on AI-generated information.	**Action:** Review assessments in line with contemporary developments and revise as appropriate **Date:** March 2023 **Person:** Sheikh Firoz and Head of Area	
	Wider range of marks and classification are recommended as well. Currently they are mainly first or 2:1. However, Engineering project had wider range of marks. (12)	In such small samples of work, it may be difficult to see a range of marks over the work submitted. All work is marked and moderated/second marked and discussion held to agree final mark.	**Action:** Discretion in awarding marks for different aspects of student works continue to be used **Date:** May 2024 **Person:** Programme team	
	it is recommended to have breakdown of the marks based on the marking criteria along with relevant feedback for each to be	This was discussed at the exam board.	**Action:** A marking breakdown for each assessment will be supplied, along with feedback based on the required criteria, to help students improve in their	

		provided for the students to better reflection on their performance and how to improve it for future. (16)		future assessments. We will also ensure fair and unbiased marking for every student. **Date:** Every term after the assessment **Person:** Programme team	
Victoria Wright Loughborough University	Certificate in Education / Professional Graduate Certificate in Education	There were no concerns or issues raised by the EE	NA	NA	Good practice is evident within the assessment structure – enabling students to achieve, and within the assessor feedback. (10)

Awarding Body: TEC Partnership

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	I have not been asked to approve assessment tasks (13)	Due to a change in HE leadership we were unsure if this had taken place or not; this identifies that it unfortunately did not happen.	**Action:** All assessment tasks will be shared by the Programme Leader prior to giving out to the learners **Date:** September 2024 **Person:** Programme Leader	I am impressed by the support given to students by the teaching team and other services. It is very clear that everyone is invested in helping students to succeed. (10)
		The materials I have seen were adequate but communication and access could be improved somewhat (15)	The Programme team and wider Faculty team acknowledge that communication needs to be improved	**Action:** Communication to EE to be regular and timely **Date:** September 2024 **Person:** Programme Leader	Teaching and assessment seem to be of a high standard, evidence by way in which staff know the strengths/weaknesses of individual students and the help they need. This allows students to access significant individual support. It will be difficult to maintain this as numbers grow but the current environment created for students to work in is excellent (10)
		I have not met with staff/students. I would like to receive minutes of SSLC and similar meetings in future so that I can get a better understanding of the student viewpoint (16)	Due to group sizes, the meetings that have taken place have been informal. Staff-Student meeting minutes are not routinely shared with the EE however the team can look to share these going forward	**Action:** Minutes of future student focus group meetings to be shared with EE **Date:** September 2024 **Person:** Programme Leader	The practical nature of the programme is a strength and every effort should be made to retain this (20) I have noted the very high level of support students receive.

					Borderline students receive good treatment, probably more so than those in larger cohorts and institutions might (21)
Paula Thomas Great Chatwell Institute for Learning	FdSc Cyber Security	The programme has topics [which] should be enhanced to ensure they reflect current issues in cyber security (20)	Modules to be reviewed and minor amendments made to reflect the changes and issues in Cyber Security	**Action:** Team to review programme and revise using either minor or major modification process **Date:** Mar 2024 **Person:** Keith Dykes/Clare Haigh	There were no examples of good practice or commendations identified by the EE
		The assessment briefs were not available in the Teams folder which made it difficult to fully evaluate the quality of the student work. (15)	New tutor had not moved briefs from Canvas to Teams	**Action:** All assessment briefs to be uploaded to Teams at the start of the Trimester to ensure they are available to the EE in good time **Date:** Sept 2024 **Person:** Programme Leader	
		Student work was not available prior to the exam board. (13)	New tutor had not moved student work from Canvas to Teams	**Action:** All student output to be uploaded to Teams following marking and moderation to ensure it is available to the EE in good time **Date:** Oct 2024 **Person:** Programme Leader	
		There were significant differences in the first and second markers marks on some assessments often over	There were some tutors new to delivering on the programme. With a more settled delivery	**Action:** Programme team to undertake training on marking and moderation for HE. First markers and moderators should	

		several grades. These differences should have been resolved or a third marker assess the work. (12)	team and training, this concern should be resolved.	evidence their discourse in agreeing marks and employ a third marker in instances where there is significant difference or are unable to come to an agreement **Date:** During 2023/24 **Person:** Programme Leader	
		There have been many staff changes on this course which I am sure has affected the quality of the teaching received by the students. (10)	The main tutor for the programme left in January 2023 and replacements were new in post. A more stable team is anticipated going forward.	**Action:** Programme team in place for delivery in 2024/25 **Date:** July 2024 **Person:** Clare Haigh	
Kira Summers Birmingham City University	FdSc Digital Design	There is a very small cohort of students which makes it particularly difficult to draw these sorts of comparisons, which is further compounded by complications caused by the effects of lockdowns and other pandemic related changes that have left students feeling less able to cope. Accepting these points, despite the fact that the student performance was low, I do not think at this stage, that there is an issue here, though it will be something to watch. (2.3)	Agree with points made by EE. The pandemic has not helped with face to face delivery of the programme	**Action:** Increase marketing and recruitment on the FdSc Digital Design program. **Date:** Ongoing **Person:** Marketing Team	There was good evidence of suitable internal processes such as moderation and verification. The marking grids were very clear and consistently applied. (3.3) The academic support is good and I would like to commend tutors for their work here. (6.1)

		Feedback is good but could be student facing. The marking is within the range of academic judgement from how I would have marked the work. (3.1)	The team agree with the comment and in year improvements were made that will continue.	**Action:** Feedback has been improved with the introduction of a mixture of both verbal and written detailed feedback to all students **Date:** Sept 2023 **Person:** Keith Dykes
		The assessor's signature is missing and the date. (3.1)	Unfortunately, due to a change in staff it is likely that some of these were missing. This will be better monitored going forward	**Action:** Ensure all documentation is checked for signatures and dates **Date:** Sept 2023 **Person:** Keith Dykes
		I was a little confused about the formative/final grade aspect of the marksheet. Where there was a change, it would be good to have a comment to explain the change. (3.1)	The team acknowledge the lack of information and this will be included for future cohorts.	**Action:** Standardisation between markers will be carried out with support and guidance from HOF for HE **Date:** Sept 2023 **Person:** Keith Dykes, module tutors, Tracey Murray
		I think that it would be good to consider how the deliverables come together to create a portfolio of work for the student to present to an employer, as some deliverables lend themselves to this more than others.	The team acknowledge the comment and will look at including this in the programme when it is revalidated	**Action:** Revisit modules to allow students to produce a portfolio to potential employers **Date:** July 2024 **Person:** Keith Dykes

| | | I did not yet have the opportunity to talk with students. (3.7) | With the change of staffing during the academic year the opportunity to make these arrangements has been missed. The programme is not running in 2023/24 however the team will plan with the EE when delivery resumes in 2024/25 | **Action:** PL to arrange for EE to speak with students on the programme when it resumes delivery in 2024/25
 Date: Sept 2024
 Person: Keith Dykes | |