

Awarding Body: Grimsby Institute of Further and Higher Education

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Kathryn Flynn University of Wales	FdA Events Management / FdA Tourism Management	The only assessments I did not review directly, were those of a 'presentation nature'. Whilst I received all written documentation relating to presentations (such as student powerpoint slides), I did not see the actual presentations. As I suggested in my report last year, dependant on the capabilities to forward on digitally, possibly for the next academic year, opportunities could be looked into to record a small sample of presentations for me to watch and review, as it would aid me in forging relationships between the sets of powerpoint slides, the presentations and grades awarded	Due to the situation at the end of 2019/20 the team did not undertake "presentations" but decided that the slides and the students notes would be sufficient. This was agreed as a department. If we find ourselves in the same situation in T1 of 2020/21 we will look to record presentations and send them using Teams. We have not sent presentations in the past as they used too much memory on Dropbox.	PL to monitor situation in relation to Covid-19 and presentations and act accordingly as assessments take place.	Despite the challenges for the students following the coronavirus pandemic greatly affecting teaching methods from March, (with all modular provisions then being taught remotely online), this did not appear to have affected the students, as from grade comparisons between the February and June boards, students appeared to cope well with the modular and assessment changes, demonstrating their commitment and ability, but also a positive reflection on the teaching staff providing the support and guidance. From discussions with the programme director, it is obvious that this strong rapport also extends to the student cohort,

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		<p>To provide me with a further understanding of the student perspective, I question whether there are any additional means that are implemented on the course to gauge student feedback, which I could be provided with. As an example, in my own institution, students complete 'end of year module questionnaires', which are then followed up with staff written 'module reviews', covering staff and student views / opinions. At a glance, such 'reviews' cover; i) how the module has fared (positives and negatives), ii) a summary of the student grades, iii) a synopsis of the student assessment sample, iv) comments from the internal moderator..... The form is found to be a good resource for quality assurance.</p>	<p>PL suggests that the EE has access to MEQs if possible and will initiate a Teams/zoom meeting at some point during the academic year before the end of the academic year so the EE has the opportunity to speak to the students. A summary of the MEQ from the previous year should be included in the module handbook for the following year including the module tutor's response to anything raised.</p>	<p>MEQ analysis and tutor response included in module handbooks forwarded to EE</p> <p>PL to arrange Teams/Zoom meeting for EE and students prior to the end of the academic year</p>	<p>with staff members knowing their students well and being able to positively relate to them on both an academic and personal level - <i>understanding students' abilities (strengths and weaknesses) and providing appropriate help / guidance (eg; mitigating circumstances consideration for assessments...)</i>, which is praiseworthy.</p> <p>From discussions with the programme director, it is obvious that this strong rapport also extends to the student cohort, with staff members knowing their students well and being able to positively relate to them on both an academic and personal level - <i>understanding students' abilities (strengths and weaknesses) and providing appropriate help / guidance (eg; mitigating circumstances consideration for assessments...)</i>, which is praiseworthy.</p>

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		<p>I would encourage module tutors to be confident in their marking processes and where they feel the work to be praiseworthy, to scrutinise their capping of for example; 58's / 59's% and consider attainment in the next band / class. In addition, for module tutors to consider the 'full range of marks' extending beyond the high 60's% and reflecting on the students' potential to achieve the higher percentage band – 70%+ - - (as an example, at level 5, final grades at exam board were typically clustered around the high 50's / 60's %, with a potential for increasing into the next band).</p>	<p>Level 5 was a small cohort with generally poorer standards of work submitted than that of previous cohorts and had several pieces of group work which would give groupings of grades in the 50/60s as highlighted.</p> <p>The team do not normally grade individual assessments with 9's in the grade however it is possible that the average of multiple assessments generates a '9' result.</p>		
<p>Mohamed Abdelshafy Coventry University</p>	<p>FdSc Computing Technologies</p>	<p>The student performance provides a good evidence of the quality of teaching, learning and assessment. I think this could be enhanced</p>	<p>Whilst group-based assessments are very important in developing team working and interpersonal skills towards employment, there have been issues on the programme with</p>	<p>Programme team to actively review assessment tasks to develop team projects within the brief but maintaining individual student output to ensure grades awarded are fair.</p>	<p>No good practice was identified</p>

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		<p>by providing some additional group-based assessments.</p>	<p>historical perceived unfairness from some students. They were concerned that their grades were affected by others in their team who did not commit as much as they did. Therefore, in order to minimise this, these elements were toned down. Moving forwards, the team will work towards a fairer system which captures single student assessment and rewards individuals whilst encouraging team projects.</p>		
		<p>I have not received links for module descriptors. So, the way of assessment for every module is unclear. In addition, the forms are normally incomplete.</p> <p>I did not have the opportunity to check the assessment before handing to the students. In addition, the module descriptors were unavailable.</p>	<p>Many of the issues that have arisen during the year may have stemmed from the changeover of delivery staff within year and that not all information was passed on rather than ignored.</p> <p>In finding quick and appropriate solutions to issues faced during the academic year, including and particularly relating to Covid-19 – and reflected by the positive results achieved by students – these were not communicated to</p>	<p>Staffing stabilised and information shared with new members of the team.</p> <p>PL to ensure any amendments required, particularly in relation to any further moves to remote study and assessment, will be communicated at the earliest opportunity to the EE</p>	

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		<p>The communication with the team needs to be improved. There are many IT issues for sharing the folder which includes the student work.</p>	<p>the EE by the new programme leader as a result of his inexperience.</p>	<p>PL to establish process for sharing student output and associated paperwork clearly as soon as possible upon appointment of new EE.</p>	
		<p>The folder which includes the student work misses a standard way of presentation for the work. A module folder should have the module description, the assignments brief, the moderation sheet and the students work. In addition, each student should have a special folder which includes all his/her submissions for the module, the marks and associated feedback.</p>	<p>Student output and moderation forms were sent to the EE in June 2020 however despite attempts at communication by both parties, there was no success with emails being missed or lost. Communication issues were resolved in September 2020 however the EE did not raise the issue of the folder structure. There were further issues with the EE unable to access the files provided; the Institute's IT Services department checked and there were no issues associated to the EE being a guest user as suggested by the EE and uncompressed files were sent and accessed successfully.</p>		
		<p>The moderation sheet should be completed for all the modules including the resit modules. Brief feedback which summarizes the student work should be provided in the sheet and the form should be signed by the</p>	<p>Staffing has now stabilised for the programme and following appointment of the new EE actions are in place to ensure that communication is improved to</p>	<p>PL to establish communication with the new EE upon appointment.</p>	

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		<p>two markers. This was not applied for most of the modules. In addition, the moderation sheet and the feedback were not available for resits.</p> <p>Student folders within a module folder should have one style of components. It is inappropriate that some folders have videos while others have documents and/or presentations. Sometimes for the same module, there are presentation and video for some students while a project for others!! There should be one component style for each coursework which should match with assessment type in the module specification document. The folder, unfortunately, was completely unorganized. A presentation folder for a module includes some</p>	<p>produce high quality results across the board.</p>		

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		<p>submissions of reports and it is unclear how these submissions are relevant to the presentations.</p> <p>Some modules have two moderation sheets each has a different number of students for the same semester. As an example, the Networking & Hardware Principles module has two moderation sheets, the first has 1 student while the second has 10 students although both sheets are for semester 1, year 2019/20. In addition, one of the sheets includes a different module name in the type of assessment of another module.</p>			

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		There should be a clear ratio/criteria of the number of moderated work compared to the class size. I'd like to suggest that the sample size required by class size could be as follows: (4 if <25, 6 if 25-50, 8 is 50-100, 10 if >100).	Upon appointment, a number of information sources are sent out to the EE, including the Institute's Code of Practice on Assessment of Students which details the number of assessments to be moderated or second marked (section 8.0)	CM to discuss moderation with programme team. EE has since resigned from post. HEQA will ensure the replacement EE has all the information relating to assessment of students upon appointment to post.	
Kay Calver University of Northampton	FdA Children, Young People and Families	There were no issues or concerns raised by the External Examiner	N/A	N/A	Great consideration has gone into the design and implementation of the programme to ensure it addresses the needs of the local community. The team are to be commended for responding to and adapting their teaching and learning strategy in light of COVID-19. I was particularly impressed by the assessment methods that required students to explore issues impacting the local area. These assessments provided students with an excellent opportunity to make a real impact

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					<p>in the local area for children, young people and families.</p> <p>I am impressed with the range of assessment methods that support students to demonstrate their knowledge and understanding of theory, alongside developing a range of core practice-based skills that will enhance their employability. The methods of assessment are highly appropriate for the subject area and will help to produce highly informed professionals in the sector.</p> <p>The staggered release of samples throughout the year allowed us to discuss elements of good practice and suggested areas for development. This enabled staff to reflect on and enact any feedback during the current academic year.</p>
Jan Sutton	FdSc Health and Social Care	I understand that the Academic Achievement Coaches play an important part but would also	Feedback and discussions with the EE has enabled the PL to reflect upon this and adapt feedback accordingly. Although it	Tutorial workshops planned during the academic year – Programme Leader	The programme provides students with a range of assessments including case studies, presentations and

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East Coast College Great Yarmouth		<p>encourage all team members to support academic skills development through their feedback on assignments.</p> <p>For one module at L4 – Lifespan Development – I did comment (in my Comments for the Board on 25th March 2020) that I felt that the three assessment could be reduced to two more substantive assessments.</p>	<p>is felt that at particularly level 5, students need to take care with proof reading as most errors could have been reduced significantly through effective proof reading. Additional workshops held during tutorial sessions enabled PL to work with level 5 students to raise academic standards. This has proved to be a success especially within the sample of work marked throughout the second semester and will continue in the new academic year. PL asked the EE if she could share a sample of her strengths section with the programme and wider HCI team to improve future feedback.</p> <p>This was considered when writing the validation for new FdA Social Care programme. Discussion with the Psychology tutors agreed that the learning outcomes and assessment mapping for the new programme had to be changed alongside the indicative content. This was to ensure learners are</p>	<p>Equivalent module on the replacement programme has been validated with two assessments - complete</p>	<p>producing a manifesto in addition to written assignments. These assessments involve both group and individual work. This range of assessment modes enables students to demonstrate (and to develop) skills that will equip them well in their future careers.</p>

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			<p>able to apply and embed Psychological theory to Social Care and that the assessments would provide learners to do so effectively.</p>		
<p>Kelly Marie Taylor University of Suffolk</p>	<p>FdEd Early Childhood Studies</p>	<p>One area to continue to develop is making full use of the grade bands and in particular a greater diversity with the top grades where it is appropriate.</p>	<p>Marking on grade boundaries has been a focus of the programme team during the academic year and has been avoided. The teaching team on the programme in the coming academic year may include new tutors and therefore this action point will continue and be recorded on the quality improvement plan for the programme and shared with all tutors.</p> <p>Making the full use of higher grade bands will continue to be an area of focus within the programme team and will be a key aspect highlighted during the moderation process. This point of action will be recorded on the programme quality improvement plan to be shared and monitored within the programme team.</p>	<p>Team to discuss marking strategies and mark using the full grades available, particularly the top grades – module tutors and assessment moderators, T1, T2 and T3</p>	<p>The student's performance is indicative of the high quality of teaching and learning taking place something the team should be commended upon, especially in a difficult year.</p> <p>The feedback practices are high quality and provide excellent developmental feedback, this is consistent across the modules and again this should be commended upon. In particular the in-text feedback tools are used very appropriately to provide specific feedback to students.</p> <p>The course programme is high quality and the team should be commended for their excellent work in providing a quality teaching and learning experience</p>

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		<p>It might be beneficial to comment to students specifically about the Turnitin similarity reports as a further element of feedback and so students are developing their academic skills and scholarship in fully acknowledging their sources of information.</p>	<p>The programme team have recognised that this is a valid point that could support the academic skills of the students. The point for development will be recorded on the quality improvement plan for the programme.</p>	<p>Discuss at tutorials – programme leader during T1</p>	<p>for the students with a highly consistent approach to teaching, learning and assessment practices.</p>
		<p>One area of development is to improve consistency in the use of the moderation paperwork between modules. It would be beneficial to see detailed second marker comments for all modules and for all samples. Consistently documented the discussions between first and second markers would aid in demonstrating the rigorousness of the processes and how agreements are reached.</p>	<p>The programme team recognise that this is a significant area for development. The second marker comments on moderation recording documentation had some inconsistencies. Therefore, it was difficult to evidence that discussions had taken place between markers where grades differed. This issue will be highlighted with all tutors marking on the programme and be added as an action point to the quality improvement plan for the programme. The programme leader will monitor this area at the end of each Trimester during assessment periods</p>	<p>Discuss at team meetings and implement for all moderation – programme leader and module tutors, T1, T2, T3</p>	<p>There is suitable assessment across the modules and the standards are high. The team should be commended for maintaining high standards with the difficult times around Covid-19.</p>

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Sharon Mallon Open University	FdSc Community Mental Health	<p>The main issue that appears to be holding students back is the issue of academic writing which I know the module team are responding to.</p> <p>It may be useful to consider how external examiners can best review those assessments that involve the students presenting material. This may include recording the presentation, or asking the student to make extensive notes so that the examiner can follow the flow and assess the marks more accurately.</p>	<p>The PL felt this was an issue particularly for level 5 students, additional workshops were held during tutorials and students were signposted to the academic support coach within the Institute to help with SPaG errors. The programme was revalidated for the 2019 intake to include entry requirements of maths and English and the PL felt that level 4 students did not struggle as much with academic writing due to this. The team will continue to provide extra support for academic writing for all students continuing on the programme.</p> <p>The team will ask students to provide notes for each slide or recording the presentations, this will be discussed with module tutors to see what is best for each module that has presentation assessments.</p>	<p>Workshops planned during tutorials – Programme Leader</p> <p>Include details of notes on assessment brief or provide recordings to EE as appropriate to each presentation – module tutors</p>	No good practice was identified

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<p>Alejandro Postigo</p> <p>University of West London, London College of Music</p>	<p>FdA Performing Arts</p>	<p>If anything, I could make a recommendation regarding the refinement of the phrasing of the feedback in line with grade descriptors to enhance clarity of expectations. Detailed feedback will help student achievement, especially throughout online learning.</p> <p>Moving into alternative modes of online assessment, I could make a recommendation to apply, when possible, more collaboration between courses (for instance, for module TV Drama).</p>	<p>The PL has met with the team to discuss this feedback and reiterate the importance of grade descriptors alongside the personal feedback encouraging student achievement. This will be followed up with revisiting the learning outcomes for each module</p> <p>PL noted that the EE did not realise this already happens on the TV module and has confirmed to him that students on Level 5 of TV Production and Professional and Creative Writing programmes collaborated here. The Performing Arts students have also collaborated with other media students on employability to record showreels</p>	<p>Discuss within Team meeting – Programme Leader</p> <p>Programme Team to continue to use existing and explore further opportunities to collaborate with other students – Programme Leader and Module tutors</p>	<p>I am glad to report students have positively performed during lockdown thanks to staff efforts to keep morale, and I personally know of the challenges of distance/online delivery learning in the performing arts, so there is much to recognize of the efforts to adapt to the new learning situation.</p> <p>I would like to praise the course for their adaptability. In the new assessments, marks have generally increased as a result of engagement, including some very high marks because the quality of the work has impressively improved in some cases.</p>
<p>Ben Harbisher</p> <p>De Montfort University</p>	<p>FdA TV Production</p>	<p>Standards are comparable with other providers within the sector, though the lower number of students in the cohort is not always beneficial to their wider experiential learning. What I</p>	<p>Marketing and investment remain an issue on the course, and it remains to be seen if there will be any investment in HE over the next few years.</p>	<p>Work with Marketing on advertising to increase student recruitment – Programme Leader</p>	<p>despite all of this [limited numbers of appropriately qualified staff], the programme team deserve commendations for attaining such a high NSS review. It is a credit to their professionalism and dedication.</p>

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		<p>mean by this is that students do not have access to the range or diversity working with a wider peer group permits. Is this something that can be facilitated by introducing some cross-programme initiatives? What about working with some of the prosthetics students to help them develop a showcase and promote internal progression? Are there opportunities for shared delivery of Motion Graphics with Computing?</p> <p>A clear strategy will need to be developed to market this course, at the forefront of which needs to be investment.</p> <p>It is a concern that there are limited members of appropriately qualified (or experienced) HE staff working on this programme or in other areas in the</p>	<p>The EE is correct in highlighting the fact that I have had to teach almost 95% of the degree this year, and whilst there are efforts to bring in support from other HE departments, there is still a lack</p>	<p>Recruitment of new staff and timetabling of existing staff with appropriate experience – Curriculum Manager</p>	<p>In fact, a couple of the later L5 submission were surprising in terms of the ability of your students to meet this new challenge and produce work of a comparative standard to earlier in the year. Well done!</p> <p>the CL was very thorough in all this [administration of the assessment process] and should be commended for demonstrating diligence in the administrative process.</p>

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		<p>department. Colleagues, who have recently left, are yet to be replaced, and moving forward this will have a detrimental impact on the learning experience if the few remaining academics are expected to support the entire provision.</p>	<p>of "<i>appropriately qualified (or experienced) HE staff working...</i>" within media. The current suggestion is to bring in FE staff to "maintain" the course, but they often lack the skills or experience needed at this level. It is still hoped that experienced staff can be attracted to the course, however this is the responsibility of the CM.</p>		
<p>Anita Backhouse University of Lincoln</p>	<p>FdEd Primary Education Studies</p>	<p>It would be useful to hear whether or not a blended approach to teaching and learning will be adopted this coming year and how the team feels this will impact their assessment strategies.</p>	<p>The programme team have reflected on the elements of blended learning incorporated into the 19/20 academic year and feel that the assessments that were delivered online worked well. Minor amendments were made to key assessments in July 2020 to allow for online assessment in the coming academic year and to ensure students are not placed at a disadvantage if they are unable to have face to face contact. The team used Teams for face to face formative and summative assessments and this worked</p>	<p>Continue to use blended teaching and learning approaches during 2020-21 as appropriate and required – programme team</p>	<p>A strength of the programme is its range of assessment types and I hope that this can be maintained in the coming year.</p>

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		<p>I appreciate that the Covid 19 situation will have impacted how some assessments were conducted. Are there any plans to continue with video recorded presentations – though Teams perhaps – in the coming year?</p>	<p>well, allowing for moderation to take place with no negative impacts. We do feel using this technology in teaching and learning has supported the students to gain a further skill in the use of technology that will be of value to them progressing with further study and for employment in the education sector.</p> <p>The assessments for 20/21 academic year that require a presentation and Viva delivery have been amended to specify that they will be delivered through Teams or with added audio to a PowerPoint. This approach was successful at the end of the previous academic year and allowed for moderation processes to take place efficiently. The programme team will deliver taught sessions live on Teams to students who may not be able to attend sessions, allowing for continued familiarity with the technology and to</p>	<p>Assessment briefs written to incorporate video recorded assessments as appropriate – programme team</p>	

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			ensure students are confident and able to use the approach with assessment processes.		
Bill Naylor University of Derby	FdA Counselling	There were no issues or concerns raised by the External Examiner	N/A	N/A	<p>I have evidenced some very strong work across the programme and I am impressed with the quality of written work produced by some of the students.</p> <p>It is really good to evidence staff feedback that encourages students to broaden their academic reading and to utilise appropriate academic resources.</p> <p>Feedback to students is very thorough as are the in-text comments given. Students are also given very good feed forward guidance as to how they might improve. I can evidence that students are 'pushed' to give of their best by the evident constructive support available to them from the teaching staff.</p> <p>The notable strengths of this programme is the thorough</p>

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					provision the staff provide in ensuring quality of teaching and quality and fairness of assessment.
Richard Whitehead University of Northampton	FdA Photography	<p>Given numbers that require full moderation in some cohorts it may be beneficial for all the team to engage in any Institutional standardisation exercises employed across the subject areas so as to increase knowledge, confidence and eradicate any confusion for both staff and ultimately students.</p> <p>Care and attention should still be made around feedback with reference to standards (firsts/upper seconds etc... is not language for FdA degrees which are pass/merit/distinction grade boundaries)</p> <p>access to practical equipment and strategies for learning both with equipment and the</p>	<p>As the course leader, I have already held conversations about second marking with the current course team, reinforcing the importance of correct discourse in student feedback especially (and the allotment of grades which sit on or near grade boundaries), and will discuss issues surrounding assessment with the new member of teaching staff, when his contract of employment has been formalised.</p> <p>The course team will continue to engage live brief activities of the kind that the EE commends.</p>	<p>Discussion at team meetings – Programme Leader, T1, T2, T3</p> <p>Deliver innovative sessions and write appropriate assessments including live briefs as</p>	<p>The course team should be commended for this as they have worked hard in very difficult circumstances to try to improve and engage the skills of the students on the course.</p> <p>Given the transition from semesters to term based teaching and the demands on staff for marking PLUS the Covid-19 restrictions, all across the programme should be commended for their efforts under trying circumstances.</p> <p>The Live briefs organised and introduced by the PL are to be commended and should continue.</p> <p>The Grade Mitigation introduced by quality is to be commended as an excellent strategy.</p>

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		<p>appropriateness of briefs should be carefully considered from both national and local perspectives. Although facilities were available (before covid 19) it does seem that there is a bias in the work of the students towards documentary and photojournalism, perhaps at the risk of more confidence in the practices of commercially constructed imagery and affirm grasp and utilisation of the commercial codes of rhetoric</p>	<p>Some healthy opportunities for this, including work for the council's new website, have already presented themselves for 2020-1; however, owing to the pandemic other opportunities (eg, the community events which the students were asked to photograph in 2019-20) will most likely not be available in 2020-21.</p> <p>For the revalidation process, a new module focusing on Studio Skills is being written; it is hoped that this module will give students greater confidence in applying some of the methods associated with commercial practice – including studio and location lighting – that the EE outlines above, giving a firmer sense of support for/scaffolding to the commercial photography-focused modules at Level 5 (eg, Advertising and Industrial Photography).</p>	<p>appropriate – module tutors, T1, T2 T3, Resit</p>	
		<p>It would be recommended to retain the RPS membership</p>	<p>The course leader submitted a proposal for the institution to pay</p>	<p>Complete proposal/submission for membership to APHE –</p>	

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		<p>and to engage and join as a college member the Association of Photographers. There is also a requirement to then incorporate beyond The Lens into the course. This would be beneficial for the alignment of more professional study. The APHE (Association of Photography in Higher Education) conference would be relevant for the Institute to join, attend the online conferences and have access and be able to contribute to the wider range of Photographic educational debates. This would achieve a deeper understanding of national issues and approaches that could be then justified to be incorporated into curriculum.</p>	<p>for an institutional membership to the APHE, but this was not approved at a managerial level. The course leader will propose this again in the coming academic year (2020-21). The course leader will also propose the AoP accreditation to departmental management.</p>	<p>programme leader, January 2021</p> <p>Complete proposal/submission for membership to AoP – programme leader, January 2021</p>	
<p>Kate Wells-McCulloch</p> <p>South Devon College</p>	<p>FdSc Professional Health Care</p>	<p>Whilst I am emailed, I feel that there should be more conversation through Microsoft Teams as this would enable documents to</p>	<p>The programme leader will arrange meetings with the EE throughout the academic year and discuss sharing documentation as appropriate.</p>	<p>One meeting held by November 2020 and one planned to discussed revalidation. Meetings to be planned in to T2</p>	<p>No good practice was identified</p>

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		<p>be shared and for more transparency prior to marking work. This would make the role of the EE more personalised to the Programme.</p> <p>I witnessed a lot of negative learner feedback given to the learners that was not always constructive. I recommend that the learners name is given in the feedback to make it more personalised to their experience. Most feedback was not linked directly to the learning outcomes, and were more like statements in the way they were written. Some feedback appeared to be copied and pasted as the same comments were across multiple learners.</p>	<p>Discussed with module tutors at team meeting about making feedback constructive for students rather than negative.</p>	<p>and T3 – Programme Leader, throughout academic year</p> <p>Discussion at team meeting – Programme Leader, T1</p>	
Clwyd Jones Southampton Solent University	FdSc Football Coaching and Youth Development	It was noted that there was some incongruence between feedback and grades in the 2 nd year. For example, a 1 st Class grade should have words like ‘Excellent’	The programme team acknowledge this inconsistency and have arranged training to ensure that marking and	Meeting with Academic Achievement Coach prior to T1 marking period – module tutors, by mid November 2020	No good practice was identified

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		embedded throughout the feedback.	academic grading language is consistent and appropriate.		
Sarah Pointer Moreton Morrell College	FdSc Animal Management	It would be interesting to see how average module grades compare from last year to this with the change in delivery model, and how staff feel it has affected delivery overall.	<p>We are still marking the first trimester modules so until this is complete we cannot compare the average grades, however moving to the trimester model across all levels, student feedback, particularly for the behaviour model has feels like too short a time to accommodate the delivery and research required for this module; the module tutor is inclined to agree. There is a lot to cover in this subject and it is only introduced fully at level 5. The assessment for this module is a 500 word investigative project that consists of primary research and is the first project of this nature on the course, making it difficult for the students to get to grips with on the trimester module.</p> <p>It is also important to note that the behaviour module was completed last year partially in</p>	Review the module performance and student feedback at mid-year and end of year boards – module tutors and programme leaders, March and June 2021	No good practice was identified

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		<p>It would be good to see more specific reference to the development of critical thinking skills. This is a skill that many students appeared to struggle with at L5, however my experience suggests this is a sector wide consideration.</p>	<p>lockdown and therefore access to the animal collection at Nunsthorpe was limited. Delivery went online for the first time which was a period of transition for the then level 5 students and this may be reflected in grades as many projects were subject to change under these conditions.</p> <p>Critical thinking skills are highlighted in assignment feedback and developed through signposting to the academic coach along with delivery. Further action on this could be delivering workshops to the students and collaborating with the Academic Achievement Coach as we do with academic skills at level 4.</p>	<p>Plan workshops with the Academic Achievement Coach in the Level 5 tutorials – Programme Leader, T1 and T3</p>	
		<p>There was excellent application of appropriate adjustments for the COVID-19 situation to ensure that no student was disadvantaged. Good justification was given in the July exam boards,</p>	<p>Justification for the amendment of result has been logged by the HEQA team and details as appropriate have been added to the exam board minutes to reflect how each module had been affected.</p>	<p>Inclusion of justifications in minutes – Exam Board secretary, June/July/September 2020</p>	

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		however it would be useful to have a written summary of how this is applied, especially as it has also been used in the calculation of FdSc awards.			

Awarding Body: University of Hull

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<p>George Tsogas University of Buckingham</p>	<p>BA (Hons) Business Management / BA (Hons) Business Management with Accounting / BA (Hons) Business Management with Marketing / BA (Hons) Business Management with Organisational Behaviour</p>	<p>Minor issues (on a couple of modules) to be improved, such as having an adequate sample of exams to view, and student handbooks/module specifications.</p> <p>I realised that from this year the system of having two long semesters (17 week semester, with 21 hours contact time over 14 weeks) is being replaced with shorter modules (?) over three trimesters (?), from year one. I have not received any information about that change and I am a bit confused as to what system applies to which cohort of students.</p> <p>Methods of assessment are also appropriate (with the exception of an assessment</p>	<p>Programme Leaders are mindful of the importance of this, and the need for all tutors to be exact in their standards in terms of uploading documents. We will address this through programme meetings at the start of the academic year.</p> <p>All External Examiners were contacted by the Group Academic Registrar advising of the change to delivery model.</p> <p>Work is now being undertaken to increase the rigour to an appropriate level on both the</p>	<p>Programme Leaders to ensure all documentation is available and sent to EE – Programme Leaders, T1, T2, T3</p> <p>Programme Leaders to confirm which model of delivery for each module in information sent to EE – Programme Leaders, T1, T2, T3</p> <p>Revised assessment briefs to be written – Module Tutor, September 2020</p>	<p>Grimsby [Institute of Further and higher Education] operates as what I could call a "boutique" school with small classes, where students can receive individual attention. This is a rarity nowadays in HE in the UK. I hope that system could be preserved and used as a "unique selling point".</p>

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		in the Business Research and Study Skills module)	Textual Qualitative and Statistical Quantitative analysis sections. Further, in the Quantitative section the balance between calculation and business/ economic interpretation is being altered with greater emphasis being given to the latter – also in line with EE comments at June Board.		
Ioannis Soilemetzidis London Metropolitan University	BA (Hons) Business Management / BA (Hons) Business Management with Marketing	With the continuing challenges that the coronavirus pandemic has imposes on HE sector [there] might be various “opportunities to enhance the quality of the learning opportunities provided to students”. With that in mind, I would like to receive some details about, what is the planning (of both institutions) for the next academic year? What kind of pre-registration/marketing information do applicants and current students receiving [sic], what are the	This is a wide-ranging question that requires input from a range of programme stakeholders. The School - HE Business in this instance - is driven by a high expectation for quality as defined by the QAA in the UK Quality Code for Higher Education Advice and Guidance External Expertise, ie Courses are well-designed, provide a high-quality academic experience for all students and enable a student’s achievement to be reliably assessed. The continuing pandemic does indeed provide 'opportunities to enhance the quality of the learning opportunities', and much training has been provided by the		I would like to commend University of Hull/Grimsby staff and the programme team, of their efforts in supporting learners during the coronavirus pandemic.

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		<p>arrangements in relations to reasonable adjustment, alternative assessments and alternative support, and so on</p>	<p>college to both staff and students over (but not exclusively confined to) the period of the covid impact for levelling up IT skills; designing online learning that adopts forms of best practice; building on pastoral care and rigour in student support and learner voice; and proactive responsiveness to prevailing government guidelines in terms of provision. A retrospective critique of semester / trimester 1 confirms that students largely benefitted from face to face to teaching, with some move to online provision w/c Dec 7th. Student attendance for this period has been just below the 90% mark, highlighting the positive relationship between student and programme and also a measure of student engagement. During the recruitment phase for 20.21 potential applicants had options of online and virtual open events; access to one-to-one interviews with staff; and</p>		

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			<p>enrolment was successfully achieved following strict safety guidelines. Marketing information via the marketing dept and informed by the School remains flexible and responsive to the needs of the demographic with a range of mediums utilised. Finally, driven by Hull University and HEQA 'the arrangements in relations to reasonable adjustment, alternative assessments and alternative support' have been addressed by tutors bearing in mind prevailing restrictions and with a strategic view on how the medium term may evolve. Templates for assessment amendments have been submitted and changes will be communicated to externals in the usual manner at the appropriate juncture. The foregoing is an indicator as to adjustment and support, but we would be happy as a department to discuss this further should further queries arise.</p>		

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Noelle O'Connor Limerick Institute of Technology	BA (Hons) Tourism and Business Management	There were no issues or concerns raised by the External Examiner	N/A	N/A	I would encourage the team to continue to share their good practice in the use of assessment criteria, and to continue to use the excellent formative learning opportunities they provide.
Russell Shobrook University of Plymouth	Professional Graduate Certificate in Education / Postgraduate Certificate in Education / Certificate in Education	<p>NB This report covers a consortium of colleges and is not specific to provision within the TEC Partnership</p> <p>Reviewing the work, it would be beneficial if there were overt and consistent reference to theorised practice within all aspects of the submission. Linking this to further learning and development opportunities for trainees.</p> <p>It's good to see that the move from percentage marking a more simplified Pass/Fail has been adopted. The next stage would be to finesse the narrative feedback to ensure that it is forward looking and explicitly</p>			The concept of using a conference paper is a good one that should be developed further.

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		<p>linked to the current and future modules.</p> <p>There is an obvious difference in the 'paperwork' and there is scope to standardise this further to ensure that all of the aspects that UoH want to capture and feedback on are done so in a systematic way. This ensures that that the programme lead can be more confident that things are happening and in a way that is expected.</p> <p>The modules could be enhanced by a more fine grained review of the module content and steering trainees towards more contemporary reference material including policy.</p> <p>There are frequent references using teaching and learning theories, policy and standards that are not</p>			

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		situated within UK Further Education Training and Skills (FETS). This patchwork of referencing material can lead to a weakening of critical arguments and risk being seen as being used more for convenience and soundbites rather than engaged scholarly activity.			
Jo Dawkins University of Leicester	BA (Hons) Criminology / BA (Hons) Criminological Studies with Social Science	I would recommend (where possible) that there is continuity of teaching for staff members, so that they are able to build upon material that they have created for a module, rather than having to teach on different modules each year.	We have had to reallocate modules this year due to new staff starting but will look to add continuation as we progress.	Allocation of modules to allow continuity to be planned as far as staffing and timetabling allows – Curriculum Manager, April 2021	<p>The students gain skills in a number of research methods, beginning at Level 4 which is commendable, and i believe that this will have a positive impact on the quality of final year research projects from next year onwards.</p> <p>The staff themselves are a programme strength, as they have worked incredibly hard over the past year, having faced a number of issues, such as staff changes, staff shortages and of course the COVID-19 pandemic. The current Course Leader has managed the situation with great professionalism and is a credit to the institution.</p>

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Carmen Clayton Leeds Trinity University	BA (Hons) Childhood and Youth Studies	<p>Attachment of the learning outcomes and assessment checklists were not consistently used by students when submitting work for different modules.</p> <p>Interesting to note that some modules specifically advise students on how many resources to use, or is expected at each level, but such comments are not consistently stipulated across all module handbooks. The team may wish to discuss the current approach and if consistency here would be useful or not.</p> <p>Has the team considered anonymous marking across the whole programme?</p> <p>Has the team considered other assessment methods in light of Covid-19 for the new academic year and thereafter?</p>			No good practice was identified

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		<p>A number of outdated reading lists were noted for some modules, and in turn, this was reflected in some of the students' work. Updating the reading lists will help students to stay current and ensure they are informed by up-to date research and practice. Given current Covid-19 circumstances, the reading list for the Action Research module, may benefit from online and other virtual means of researching.</p> <p>Has the team considered module review forms that can be completed by tutor/s, to help review and develop individual modules and the overall programme?</p>			
Bill Naylor Derby University	BA (Hons) Counselling Studies	There were no issues or concerns raised by the External Examiner	N/A	N/A	The quality of learning opportunities on both of these programmes is of a very high standard and differentiation is employed to make learning accessible to a range of student ability.

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					<p>There is a broad range of assessment strategy in place from written work, presentations, poster presentations and group work this is a real strength as it takes into account a broad range of student ability.</p> <p>The module Psychology within Counselling Dual Diagnosis is a very strong module and it gives the student a robust understanding of mental health issues that they will encounter in psychotherapeutic practice.</p> <p>The programme prepares students for psychotherapeutic practice and there are excellent links throughout the programme between theory and practice.</p> <p>The feedback to students for assessed work is of a very high stand indeed and students are given supportive guidance on how they might improve their work going forward.</p>

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Jan Sutton East Coast College Great Yarmouth	BA (Hons) Health and Social Care Top Up	I would encourage the Dissertation “team” to identify ways in which they could ensure second marking is more robust by using different pairings for the next academic year.			In comparison with other L6 Health and Social Care programmes I have EEd, the focus on statistics and using software such as SPSS, for Dissertations, is a strength.
Joy Parkes University of Chester	FdSc Hospital and Health Care (Adult) * Final year of delivery	There were no issues or concerns raised by the External Examiner	N/A	N/A	No good practice was identified
Georgios Leontidis University of Aberdeen	BSc (Hons) Computing Technologies Top Up	I would appreciate a clear timeline on when assessment briefs will be sent for review, comments and approval	New programme leader in place and will communicate this information with the EE for the start of the new academic year	Set up timeline and communicate to EE – Programme Leader, September 2020	No good practice was identified
Phil Richardson New College Durham	BA (Hons) Music Production / BA (Hons) Popular Music Performance	There were no issues or concerns raised by the External Examiner	N/A	N/A	Despite what has been such a challenging situation, the team have continued to deliver strong outcomes for students. The rigorous approach to second marking in every module is once again to be commended and is now standardised across the institution.

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					<p>Sharing of good practice noted in Popular Music Studies 2 has taken place.</p> <p>There continues to be good practice in the more theoretical and research based modules, in particular Popular Music Studies 1 and 2 and there is clear development as the students move through levels 4,5 and 6.</p> <p>Feedback and quality of feedforward again continues to be strong.</p> <p>The students are to be commended for producing the module work they have, given the challenging circumstances they have been working in.</p> <p>I commend the team for the level of support they have clearly given students throughout this academic year, in particular, over the past 3 months [and] for what is an excellent programme</p>

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					delivering strong outcomes for students.
Jack Ruskin University of Gloucester	BA (Hons) Design	<p>As mentioned last year, closer linkages between individual modules that clearly support one another would be advisable and while I can see that the team has sought facilitate students understanding these connections, the delayed revalidation once back on track, should ensure a much stronger and more cohesive programme overall.</p> <p>I still think there is a little more work to do around creating a clearer relationship between Learning Outcomes and Assessment Criteria but I am hopeful this will be addressed in the revalidation when it happens.</p>			<p>Industry links and live briefs are a particular strength of the course and I hope to see them continue.</p> <p>The quality of work produced for the new modules was excellent with some impressive outputs generated by the students. These were very clearly appropriate for a graduating year group and show the core strength of this programme of study.</p>
Kimberly Campanello	BA (Hons) Professional and Creative Writing	There were no issues or concerns raised by the External Examiner	N/A	N/A	The course continues to provide excellent learning opportunities for students, with cutting edge

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University of Leeds					<p>module and assessment design and delivery across both Creative and Professional Writing. In my first year I visited the facilities and was highly impressed.</p> <p>Feedback from the tutors is consistently well-tailored, expert, and encouraging. It also frequently links summative attainment to formative feedback opportunities from the teaching term and distinguishes between level expectations, which are both examples of good practice.</p> <p>The Retrospection module and its assessment are examples of good practice at Level 6 by engaging students in self-directed reflexivity.</p> <p>At Level 6 (new modules to me), Market Research and Professional Practice exemplify best practice in preparing students for future employment in their assessment design, which includes undertaking careful</p>

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					<p>research and planning to execute an extended creative idea (in the eventual Final Major Project). The Retrospection module and its assessment are examples of good practice by engaging students in self-directed reflexivity that looks toward life post-graduation.</p>
<p>Iain Donald Abertay University</p>	<p>BA (Hons) Independent Game Design (Game Art)/ BA (Hons) Independent Game Design (Game Development)</p>	<p>Previous years there have been minor issues with the online sharing permissions of Microsoft Sharepoint/OneDrive. This year there were no significant issues. The programme leader has always been very responsive in solving these and it is great that access was so easily available. The Programme Leader has been very communicative in seeking out opinions on course changes, potential software updates and other relevant information and is very aware of the wider industry and academic trends</p>	<p>There were issues with sharing files over One Drive last year. Due to size of the files we have it is impractical to send them any other way. The Institute has allowed the sharing of files with external partners, and it was much better this year.</p>	<p>Continue to share files with the EE – module tutors, T1, T2, T3, Resit</p>	<p>At each level (4, 5 and 6) the students share multiple modules. This is good practice for current and future game development employees. Students gain the benefit from this approach as game development is inherently interdisciplinary and they learn appropriate and relevant skills outside of their core discipline.</p> <p>There is a strong industry focus throughout the course, in developing both the necessary skills and in educating students on the challenges of industry.</p>

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		<p>In my previous report I suggested that one aspect the course could look to in the future is considering accreditation through one of the professional bodies such as TIGA or Creative Skillset. Accreditation would enhance the overall recognition and public awareness of the course though consideration would need to be given as to the most appropriate body to apply to.</p>	<p>This is something that is still being pursued. This year, we accredited the Institute with Game Republic, the largest game network in the north of England and this led to various talks and a visit to the Yorkshire Games Festival, along with entry for graduating students into the Game Republic Graduate awards.</p>	<p>Explore and submit further accreditation applications as appropriate – programme leader, June 2021</p>	<p>3D Asset Creation for Environments – Assessment 1: The students having to work together to create an environment is good practice for industry and the work demonstrates contrasting styles and professional practice.</p>
		<p>Engagement from industry coming to the college or from students attending industry events would help place the learning into the wider industry context. The likes of Microsoft, Sony, Unity and Unreal - all of whom have education evangelists – would remain a desirable goal but as previously stated the prospective costs of both accreditation and potentially</p>	<p>Again, this is something that we are looking to do, but again, it comes down to costs over benefits which must be weighed up</p>	<p>Submit proposals for accreditation and industry visits for business planning/APP – programme leader and curriculum manager, January and June 2021</p>	

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		funding industry visits may necessitate hard decisions being made on the perceived value.			
Carolyne Hinds Arts University Bournemouth	BA (Hons) Special Effects Make-up Design and Prosthetics	<p>Casualty Simulation- was graded a little too high. Students are asked to 'establish a narrative and back this up with research'. This was lacking in all of the work I examined.</p> <p>L5. Creative Practitioner- students could be encouraged to research both practically and theoretically. Experimentation is lacking, along with scrutiny of ideas and design development.</p> <p>More emphasis could be placed on academic research, there is currently a reliance on social media- ie Pinterest, even in the highest scoring logs.</p> <p>L6. Preliminary Practical- students need to be</p>	<p>Research and development was completed before the new programme leader too up post. The programme leader agrees with the comments on the lack of research and development and a 'Rainbow road' of the design cycle has been broken down for students. This additional time will detract from the previous programme leader's focus on practical leading to a reduction in the complexity of projects. This will however make for a culturally diverse and well-rounded student.</p> <p>Praise will be given to module tutor for her masks and script breakdowns will be introduced from September 2020 across all modules.</p>	Script breakdowns generated for all modules – module tutors, T1, T2, T3	<p>The standard of practical work overall is remains high, The highest performing students are technically exceptional.</p> <p>The standard of teaching is of a very high level and to be commended.</p> <p>The strengths of the programme are in its ability to thoroughly prepare students for industry, ensuring they are fully conversant with techniques and products. The design aspect of the programme is excellent, with some well devised lessons.</p> <p>The course remains strong and continues to produce highly skilled prosthetic artists. Graduates are well respected in industry.</p>

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		<p>encouraged to engage in problem-solving and experiment, and to be less reliant on Tutor advice. More scrutiny of intellectual reasoning is needed. Marking was a little inconsistent-ensure marking and feedback links to the LOs, and be mindful of a bias towards practical outcomes, unless the module is weighted in this respect.</p> <p>There could be some consideration around different methods of assessment, particularly with regard to group and individual presentations and digital blogs.</p>	<p>Programme Leader agrees and will be introducing video and narratives in September 2020</p>	<p>Amendment of assessments within briefs – module tutors, T1, T2, T3, Resits</p>	
<p>Paul Grivell Northbrook MET College</p>	<p>BA (Hons) Photography Top Up</p>	<p>Sequencing of modules across the year - the demanding dissertation module seems awkwardly placed to me.</p> <p>Wording of LOs in the Exhibition module.</p>			<p>The exceptional and demanding circumstances of Covid-19 lockdown have evidently impacted heavily on all HE teaching, and the course team are to be commended for providing a successful virtual learning approach during this</p>

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		Length and textual emphasis of the dissertation module. Might 'alternative' submissions be permitted?			period - resulting in excellent student outcomes.
Chas Andrews-Roberts University of Derby	BA (Hons) TV Production Top Up	The programme needs to be able to offer the students 'industry standard' production equipment. This will enhance their learning opportunities and will help with their future employability prospects.	The PL is complete agreement that the course as whole must start to offer 'industry standard' production equipment. We have to offer a viable alternative to FE and other local HE environments; without this, students and staff see a lack of differentiation and progression that will only harm the reputation and provision of the course that the PL has spent so long rebuilding.	Appeal to SMT about the importance of "industry standard" equipment at HE as something to aspire towards. SMT to review budget – Programme Leader, Curriculum Manager and Associate Principal, June 2021	There is very clear evidence again of a thorough, fair and rigorous internal moderation process which should be recognised as 'good practice'.
Tony Shaw The Northern School of Art	BA (Hons) Human Scale Prop Making	There were no issues or concerns raised by the External Examiner	N/A	N/A	[This is the first year of a new programme and] from the work seen through the first trimester it seems clear to me that students have access to a wealth of materials/equipment, which model makers need and that it is clear that student's practical work has improved through this short period of time.

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					<p>In my experience model makers show poor academic performance through a Higher Level programme. I would suggest that the practice of including two elements in a practical module a logbook and a practical component which is graded separately shows good practice.</p> <p>The Contextual Studies Study Skills module is especially strong with some subject matter, which I would suggest is very mature for this level of study. All this undertaken during lock down for which I would commend the programme team.</p>
<p>Jonathon Bussell</p> <p>The Northern School of Art</p>	<p>BA (Hons) Performing Arts Top Up</p>	<p>I would say that if the course could be more industry facing it would benefit the student's future prospects.</p> <p>I think the business planning aspect of the employability module could do with being more in depth and more</p>	<p>Within the next year we have planned industry days with external partners every two weeks, when an industry company or practitioner will be holding a masterclass.</p> <p>The employability module will have alternative funding opportunities outlined as well as a more in-depth look at Arts</p>	<p>Produce schedule of company and practitioner masterclasses – Programme leader, September 2020, January 2021</p> <p>Update indicative content and delivery to include alternative funding and more on Arts</p>	<p>The staff have obviously worked incredibly hard during what is a difficult period and it is admirable that there has been an upturn in achievement from last year.</p> <p>I think overall the practical work of the students is a clear Strength.</p> <p>The strength is the staff's ability to work with the students to help</p>

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		<p>tightly linked to current Arts Council applications and processes.</p> <p>It may benefit students to encourage more collaboration between students on FMP as at the minute they are working individually whereas they may benefit from working together and developing companies ready to step into the industry.</p> <p>In addition I would recommend a wider range of sources to be used in the research aspects of modules. It is essential students develop the essential study skills to produce academic work of a suitable standard with up to date reading lists.</p> <p>I feel that feedback could be more specific especially with regards feed forward. There are lots of positive</p>	<p>Council funding and budgeting with in the session.</p> <p>A more overall structure of a production company will be planned into sessions to support the notion of a more collaborative company ready for industry.</p> <p>PL will contact HE library to access and update reading list</p> <p>In one tutor's feedback learning outcomes are used in feedback, other tutors need to use them</p>	<p>Council – Module Tutor, February 2021</p> <p>Revise indicative content and delivery to include and encourage collaboration of students on FMP – module tutor, December 2020</p> <p>Send reading lists to library to update and revise validation document accordingly (factual updating) – programme leader, September 2020</p> <p>Discuss at team meetings – programme leader and module tutors, September 2020</p>	<p>them achieve. The majority of students are from lower socio-economic backgrounds and it is a real success that the institution is helping these students to achieve, for this the staff should be commended especially for their work with mature students.</p>

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		<p>comments which is great but students may have a false confidence of how big the jump is from what they are producing as undergraduates to what is expected of them once they step into the workplace. It would also help for feedback to be more closely linked to the Learning outcomes so it is clear for students how the final grade was reached.</p> <p>There needs to be more consideration of ethical implications of projects. This is especially vital for Level 6 work which you hope will be a springboard to industry. If a student is basing work on real life characters using 'verbatim' techniques there really needs to be more thorough checks on the ethics of a project as one project had aspects that could be seen as insensitive.</p>	<p>more consistently and will be passed on to the team.</p> <p>This will be discussed among staff and the ethics co-ordinator and make clear links to the Institute's ethical guidance, BERA and then reinforced with the students within sessions. All students must complete an ethical approval prior to working on their assessments in Final Major Project, Community Action Research Project and Experimental Theatre (Dance or Drama)</p>	<p>Checks by Ethics Co-ordinator prior to approval of individual proposals – Ethics Co-ordinator, April 2021</p> <p>Meeting between course team and Ethics Co-ordinator to ensure all are clear on supporting student to understand ethical issues and how to address/mitigate for them in their assessments – Programme Leader, module tutors and Ethics Co-ordinator, T1</p>	

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		<p>The experimental theatre work was interesting to see and the students clearly engaged with the module. It may help though to not only look at the 'classic' practitioners but also to look at more current industry trends. For example the work of Rash Dash which has been seminal over the last decade.</p> <p>In the academic modules the students have clearly got good ideas and have engaged with the areas of practice that interests them. Moving forwards it may benefit again from being more closely linked to current industry trends and practices. I would aim to have the financial/budget aspects to be in more depth as this aspect of funding applications is so important.</p>			

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		<p>Th areas that could do with enhancing is ensuring ideas and practices are in keeping with current industry trends, including an up to date reading list. It would also be good to see the collaboration which is developing continue to flourish.</p> <p>It would be good to see further engagement with external partners with regards collaboration also to help bridge the gap between undergraduate study and their first steps into industry.</p>			
Nicola Griffiths Staffordshire University	BA (Hons) Fine Art	There were no issues or concerns raised by the External Examiner	N/A	N/A	Excellent demonstration of documentation and considerate assessment. Bespoke feedback with positivity and enthusiasm!