

External Examiner Institutional Analysis
2022/23

Awarding Body: University of Hull

Delivery Location: Grimsby Institute of Further and Higher Education

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
Robert Stevenson University of Portsmouth	BA (Hons) Business Management / BA (Hons) Business Management with Accounting / BA (Hons) Business Management with Marketing / BA (Hons) Business Management with Organisational Behaviour	There were no concerns or issues raised by the EE	NA	NA	<p>There is compelling evidence of enhancing the quality of learning opportunities provided to students e.g. on both BA (Hons) Business Management with Accounting, and BA (Hons) Business Management with Marketing it is commendable practice that the students on the programmes who did not submit had been offered full support during the resit period. (19)</p> <p>The quality of the assessment commentary is excellent, and the overall feedback is positive with specific reference to the areas that need to be improved. (23)</p> <p>A particular strength is the assessment regime. Justification for the first marker's fairness and consistency to all candidates is evidenced by giving each student specific and constructive feedback measured against the</p>

External Examiner Institutional Analysis
2022/23

					<p>LOs for future improvement. The reliability & validity of the assessment process is ensured through rigorous moderation. Overall, this is excellent practice. (24)</p>
<p>Noelle O'Connor Limerick Institute of Technology</p>	<p>BA (Hons) Tourism and Business Management Top Up</p>	<p>To ensure the modules adequately reflect international benchmarks, it is crucial to incorporate academic research throughout the module descriptors, learning outcomes, and the development of transferable skills. (20)</p> <p>Moreover, the integration of work experience within the modules' actual delivery should also be emphasized. Additionally, the Programme Board should consider incorporating content and delivery methods that address the future executive and managerial</p>	<p>We have now incorporated academic research throughout the module descriptors, learning outcomes and the development of transferable skills. The transferable skills have been written into our 'Grimsby graduate' criteria.</p> <p>We now utilise as many 'real life' examples within the module assessments as possible and we aim to increase this next year covering up to date techniques etc going forward.</p>	<p>Action: None – programme has been replaced and the amendments have been incorporated into the new programme Date: September 2023 Person: Programme Leader</p> <p>As above</p>	<p>The delivery of the modules employed a diverse range of methods, including lectures, seminars, practical workshops, documentaries, and in-class tests and quizzes. This selection of innovative teaching techniques is commendable. (21)</p> <p>I have noticed that the Programme Board are actively sharing their best practices in the use of assessment criteria, as evidenced by the materials I have examined. (23)</p>

External Examiner Institutional Analysis
2022/23

		<p>requirements of the industry. (20)</p> <p>it is advisable to review and update the reading lists for each module as we move forward (21)</p>	<p>We have updated all of our reading lists etc ready for the next academic year.</p>	<p>As above</p>	
<p>Jo Dawkins University of Leicester</p>	<p>BA (Hon) Criminology</p>	<p>A future challenge will be keeping up with new technology that could be used for the innovative assessments, so would encourage staff to join a variety of external teaching organisations where such information is more easily shared. (24)</p>	<p>We are looking at developing new ways of embracing and embedding emerging technologies, including using AI as part of assessments. The team are looking at conferences and training opportunities to ensure students' experience with technology is current and future ready. Innovate supports teams at UCG and can also help with staff and student training.</p>	<p>Action: Team to undertake research and training in to alternative and innovative assessments Date: June 2024 Person: Criminology team</p>	<p>The staff provide an excellent learning experience for their students. There are numerous opportunities for the students to enhance a range of skills throughout the course, which will enhance their future employability. (19)</p> <p>The breadth of topics covered within the course is excellent, exploring the evolution of criminological concepts, through to the many contemporary issues that affects today's society on a daily basis. The assessment methods used to capture the knowledge and skills of the students is varied and exciting. Traditional assessment types, such as essays and reports are used to ensure that students have the academic skills expected of graduates, however a wide range of other novel and authentic</p>

External Examiner Institutional Analysis
2022/23

					<p>methods are also used to ensure that students have the transferable skills expected of graduates today, such as team working with digital products. The varied assessment methods will no doubt enthuse students, but also ensure that each student is provided with an opportunity to develop a variety of skills. This inclusive approach is refreshing and will hopefully encourage other institutions to be braver in trying non-traditional forms of assessments. (21)</p> <p>A strength of the programme is the use of innovative assessment design and i would encourage staff to share these ideas more broadly with colleagues both internally and externally (perhaps at Advance HE conferences etc). (24)</p>
<p>Nathan Erskine Nelson & Colne College Group</p>	<p>BA (Hons) Childhood and Youth Studies Top Up</p>	<p>Although there is some room for further diversity of assessment types as outlined by my predecessor, the Programme has excellent 'stretch' built into it through presentations and Learning Outcomes with high expectations consistent with</p>	<p>I appreciate the comments regarding building in further diversity to assessment types in relation to the concerns relating to AI. The programme is due for revalidation and these will be explored and included during this process.</p>	<p>Action: Team to explore assessments in revalidation of the programme Date: June 2024 Person: Programme Leader</p>	<p>With that said, I was particularly impressed by the quality of student engagement with presentations and role plays as provided to me via recordings. In Solution Focused Practice (Client Work Video Assessment), students were supported to immerse themselves in the role</p>

External Examiner Institutional Analysis
2022/23

		<p>Level 6. I would argue that this is particularly important given sectoral concerns regarding the potential use of AI technology to plagiarise in more traditional assessment types. Conversely, AI could create an exciting opportunity to engage in new assessment types to the benefit of students - particularly those on such a course that aims to develop their skills for working with younger generations. (19)</p> <p>Assessments types that could build practical skills to engage with children and young people might include Audio Presentations (Podcasts); Vlogs; Project/ Session Design (perhaps as a precursor to Action Research). (19)</p>	<p>Most students on this programme have already completed a Foundation Degree – the feeder for this programme is FdA Children, Young People & Families where students already complete audio/video & poster presentations and design and deliver a well-being session within L4 & 5 so we are mindful not to duplicate. Also, because students are either working or in placement; they are competent in practice which is evident when the PL goes out and observes the skills. Having said that - further use of technology within</p>	<p>Action: Team to explore further opportunities for technology in assessment in the revalidation of the programme Date: June 2024 Person: Programme Leader and module tutors</p>	<p>play to get the most out of the assessment. (19)</p> <p>I have found the administration of Samples, Paperwork and wider documentation to be excellent - BOX is a fantastic and accessible tool that has supported me in carrying out my role efficiently. (20)</p> <p>I have to commend the Programme Team to the highest degree for the support they provide in all elements of evidence that I have been given access to:</p> <ul style="list-style-type: none"> - With little exception, students are provided with a great depth of tailored feedback that balances praise with constructive points for development. Regardless of grade, feedback is of consistent quantities. - Recordings of presentations/ assessments show that whilst the formalities of assessment are implemented and respected, students are supported in a friendly environment with constructive feedback/ questioning from academic staff (and in some cases, peers);
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External Examiner Institutional Analysis
2022/23

		<p>Action Research: Given the engagement with primary research, the required section on Ethics is a little brief and cursory. There is a lack of application to the specifics of the sample and environment. (23)</p> <p>Action Research: There is a lack of clarity around what marks/weight of marks are attributed to the two very different elements of the assessment. This has perhaps contributed to the pass-fail deviation for one student and considering how 'soft' skills within a presentation attribute marks should be discussed going forward. (23)</p> <p>Leading Change in Organisations: Although the feedback is excellent, one suggestion would be to incorporate a 'one change to move you into the next</p>	<p>assessments will be considered in the revalidation ready for September 24 as I agree this is an area the needs developing.</p> <p>This will be addressed in guidance given to students in the next academic year.</p> <p>Only one of the learning outcomes is attributed to the presentation skills so yes, the breakdown of grades awarded need to be more transparent and feedback offered should reflect the EE comments. This will be considered for 23/24 and also reviewed in the programme revalidation for Sept 24.</p> <p>It is the intention for the team to standardise this approach going forward for all modules.</p>	<p>Action: Revise guidance to students for sessions relating to ethics and research Date: September 2023 Person: Programme Leader</p> <p>Action: Revise assessment brief and marking criteria to reflect how grades are awarded and consider this in the revalidation of the new programme Date: September 2023 Person: Programme Leader</p> <p>Action: Team to discuss standardised approach for feedback Date: October 2023 Person: Programme Leader and module tutors</p>	<p>- The use of blended learning and e-learning technologies clearly plays a role in teaching and assessment where needed but does not detract or deviate from assessment requirements. (21)</p> <p>Another exceptional element of assessment and feedback is the breadth of opportunities students have to relate their learning to professional practice. Whilst formally aligned in some modules (e.g Action Research) other modules (e.g Safeguarding and Child & Youth Support) have outcomes that allow students to explore their practice if they wish. (21)</p> <p>Action Research: Excellent constructive feedback was provided consistently to all students regardless of grade. (23)</p> <p>Safeguarding: A real strength of feedback was the focus on student's delivery and wider presentation skills. This gave a strong sense of the programmes aim to develop employability, professional and personal skills and attributes. (23)</p>
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External Examiner Institutional Analysis
2022/23

		<p>grade boundary' into written feedback. Even where a single change might not allow this to happen, it can focus students' attention on critical issues to address. (23)</p> <p>Safeguarding: Within the Case Study Assessment, 'bubble notes' have been used but are somewhat inconsistent across the cohort. Some scripts have 3 to 4 notes per page whereas others have one or none. Lower-graded papers appeared to have the fewest comments. Considering a policy of requiring an average of 3 notes (as per my current and previous institution) might be worth considering to encourage this consistency. (23)</p>	As above	As above	<p>Congratulations to the Programme Team for delivering what is, in my view, an exceptional programme of learning with a supportive culture that others could take inspiration from. You should be extremely proud of the programme you designed and delivered on. (24)</p>
Jan Sutton East Coast College Great Yarmouth	BSc (Hons) Health and Social Care Top Up	There were no concerns or issues raised by the EE	NA	NA	There were no examples of good practice or commendations identified by the EE
Dean McDonnell	BSc (Hons) Psychology	One area that may require further support and consideration is the rise of OpenSource research tools,	The team will explore research tools for purchase or use	Action: Team to explore research tools for purchase or use Date: January 2024	In the dissertation module in particular, the documentary assignment is fantastic and should be commended. (20)

External Examiner Institutional Analysis
2022/23

<p>South East Technological University</p>		<p>such as PEBL, Gorilla, or Rayyan. Having colleagues working across psychology programmes in other universities, these are growing areas of discussion to incorporate them into teaching and learning. Equally, ensuring that students have access to the basic analysis platforms, such as SPSS and NVIVO/ MAXQDA will also be important to ensure graduates remain competitive moving into practice or further study. (19)</p>		<p>Person: Programme Leader and Head of Area</p>	<p>Dissertation: The range of topics covered is strong, and several students should be encouraged to present at local/National conferences. (23)</p> <p>Addition: [Documentary assessment] I would strongly encourage the programme team to consider writing this assignment up as a successful method of assessment to present at a teaching and learning conference. (23)</p>
<p>James Rees Institute of Contemporary Music Performance London</p>	<p>BA (Hons) Music Production / BA (Hons) Popular Music Performance</p>	<p>It is clear that the feedback provided to students is useful and that the tutors know their students well. The feedback is related to the learning outcomes however, in areas the feedback could be improved. For example, at L6, feedback could adopt a more objective tone, comments such as 'I liked this song, may give learners the impression that the grades are subjective. (19)</p>	<p>Adjust the tone of feedback to be less subjective but still maintain the positive intentions.</p>	<p>Action: Revise tone of feedback Date: November 2023 Person: Programme Leader and module tutors</p>	<p>Performance students are encouraged to use external venues for their final year performances which is important and good practice (24)</p>

External Examiner Institutional Analysis
2022/23

<p>Mark Manning Manchester Metropolitan University</p>	<p>BA (Hons) Design</p>	<p>There were no concerns or issues raised by the EE</p>	<p>NA</p>	<p>NA</p>	<p>A validation has been composed / implemented and this is to be commended - and will further tweak and improve the modular curricula - this was also called for by previous reports (not my tenure) (20)</p>
<p>Paul Grivell Northbrook MET College</p>	<p>BA (Hons) Photography Top Up</p>	<p>Student work was of a very high standard, but nonetheless feedback may still provide critical and supportive pointers for further development. (19)</p> <p>Students should be very actively encouraged to include illustrations in the body text of their dissertation, and they should be advised to write critically and analytically about these images. (19)</p> <p>Assessment comments are astute and suitably complimentary. One small criticism – despite the high standard the comments might still point to areas for improvement... (23)</p>	<p>Ensure even high-scoring submissions receive feedback outlying “actions for improvement.”</p> <p>Support students during tutorials to ensure all students make more effective use of images to support their theses.</p> <p>See first paragraph above</p>	<p>Action: Include actions for improvement in all student feedback Date: November 2023 Person: Programme Leader and module tutors</p> <p>Action: Guide students on the use of images to support dissertation Date: May 2024 Person: Programme Leader and module tutors</p> <p>See first paragraph above</p>	<p>Exhibition - Great to see some playful and innovative approaches to the showing of photographic work – clothes drier/pegged prints on material, projection, considered lighting, vitrines, text etc. Each student has presented using individualised and appropriate presentation techniques to very good effect. Variety in scale, form, lighting as well as ‘content’/ subject-matter. Really good to see. And clearly an empowering educational experience for the students to ‘own’ this process.</p> <p>Some very effective student documentation of their production process, detailing excellent team working. Roles effectively designated. Lots of shared research into potential venues. Most students using a</p>

External Examiner Institutional Analysis
2022/23

		<p>Most students are still not using images effectively to illustrate or support their arguments. This really is a missed opportunity. Placing images in the flow of texts and writing about them as examples of/in relation to the ideas being explored would make this work stronger still. It's notable that in my opinion the two strongest pieces of writing/ research both embed images in the text and refer to those images in the writing. (23)</p>	<p>See second paragraph above</p>	<p>See second paragraph above</p>	<p>chronological/diaristic approach to recording progress. Good consideration of 'real world' costs and technical issues. Excellent attention to detail. Thoughtful considerations of marketing/ promotion and audience. Each student has also carefully considered and researched technical and aesthetic options for the display of their individual photographic work, and this is all carefully documented in a digital 'workbook' format. Where required students have carefully thought about and researched ethical implications of their choices, showing sensitivity and awareness of others in their development of display options. In some instances, the subject matter has also been researched and developed through a theorised contextualisation in the dissertation module. This joined-up synthesis of theory, research and practice is to be highly commended. (23)</p> <p>Dissertation - Helpful to see tutor comments in situ on texts. Students making good, structural use of contents pages. Good to see theoretical/academic</p>
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External Examiner Institutional Analysis
2022/23

					<p>research relating closely to some students' photographic practice, wherein they are both able to write authoritatively about the context of their practice, and practice knowingly in that context. Interestingly, the best of the work also explores professional practice aspirations to very good effect. In essence, the student has become an expert on the history and techniques of the niche practice she is keen to work in. This is to be both commended and encouraged. (23)</p>
<p>Chas Andrews-Roberts University of Derby</p>	<p>BA (Hons) TV Production Top Up</p>	<p>As stated in my previous reports, the (new BA (Hons) programme will need to be able to offer prospective students 'industry standard' production equipment. This will enhance their learning opportunities and will help with their future employability prospects. I fully understand that cohort size often reflects investment in to programme areas, and the current, out-going top-up programme is very small in terms of student numbers, but relevant production kit is</p>	<p>The PL is in complete agreement and has continued to push the importance of improvement of the standard of equipment offered to students to both heads of department and SMT.</p> <p>Despite this, the fact that students are asking for the improvements, and these investments would improve the reputation of the course, HE department, and the standing of the UCG, this remains as an ongoing issue for the new Head of Area and SLT to discuss and resolve.</p>	<p>Action: Plan for new resources in the curriculum planning process Date: January 2024 Person: Head of Area and Programme Leader</p>	<p>Communications from both Hull and Grimsby QSS/admin staff have always been very good. Early communications about forthcoming assessment boards have always been provided. The programme leader has been exceptional with his diligent, timely communications every year. (12)</p> <p>There is very clear evidence again, of a thorough, fair and rigorous internal moderation process which should be recognised as continuing 'good practice'. (21)</p>

External Examiner Institutional Analysis
2022/23

		<p>essential and may well attract more students to study the new degree, if resources can be enhanced and 'marketed', via UCAS recruitment fairs, for example. Reflective assessment of the current equipment used by students can be considered for future acquisition / potential increase in recruitment. Work with the industry partners too, on choosing any future kit, so it is 'industry standard/ related. (19)</p>			<p>The overall standards of the programme and taught modules have remained, and celebration and congratulations should go to the teaching team for their continued professional, pro-active commitment to the learning and teaching agenda, which has been applied every year (25a)</p>
<p>Krista McLennan University of Chester</p>	<p>BSc (Hons) Animal Management Top Up</p>	<p>I raised the concern that one member of staff is looking after the entire programme and teaching four out of five modules. This means they are only exposed to one point of view. It became clear on further discussion that this staff member is also looking after the L4 and L5 students - almost the entire programme is being delivered by one member of staff. This is not sustainable and not good for the</p>	<p>There are two other tutors now teaching on the programme, and an additional member of staff leading tutorials. This trimester the Programme Leader has organised two visits for all students with experts on conservation, and collections management.</p>	<p>Action: Additional delivery staff recruited. Arrange visits to enhance delivery. Date: September 2023 and October 2023 Person: Programme Leader and Associate Principal</p>	<p>Communication with Grimsby has been excellent. (12)</p>

External Examiner Institutional Analysis
2022/23

		<p>students. We did discuss the possibility to trying to introduce more visiting lecturers and visit to enhance the students experience. (19)</p> <p>I have discussed with the programme leader about the use of rubrics as a method to enhance the assessment and feedback process. A well designed rubric allows students to see where they need work and how the assessment will be marked, as well as being able to form part of the actual feedback to the students. (20)</p> <p>Discussion was held with the programme lead about how to best feedforward and the type of language that should be used to help students succeed going forward in their work. (20)</p> <p>I'd like to know how you are proofing your assessments against the use of AI. Some assessments are clearly</p>	<p>As far as I can see, this was not actioned by the exiting Programme Leader and there are no rubrics currently in use on Turnitin. The interim and replacement Programme Leaders will work with the team to design appropriate rubrics.</p> <p>This applies to the previous Programme Leader and a new interim Programme Leader is currently in post. This feedback / report will be provided to the incoming permanent PL as part of a handover package which is currently being constructed. The handover is expected to take place in Jan 24.</p> <p>There is now an AI button on Turnitin. As we have small cohorts, it is easy to learn / recognise the writing style of</p>	<p>Action: Rubrics to be designed to enhance assessment and feedback process for students Date: October 2023 Person: Interim and Replacement Programme Leader</p> <p>Action: Team to develop consistent strategy for language for feedback and inclusion of feedforward comments Date: October 2023, January 2024 Person: Interim and Replacement Programme Leaders</p> <p>Action: Utilise AI detector on Turnitin and refer any academic integrity concerns to HEQA using the Code of Practice</p>	
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External Examiner Institutional Analysis
2022/23

		<p>based on their experience, and you have presentations, but how you protecting things like essay's, dissertation proposals, etc., against AI? (24)</p> <p>Some plagiarism picked up in the feedback but not made clear what happened after this. Were the students investigated? How was their grade affected? How were they supported afterwards? (24)</p>	<p>each student, and if there was suspicion that AI was being utilised, this would be raised with the academic misconduct board. There should be a clear process to follow for academic misconduct that has perhaps not been utilised in the past. This will be reiterated with the incoming replacement Programme Leader.</p> <p>As above</p>	<p>Date: October 2023 Person: Programme Leader and module tutors</p> <p>As above</p>	
<p>Bethan Michael-Fox The Open University</p>	<p>BA (Hons) Professional and Creative Writing</p>	<p>Some work to develop the module assessment for Market Research for Writers could be undertaken to clarify its purpose, alignment with outcomes and mode of assessment. Whilst students are producing interesting work, the internal moderation process has itself highlighted some potential issues with how the proposal assignment has been envisaged and delivered and</p>	<p>Programme Leader to meet with Module Tutor and go over the assignment before writing the new brief for this assessment.</p>	<p>Action: Programme Leader and module tutor to discuss the assessment Date: August 2023 Person: Programme Leader and module tutor</p> <p>Action: Module tutor to write new assessment brief and Programme Leader moderate it Date: September 2023 Person: Programme Leader and module tutor</p>	<p>Of all of the programmes I have worked with as internal staff and as an external examiner, I can confidently state that Anjali Wierny and the whole team at Hull/Grimsby/TEC have been outstanding in their communication, proactiveness and timeliness. I very much appreciate the prompt responses to any queries, early provision of dates for exam boards and clear communication about samples</p>

External Examiner Institutional Analysis
2022/23

		<p>how the brief and delivery might be better honed and aligned, demarcating the different assessments, and thinking about the purpose for students in their final year. Students seem to be struggling a little with the 'essay' (stated as a report in the ATP but essay in some of this documentation, plus students seem to be thinking of it as and calling it an essay) and the content and structure don't always seem to fit well. This module might benefit from some team discussion in terms of what is wanted from the module and how best to assess its learning outcomes, perhaps reconsidering what the best mode of assessment is here in terms of academic essay, reflective work, report, non-written submission etc. (19)</p>			<p>with ample time to consider them. I have never had to chase work, and this is so helpful when managing a busy workload. Well done team! (12)</p> <p>it is wonderful to see that feedback provided in previous years has been acted on by a team who clearly communicate well and engage in continuous improvement. Retrospection in particular has been enhanced by a shift in the guidance provided to students in terms of how to approach reflective work. Well done team! Feedback continues to be supportive, encouraging, detailed and clearly tailored to specific students, with the staff team exhibiting real commitment to their work. (20)</p> <p>One of the key strengths of the provision is the creative and professional focus of the assignments, which ensure that students are always engaged in producing work with industry standards in mind be that in terms of reflection, creative writing or professional writing (and recognising how these blend). There is clear engagement</p>
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External Examiner Institutional Analysis
2022/23

					<p>with a range of appropriate literature in student work, demonstrating that the course team have been able to produce a programme that blends 'academic' and 'professional' very effectively to equip students with a range of skills and offer a rich learning experience. (21)</p> <p>The feedback provided to students is of a high standard and is constructive and personalised. Internal moderation practices are working well and are evidencing a high standard of quality assurance processes within the institution. (24)</p> <p>This is a course I would confidently recommend to anyone seeking to study creative and professional writing. (24)</p>
Josephine Gabi Manchester Metropolitan University	BA (Hons) Early Childhood Studies Top Up	I wondered if doing this assessment [SEND Action Research Viva] as a dialogue with the students without the presentation element would generate more insights on practice whilst easing students' anxiety, which manifests through what the markers	The programme has been revalidated and the Action Research Viva element has been amended to a community conference presentation with an amended assignment brief.	<p>Action: Review following first delivery Date: June 2024 Person: programme Leader and module tutor</p>	I commend the team for taking an inclusive approach by varying the assessment types, across the programme, giving students opportunities to develop various skills and attributes. The SEND Action Research Module particularly offer students opportunities to examine topics

External Examiner Institutional Analysis
2022/23

		<p>commented on as a 'nervous delivery' and 'fast-paced'. (19)</p>			<p>of their interest that also have relevance to their future career aspirations. The VIVA facilitates students' critical thought. The team managed the assessment in a supportive way and focused on the extent to which the relevant learning outcomes were addressed. I appreciate the VIVA's presentation aspect. It's an innovative approach to assessing students' work and is commendable. (19)</p> <p>There is a commendable ethics of care and respect for student autonomy within the programme which has contributed to the high student achievement and progression rate. Through this enabling environment, student confidence and sense of agency, belonging, and optimism had been enhanced, as evidenced by student reflections in the assignment I reviewed. The Samples I reviewed demonstrate a commendable comprehensive knowledge and profound understanding of theoretical ideas and a discernible alignment with practical application in practice. (21)</p>
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External Examiner Institutional Analysis
2022/23

					Module handbooks show the programme team's meticulous planning that considers the student learning journey. When mapped as a whole, I could see the care and attention that the programme team had taken to support student learning in a manageable way, tell a coherent narrative and realise their potential. (23)
Richard Nelson University of Bradford	Certificate in Education: Teaching in the Education, Training and Skills Sector / Professional Graduate Certificate in Education: Teaching in the Education, Training and Skills Sector / Postgraduate Certificate in Education: Teaching in the Education, Training and Skills Sector	The internal moderation process noted that many of the samples contained too descriptive evidence and could have been improved through more criticality at this level. I agree. The evidence was sufficient for the learning outcomes but an emphasis on developing skills in critical writing would improve the student work. This is a sectorwide issue with courses that have students with diverse entry points and require time to practice skills, not just develop theoretical knowledge. (19)	As Richard mentions, our students come from diverse backgrounds and whilst the primary aim is to develop competent and confident FE teachers, this is an academic course and as such there needs to be an acceptable level of critical analysis, which some of our students seem to lack. We have therefore developed teaching resources and activities that enhance our students' critical analysis skills throughout the course. Some may not find this as useful as others, but it is better this than those who need it, being ignored.	Action: Develop and employ resources and activities to enhance critical analysis skills Date: September 2023 Person: Programme Leader and module tutors	The detail in the constructive feedback given to the students was exemplary and demonstrated a compassionate approach to awarding grades and supporting students. (20)
Matthew McGrory	BA (Hons) Game Design (Game Art) / BA (Hons) Game	For external examining it might be good to provide a pdf of the documents. They	The team acknowledge this and will action this throughout the degree.	Action: pdf documents where possible Date: September 2023	There does still seem to be a focus on report and documentation. With the rise of

External Examiner Institutional Analysis
2022/23

<p>Falmouth Univesrity</p>	<p>Design (Game Development)</p>	<p>were often oversized and required downloading (12)</p> <p>The use of games as points of reference is excellent but it can often date a programme if not updated yearly. Some titles listed in the handbooks could use a refresh to contain more up to date titles. Although it is crucial to expose students to classic and pivotal titles a mix of new and old games could perhaps work much better. (19)</p> <p>There does still seem to be a focus on report and documentation. With the rise of AI in academia I would suggest looking at more video, viva or audio based assessments (19)</p> <p>I would encourage the course team to lean into the use of video assessment more. Some of the modules feel overly assessed and are asking for large amounts of documentation. The topics could be assessed as easily via a deck, demo and video.</p>	<p>This is being addressed in the new degree, as the current one dictates them in more ironclad documentation.</p> <p>The new degree is addressing this by incorporating more presentational work where the students will be addressing questions related to their work and content.</p> <p>This has been addressed with the removal of several assessments that constitute as “Busy Work” and over assess learners.</p>	<p>Person: Programme Leader</p> <p>Action: update games where possible and revise for the new degree Date: September 2023 Person: Programme Leader</p> <p>Action: revise assessment methods in new degree Date: September 2023 Person: Programme Leader</p> <p>Action: revise assessment methods in new degree Date: September 2023 Person: Programme Leader</p>	<p>AI in academia I would suggest looking at more video, viva or audio based assessments (21)</p> <p>In particular it is excellent to see video assessment used in modules such as Team Based Coding, environment production for games, advanced game projects and others. (23)</p> <p>Good variety of software and game engines are being used. Often courses seem to focus on one game engine, It was great to see work being developed in Unity and Unreal. This is a good strength which should continue. (24)</p>
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External Examiner Institutional Analysis
2022/23

		<p>This would also prepare learners for industry where documentation is not always as valuable as the final product. Character animation in particular had a very good standard of work but some of the documents were in the high numbers of slides. Could this have been assessed in a more practical way that could then be used by students in their portfolios? (23)</p> <p>Module handbooks and assessments could be rewritten to be more user friendly. They are very lengthy and overly academic at the present. For games and associated subjects it may be beneficial to include more imagery and alternative layouts for presenting the information (24)</p> <p>Video and practical assessment is very strong in some modules. I feel it could be used more throughout the programme. Some tutors made use of video feedback</p>	<p>This is something I will discuss with our Quality Team as I feel this is exceptionally pertinent.</p> <p>Completely agree, this has been discussed in earlier comments.</p>	<p>Action: Meet with HEQA regarding module handbooks and assessments Date: September 2023 Person: Programme Leader</p> <p>Action: Review assessment and feedback methods Date: September 2023 Person: Programme Leader</p>	
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External Examiner Institutional Analysis
2022/23

		and assessment which was excellent. In the short video, much more feedback was given than in written formats. (24)			
Claire Minehane University of Bolton	BA (Hons) Special Effects Make-up Design and Prosthetics	There are a large amount of modules running concurrently which can easily lead to miscommunication or overwhelm for students. It is not beneficial to a workflow that is not over assessed and could be refined and condensed. It would be beneficial to look at higher credit modules to prevent over assessment of the students and show how skillsets work together. (19)	Each year we continually look at condensing the work involved in each module. We struggle to fit content in as the course was written for semesters. This is feedback we have from learners too. We are re-validating the degree and this is a big factor when looking at the modules.	Action: Review modules and indicative content Date: January 2024 Person: Programme Leader and module tutors	There were no examples of good practice or commendations identified by the EE