

External Examiner Institutional Analysis
2022/23

Awarding Body: University of Hull

Delivery Location: East Riding College

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
<p>Oliver Cameron-Swan Hereford College of Arts</p>	<p>BA (Hons) Contemporary Media, Design and Production</p>	<p>Is there an element of art and design built into the course to support the development of visual reference materials (mood boards, story boards, etc.)? Visual planning appears as an integral part of some project work but is not consistent throughout the cohort. What could the team do to encourage creativity and agency within the student groups? I understand from my experience that some students who choose technologically complex visual art forms, such as photography and film making, do so to avoid drawing mainly due to a lack of confidence in this area. (19)</p> <p>I was really pleased to see some students using surveys</p>	<p>Encouraging creativity and agency within student groups, we are actively exploring ways to integrate more art and design elements into the curriculum. This would involve workshops or dedicated sessions focused on visual communication, where students can learn and apply techniques for creating mood boards, storyboards, and other visual reference materials. Additionally, providing resources and guidance on the creative process could empower students to express their ideas visually with confidence.</p> <p>In response to your suggestion about including a discussion of</p>	<p>Action: Deliver workshops and sessions and offer resources Date: June 2024 Person: Programme Leader and module tutors</p> <p>Action: Deliver workshops and sessions on research methods</p>	<p>I am impressed by the broad range of topics covered by the modules on the course. It is good to see that modules contain written planning and reflection elements alongside the production of practical work. I particularly like the three stages of the L6 IS module, I feel that taking the research work from this module and presenting it has real value. (23)</p>

External Examiner Institutional Analysis
2022/23

		<p>as part of their audience related interactions. Would the team consider some discussion of methodological standpoints (qualitative vs. quantitative) in relation to data collection and analysis? (19)</p> <p>Would the team consider including the voices of both markers within the feedback? I have seen this employed at another college and feel that it adds value to the feedback offered. Think Greg and John from Masterchef. (19)</p> <p>[Would be good to see more] Rigorous referencing in written work. I understand</p>	<p>methodological standpoints (qualitative vs. quantitative) in relation to data collection and analysis, we wholeheartedly agree with the value of such an addition. Recognizing the significance of methodological considerations is crucial for students as they engage in research and data-driven projects. This could involve dedicated sessions, workshops, or supplementary materials that provide insights into the strengths and considerations of both qualitative and quantitative approaches.</p> <p>We recognise the potential benefits of incorporating multiple perspectives into feedback. It not only provides a more comprehensive evaluation but also offers students a well-rounded understanding of their work. We will certainly explore the feasibility and implementation of a dual-feedback system in the future.</p> <p>See above</p>	<p>Date: June 2024 Person: Programme Leader and module tutors</p> <p>Action: Develop feedback to incorporate comments from both markers where possible Date: February and June 2024 Person: Programme Leader and module tutors</p> <p>See above</p>	
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External Examiner Institutional Analysis
2022/23

		<p>this is mentioned in feedback where appropriate. (24)</p> <p>[Would be good to see more] Alternative documentation or presentation of projects. I am really pleased to see that options to present research and projects as posters, infographics, and presentations are included in the module guides, and would love to see more work presented in these ways, especially as you have students who are more than capable of doing this. (24)</p> <p>[Would be good to see] A lot of the documentation of projects felt text heavy and would have benefited from the inclusion of more graphic elements such as images and planning charts, as well as a more critical or creative approach to the text itself: a lot of the write ups felt descriptive and vague. (24)</p>	<p>We already foster a diverse and creative ways of showcasing research and projects. Recognising the varied skill sets and preferences of our students, we will actively explore opportunities to encourage and highlight alternative documentation methods. This may involve incorporating additional examples and case studies that showcase the effectiveness of these formats or providing supplementary resources to support students in developing skills related to poster creation, infographic design, and dynamic presentations.</p> <p>Your observation aligns with our commitment to fostering clear and engaging project documentation. We acknowledge the importance of visual elements in conveying information effectively and will actively explore ways to encourage students to incorporate more graphics into their work. This could involve additional guidance on the</p>	<p>Action: Continue to incorporate alternative methods to showcase assessments Date: September 2023 Person: Programme Leader and module tutors</p> <p>Action: Explore opportunities to include graphic and creative output from students Date: September 2023 Person: Programme Leader and module tutors</p>	
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External Examiner Institutional Analysis
2022/23

			integration of images, charts, and other visual aids, as well as emphasizing the value of a critical and creative approach to text to enhance the overall quality of project documentation.		
Liana Beattie Edge Hill University	FdEd Early Childhood Studies / BA (Hons) Early Childhood Studies Top Up	<p>The communication from the University in relation to the module and programme assessment boards have been slightly problematic, as it was not always clear from the email invitations which boards I was expected to attend.</p> <p>Also there have been a few last minute changes to the board dates, which prevented me from attending all relevant boards (I am external examiner for 3 different programmes for the University of Hull).</p> <p>I would like to suggest that, perhaps, sending each external examiner a personalised e-mail invitation listing the dates, times and the associated programmes would help improve the quality of</p>	<p>For 2023/24 academic year, exam boards have been centralised in line with practice at TEC Partnership's other colleges. Dates have been set and staff, University of Hull colleagues and External Examiners have all been added to the diary invites for both End of Year and Resit Exam Boards. These are unlikely to change as there are set dates for exam boards to take place within the academic calendar.</p>	<p>Action: HEQA to invite all board members to exam boards Date: October 2023 Person: HE Quality Officer and HE Degree Compliance Officer</p>	<p>I would like to commend the team on the way they considered my previous advice on using a full range of marks, which was clearly demonstrated in the students' outcomes with some of the marks being in high 80s. (20)</p> <p>Evidence of strong links between early childhood theoretical perspectives and their reflection in daily practice remains one of the key distinctive features of the programmes (21)</p> <p>I would like to commend the Programme Leader and her team on the progress that the majority of students make under their guidance. These programmes really do change the lives of those studying them and open doors to career opportunities that would otherwise not be available to them. Whilst cohorts differ in terms of ability and achievement, the commitment of the team</p>

External Examiner Institutional Analysis
2022/23

		<p>communications with External Examiners. (12)</p> <p>Though marking of students' work is overall thorough, there are a few inconsistencies in the amount of feedback provided to the students across different modules. For example, on FdA L4 module on Literature Review, the number of comments is overwhelming, while on the module on Child Development the comments are quite scarce. On L5 module Education and Curriculum there does not seem to be any tutor feedback at all, while on L6 module on Outdoor Play some submissions have tutor feedback, while others do not. For some reason, L6 module on International Perspectives have not been marked electronically, so the feedback is handwritten.</p> <p>Perhaps, there is some room here for staff development aimed at standardising marking strategies and the</p>	<p>A member of staff went on maternity leave quite suddenly. Several new members of staff had to start quickly which may have attributed to the difference in marking processes. All students received feedback and had an opportunity to have a tutorial with the tutor to receive further feedback if required. More time spent with new team members would help with this and standardisation meetings.</p>	<p>Action: Standardisation meetings for team members prior to marking taking place Date: October 2023 Person: Programme Leader and module tutors</p>	<p>across both programmes is excellent. (24)</p>
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External Examiner Institutional Analysis
2022/23

		consistency of feedback. (19)			
Sarah Mullins	BA (Hons) Social Science	There were no concerns or issues raised by the EE	NA	NA	<p>The feedback provided to students is commendable. Feedback is detailed, robust and clearly links effectively to the learning outcomes. (21)</p> <p>A particular strength of the programme is the feedback provided to students which supports future assessment. (24)</p>
Simon Fairbairn New College Durham	FdSc Sport, Exercise and Health Sciences / BSc (Hons) Sports Coaching and Health Sciences Top Up	<p>There have been opportunities for students to engage in external learning opportunities through the year. It was disappointing to hear that students were reluctant to engage with these. Early planning and communication of these to students may remove these barriers. (19)</p> <p>Consideration to the staff workload when developing these assessment methods may be considered. i.e students should record and present their own S&C programmes without staff having to be present. (23)</p>	<p>The team agree that earlier planning and communication will benefit and will employ this for future opportunities as far as possible.</p> <p>The programme team will explore developing the students' digital literacy skills to support the reduction in staff needing to be present.</p>	<p>Action: Communicate opportunities at the earliest opportunity Date: September 2023 Person: Programme Leader</p> <p>Action: Devise and implement digital literacy skills development plan Date: November 2023 Person: Programme Leader</p>	There were no examples of good practice or commendations identified by the EE

External Examiner Institutional Analysis
2022/23

		<p>Grading is fair, consideration should be made to the quality and quantity of feedforward feedback. There does seem to be limited direction to student on how they can develop their knowledge and cognitive and practical skills. (24)</p> <p>The cohort size is small and I understand that the level 4 programme may not be running next year. Consideration to the marketing and promotion of the programme, especially with it recently being re-validated may need to be made. (24)</p>	<p>The programme team need to provide better feedforward comments to students.</p> <p>Programme team to work with central Marketing team to establish marketing strategy for the programme.</p>	<p>Action: Programme team to discuss and implement consistent approach to giving feedforward comments Date: November 2023 Person: Programme Leader and module tutors</p> <p>Action: Programme Leader and Marketing team to meet to discuss marketing strategy Date: November 2023 Person: Programme Leader and Marketing team</p>	
<p>Andrew Parker University of Bolton</p>	<p>FdSc Computing</p>	<p>You have been given the opportunity to comment/advise on assessment processes used – No (13.1)</p> <p>Second marking processes are followed – No (13.7)</p>	<p>EE has access to the folder where all documentation is stored to comment/advise on assessment processed used.</p> <p>Processes are in place for second marking. FdSc Computing team meeting (minuted) will ensure and monitor this process to</p>	<p>Action: HEQA will set up sharing folder and the programme team must ensure all documentation is uploaded to it Date: October 2023 Person: HEQA and programme team</p> <p>Action: Team meeting to establish second marking process in line with CoP Date: December 2023 Person: Programme Leader</p>	<p>There were no examples of good practice or commendations identified by the EE</p>

External Examiner Institutional Analysis
2022/23

		<p>It is unclear who is the programme leader and who I should be in communication with as an external examiner for the programme. (19)</p> <p>In some cases, it is unclear whether the internal moderator is from the provider or the university. In certain instances, there is no evidence to indicate that recommendations for modifications to assessment were implemented. (20)</p>	<p>ensure that second marking processes are followed.</p> <p>Programme leader changed at the end of the academic year and Ellen Smuts is now in post. Contact has been made with the new EE.</p> <p>Moving forward the programme lead will ensure that this is clarified</p>	<p>Action: Establish and maintain contact with EE throughout the academic year Date: September 2023 Person: Programme Leader</p> <p>Action: Programme Leader to confirm details to the EE at the start of the academic year and update as required Date: September 2023 Person: Programme Leader</p>	
<p>Doug Martin Leeds Beckett University</p>	<p>FdEd Learning Support</p>	<p>There were no concerns or issues raised by the EE</p>	<p>NA</p>	<p>NA</p>	<p>Communication has been excellent between the course leader, the team and me. (12)</p> <p>The standard of delivery of this course is excellent in all aspects. (21)</p>