

External Examiner Institutional Analysis  
2021/22

Awarding Body: TEC Partnership

Delivery Location: Grimsby Institute of Further and Higher Education

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice/commendations identified by External Examiner
Kathryn Flynn  University of Wales	FdA Tourism Management	6.1 With the many challenges presently facing the H.E sector, including the; *economic position, *post effects of Covid, *H.E competition and *specific issues relating to the Tourism Industry....it will be important for the Programme Team and the overall Institution to continue to seek out 'potential development' opportunities and initiate action, to challenge the wider concerns/issues. However, having to focus on such external pressures, could place further stress on the <i>small</i> teaching team, and is something that wider management should be mindful of going forward,	Discussion has taken place around increasing the marketing of our higher education portfolio at UCG in general and also to increase the marketing of specific courses including the FdA Tourism Management. To augment that there is an increase in visits to schools and six form colleges to develop an awareness to the FdA. This is a combined effort between the programme team and Schools Liaison team.	<b>Action:</b> New marketing plan in place with involvement from the team <b>Date:</b> From September 2022 <b>Person:</b> PL, marketing, Schools Liaison.	2.3 It has been a particularly difficult few years of teaching, and I feel it important to commend the teaching team in their adaptability, in the way that they continued to remotely deliver the programme and support the students. This commitment is positively reflected in the student feedback comments and grades awarded  3.1 From the group, <i>very</i> favourable comments were made about the approach and style of teaching and notable positive comments were made about the levels of support provided by the team, especially during the challenging times of the pandemic... Such student feedback is highly commendable for the overall programme, especially based on

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		with the aim to offer greater support.			<p>the fact that the core teaching team is very small</p> <p>3.2 During my time as External Examiner for the programme, I have consistently seen good practice within the team relating to assessment design and structure</p>
<p>Colette Mazzolla-Randles</p> <p>Blackpool and the Fylde College</p>	<p>FdSc Digital and Technology Solutions / FdSc Computing Technologies</p>	<p><b>3.1</b> (Assessment Feedback) It would be good to see an area on your feedback that addresses how the student could improve their grades going forward, the commentary appears to simply state the areas that have not been completed or achieved.</p> <p><b>3.1</b> (Assessment Feedback) For practical modules like web development, it would be beneficial for students to screen record their</p>	<p>Agreed as marking was inconsistent in quality and formatting between tutors previously. This has been actioned to a degree during development project and NM&amp;O module, but will ensure consistency in embedding this throughout current and future academic year</p> <p>This is an interesting project and a possible introduction to screen recording during development for students on level 4.</p>	<p><b>Action:</b> Ensure supporting and constructive feedback provided for students for areas of improvement</p> <p><b>Date:</b> continuous</p> <p><b>Person:</b> Ashley Darley, Yasmin Tuck</p> <p><b>Action:</b> Discuss with Yasmin Tuck the possibility of major amending for this</p> <p><b>Date:</b> No later than 1<sup>st</sup> November</p>	<p>2.2 There is evidence of excellent practise that gauge's student progress against the learning objectives of the module, and there is a clear reference to the intended learning outcomes that are specified in the marking criteria.</p> <p>3..1 Module handbooks are created to a high degree, making apparent all assessments, deadlines, marking schemes, module feedback, and enhancements</p> <p>3.1</p>

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		<p>developments to showcase their builds and the functionality and save it to YouTube unlisted so that I can see the developments in full, this is an area I have implemented this year and it has been very beneficial.</p>		<p><b>Person:</b> Ashley Darley, Yasmin Tuck</p>	<p>Assessments are aligned with industry-standard situations, and the skills that students demonstrate are applicable in the workplace. The case studies offered with the assessments are again tied to the business world, and the abilities acquired by completing the assessments will prepare students for the business world</p>
		<p><b>3.1</b> (Module Handbooks) Ensure that all fonts are of the same size and family; this will create a professional-looking product.</p>	<p>Has been actioned immediately as of beginning of 22-23 academic year. The major issue with this is that the templates provided always contain a significant font different so does take some time ensuring everything is consistent</p>	<p><b>Action:</b> Ensure all module handbooks and ATP forms use consistent structure and formatting <b>Date:</b> continuous <b>Person:</b> Ashley Darley, Yasmin Tuck</p>	<p>3.5 The module Professional and Research skills is an excellent addition to the course. The assessments allow students to demonstrate knowledge, skill and behaviours in professionalism and work as part of a team to manage a small-scale project, there is evidence that the students have developed interpersonal and transferable skills.</p>
		<p><b>3.1</b> Attempt to get the endorsement of local businesses for projects or case studies.</p>	<p>Agreed and this helps greatly with the major development project. This paid off with the Major Development Project module, with students undertaking a range of projects in the local area. I am working with Lauren Barrass within the employability team to gain further projects when relevant.</p>	<p><b>Action:</b> Continue to work with L.B as employability to gather projects for students and mock case studies <b>Date:</b> Continuous <b>Person:</b> Ashley Darley, Yasmin Tuck</p>	

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		<p><b>3.1</b> There is room for additional variation in terms of assessment styles; you might incorporate more group projects and presentations.</p> <p><b>3.1</b> Encourage students to use more books and journals in their references the students seem to rely on web references</p>	<p>I believe this will shine through in the 22-23 academic year, with the greater range of assessment types on the BSc Digital Technology Solutions module. I do agree we need more group projects, particularly as per our meeting at the start of September regarding BCS accreditation</p> <p>Also agreed. Study skills has been an issue particularly for level 5 (and the resulting lack of a level 6) due to issues with delivery in 19-20 and 20-21. Has been an improvement in 21-22, and Yasmin Tuck is delivering in 22-23 so further improvements expected</p>	<p><b>Action:</b> 1. Monitor the performance of BSc students during varied assessments on 22-23 2. Meet with Y.T and R.M to discuss major amendments for varied assessment types</p> <p><b>Date:</b> 1. Continuous 2. 1<sup>st</sup> November 2022</p> <p><b>Person:</b> Ashley Darley, Yasmin Tuck</p> <p><b>Action:</b> Continue to monitor the performance of students in academic reports and the use of reference</p> <p><b>Date:</b> continuous throughout the 22-23 academic year</p> <p><b>Person:</b> Yasmin Tuck, Ashley Darley, EE to monitor during External Verification of assessments</p>	
Kay Calver	FdA Children, Young People and Families	<b>3.2</b> I would encourage the team to reflect on the use of video	This module will no longer be taught at Level 5, only at Level 4 on the new validation. At level 4,	<b>Action:</b> 1. Provide support for students to use appropriate recording	3.1 I was particularly impressed by the assessment methods that

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University of Northampton		<p>essays which are used in the Level 4 and Level 5 safeguarding modules. Many of the videos demonstrate students reading their essay aloud verbatim – what advantage does a video essay provide in comparison to a written submission?</p> <p><b>3.2</b> I would recommend that the literature review for the Level 5 Equality, Diversity and Anti-Oppressive Practice module includes subheadings to clearly illustrate how the literature review has been themed as this is a stated requirement in the assessment guidance.</p> <p><b>3.2</b> I would recommend that the research proposal for the Level 5 Research in Practice module requires students to formulate research questions</p>	<p>as one of the first modules, the students have not gained sufficient skills in presenting without it being verbatim. We will explore a range of recording options to allow them opportunities to develop their presenting skills as well as making an amendment to the module in the future.</p> <p>In the new validation the assessment has been changed to a report as the purpose of this is to feed into the campaign and will help with the formatting.</p> <p>The research modules at level 5 have been modified in the last revalidation and the requirement to complete a full research proposal in T1 of level 5 has been reduced. These modules now</p>	<p>methods to practice and develop presentation skills. 2. Review and make amendments to module assessment in the next amendment period.</p> <p><b>Date:</b> December 2022 <b>Person:</b> Linda Lobendhan</p> <p><b>Action:</b> This has changed to report in the new validation document. <b>Date:</b> Completed <b>Person:</b> Linda Lobendhan</p> <p><b>Action:</b> Complete new module delivery, reflecting the need to build on core skills of research. <b>Date:</b> June 2023</p>	<p>required students to explore issues impacting the local area and to draw on local data, for example in the Level 4 Study Skills essay. There is excellent use of case studies in the Level 4 and 5 safeguarding modules.</p> <p>3.1 Further evidence of good quality practice can be found in the Level 5 Youth Support module. Student work illustrates extensive engagement with critical thinking concerning the definition and concept of youth in the essay.</p>

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		<p>to guide their research. This is a common requirement for other research methods modules at other institutions and would help better prepare students to progress to the dissertation at Level 6 if they choose to do a top up.</p> <p><b>3.2</b> For the Level 4 module Children and Young People’s Wellbeing it is important to stress that students are not qualified therapists. For the practical assessment in the assessment information it discusses the delivery of art therapy. It is important to consider how this is discussed with students. In order to deliver art therapy student’s need a specialist qualification and it is a protected title. I would recommend rewording the brief to say that their session can be informed by art therapy principles and to</p>	<p>concentrate on the building blocks of research approaches, such as formulating their own questions, and this is reflected in the new assessment methods.</p> <p>This is discussed in depth with students throughout the module and the sessions used are put into context for examples working with youth groups and schools. Students are made aware they will not be qualified. The wording of the assessment brief will be amended to reflect this.</p>	<p><b>Person:</b> Research Skills for Practice Tutor</p> <p><b>Action:</b> Change the wording on the assessment brief.</p> <p><b>Date:</b> Feb 2023</p> <p><b>Person:</b> Linda Lobendhan</p>	

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		<p>make it clear they are not qualified art therapists.</p> <p><b>5</b> Recommendation to include a graduate level job role that forms the focus for the module Personal Development for Professional and Competent Practice – unable to comment as the samples for the unseen interview were not available.</p>	<p>A graduate level job will be used as the focus for the unseen interview for this module. The team will work together to ensure all samples are available for the external examiner in the future.</p>	<p><b>Action:</b> 1. Use a graduate level job role for the focus with the Personal Development for Professional and Competent Practice module. 2. Expectations to be set within the team that all module tutors ensure required paperwork and samples are available once assessment periods are finished.</p> <p><b>Date:</b> June 2023 <b>Person:</b> Jo Pettit &amp; Programme Team</p>	
<p>Jan Sutton East Coast College Great Yarmouth</p>	<p>FdA Social Care / FdSc Health and Social Care</p>	<p>3.1 It would be helpful to me to know more about academic coaches – eg their background in academic terms and re the relevant Sector. Also, their “usage” by</p>	<p>We will arrange for you to meet with students and their success coach. This can be done mid-year via Teams or when you visit us</p>	<p><b>Action:</b> Agree with EE a suitable time to meet with Success Coach and students <b>Date:</b> March 23 <b>Person:</b> Curriculum Manager</p>	<p>There were no examples of good practice or commendations identified by the External Examiner</p>

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		<p>students and how useful students consider them</p> <p>5 I have had no feedback re my general point about adding a Section entitled “Strengths” alongside “Action Points” on the Grade Mark Report form. I feel there is value for students having a focussed, positive summary on this form.</p>	<p>This is good practice and we will work with module tutors to include this within their feedback and the report</p>	<p><b>Action:</b> We will add this detail to the grade mark report form <b>Date:</b> Dec 22 <b>Person:</b> Curriculum Manager</p>	
<p>Kelly Marie Taylor  University of Suffolk</p>	<p>FdEd Early Childhood Studies</p>	<p>3.1 One area of continuing development to enhance the diversity of the use of grading boundaries, particularly in the 70%+ bands, do not be afraid of awarding higher grades in 70-100% where it is appropriate to do so.</p> <p>3.2 I would encourage the course team to consider and that is how group assessment is marked and</p>	<p>We have added this feedback as a programme action point on the QIP. The programme team will meet and consider the feedback prior to the first marking period of the academic year. As a team will reflect on the grading criteria and discuss expectations for the 70+ grading band.</p> <p>We agree with the issue raised and do feel that clarification around this issue should be improved and documented for</p>	<p><b>Action:</b> Programme team to meet and reflect on marking in the 70+ grading band. Both first and second markers will be involved for consistency. <b>Date:</b> 13.10.22 <b>Person:</b> Emma Bailie to coordinate</p> <p><b>Action:</b> Add a statement about the grading processes for paired work in the module handbook and on week 1 slides</p>	<p>3.1 An area of good practice to highlight is the range and types of assessment across the programme modules. There is variation in assessment strategy and this offers excellent opportunities for the students to be successful in demonstrating their knowledge in different ways and formats.</p> <p>3.1 The assessment and feedback practices are another area of good practice to highlight, there</p>



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		<p>communicated. This is in reference to the Level 5 module Practical Approach to Research, it is a group (paired) presentation, but separate grades were awarded on some occasions. I would suggest the documentation is made clearer to reflect this.</p>	<p>the students. In the programme annual review this is added as action point for the module tutor. A statement clarifying the grading process for paired work will be added to the module handbook and detailed on Week 1 session slides. This will be checked by the internal moderator and External Examiner before publishing on Canvas.</p>	<p><b>Date:</b> February 23 <b>Person:</b> Emma Love</p>	<p>are excellent use of the feedback tools available through the use of in-text comments and overall comments, and these are consistent across modules. This was highted {sic} as a slight area of development on the last annual report so it is good to see that this has been developed by the team.</p> <p>3.2 As a vocational qualification the practice-based assessments are a particular strength of the assessment strategy, allowing students to achieve the graduate practitioner competencies.</p> <p>3.3 This year there was an incidence of a student disputing the grade awarded, this resulted in a process of appointing a third marker to review – this was good practice for the situation and again demonstrates academic rigour and integrity of the processes for assessment.</p>

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<p>Alejandro Postigo</p> <p>University of West London, London College of Music</p>	<p>FdA Performing Arts</p>	<p>A recommendation going forward is to consider having more explicit course documentation evidencing how learning outcomes and assessment procedures translate into practical areas of engagement (4)</p> <p>You also may wish to consider approaches to developing greater consistency in feedback language styles across the teaching teams/ different modules to ensure that all are using clear banding grade descriptor language such as good, excellent etc. Furthermore, there could be exploration of using grids in conjunction with prose feedback as a mode to facilitate student assessment literacy so that it is clear which of each of the specific</p>	<p>This was discussed in community and practice as we use a generic grading criteria on assessments with only usually one line evidencing how learning outcomes and assessment procedures translate into practical areas of engagement. A full description is now included in the module handbook assessment section</p> <p>We have a new team this year and will have meeting to ensure all are using the same language and it is consistent</p>	<p>Action: Description added to handbook Date: 10/10/22 Person: Programme Leader</p> <p>Action: Discuss and plan language in Team meeting Date: 18/11/22 Person: Programme leader and module tutors</p>	<p>A key strength of the program is the diverse range of modules which are coherently integrated within the overall program design in order to support the development of versatile multi-skilled theatre practitioners with transferable graduate attributes (4)</p> <p>Good practice is seen in authentic fit for purpose assessment design strategies. For example, the Employability module offers learning and teaching strategies that lead to a ‘real world’ assessment opportunity that aligns with professional work and authentic scenarios. In addition, the feedback on this module has been regularly detailed, enabling learners to consolidate achievement and support them to address areas identified for development (4)</p> <p>The diversity of the range of the topics of student creative work is to be commended. It was clear</p>

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		<p>assessment component criteria were evidenced at what level and why. This approach combined with more detailed rationale for how they can address the identified areas for development, especially in creative work/ practice research, would help minimize potential concerns with subjectivity of artistic judgements (4)</p>			<p>from the sampled feedback that students were encouraged to consider what would be the best application of their skills (4)</p> <p>The program team and their students are to be commended on four successful years- they have graciously navigated the challenges of online learning during the Covid-19 pandemic, and re-emerged successfully with a blended approach of teaching and assessment combining both in person and online strategies (4)</p>
<p>Jamie Cash  Confetti Institute of Creative Technologies</p>	<p>FdA TV Production</p>	<p>3.1 I would encourage the course team to consider and that is how group assessment is marked and communicated. This is in reference to the Level 5 module Practical Approach to Research, it is a group (paired) presentation, but separate grades were awarded on some occasions. I would suggest the</p>	<p>Formative feedback is completed on a weekly basis during many of the practical projects (Adv Production Practice, Factual Production, TV Drama Production). However, there has been an issue with collaboration with the Performing Arts students, who do not see the value in performing on screen. It is one of the main reasons why bi-annually the PL runs a short film competition to help reinforce and build a relationship between</p>	<p><b>Action:</b> PL to continue to develop collaborative practice between courses. <b>Date:</b> Ongoing <b>Person:</b> PL</p>	<p>There were no examples of good practice or commendations identified by the External Examiner</p>

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		<p>documentation is made clearer to reflect this.</p> <p>6 The range of modules within the programme ensure candidates are given the breadth of experience of different disciplines across Television Production. However maybe the programme team could explore opportunities, particularly at level five whereby students could identify a particular specialism within Television Production that allows them to work towards developing a portfolio of work that aids their future employment in a</p>	<p>many of the School of Media courses. However, over the past 12-months the L5 students were particularly reticent to work with PA students due to availability and poor planning on their part. This will be reinforced again this next academic year with the next group of L5 students – hopefully with more success.</p> <p>The PL already encourages students to refine their specialism at L5 during the Adv Production Practice module. Within this same module students are encouraged to contact potential clients, develop their own projects, and enter short film competitions. The PL has several industry links that provide the very information the EE points out. Unfortunately, many students lack the confidence, creative ability, and willingness to do just that. However, the PL will continue to develop links and encourage students to get</p>	<p><b>Action:</b> PL to continue to encourage students to get involved in client briefs, developing their own specialisms, and working with the internal marketing team. <b>Date:</b> Ongoing <b>Person:</b> PL</p>	

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		specific field. The course team could also explore opportunities to engage with real world clients, competitions or opportunities to help build employability more explicitly within the programme.	involved with these opportunities.		
Kay Fishwick  Nelson and Colne College Group	FdA Counselling Studies	There were no issues identified by the External Examiner	NA	NA	<p>6.1 [The] balance of academic and practical elements at both levels of the programme which enhances work based learning.</p> <p>6.1 Excellent depth of feedback given to students for all ability levels for future development</p> <p>6.1 Students have obviously grasped the learning outcomes and developed a strong ability to self reflect.</p>
John Harrison  Wigan and Leigh College	FdA Photography	There were no issues identified by the External Examiner	NA	NA	There were no examples of good practice or commendations identified by the External Examiner

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<p>Kate Wells-McCulloch</p> <p>South Devon College</p>	<p>FdSc Professional Healthcare Studies</p>	<p>2.3 I would recommend that for practical assessments such as OSCE's etc, that there needs to be more robustness around professionalism as one Module the candidates were mostly wearing leggings which is not appropriate, no professional and there should be consideration for this.</p> <p>3.1 There needs to be a specific link from all Module feedback to the Learning Outcomes, as currently there are some Modules who are better at this than others. It would also be good to see quality feedback that is linked to the Assessment Brief specifically areas that have been achieved well. Where students have Feed Forward feedback, this needs to be more student specific as this was very generic in</p>	<p>Thank you for your comments. Students have been informed about acceptable uniform standards. All have been advised leggings will not be allowed in the clinical suite. Students will be devising a uniform contract in Preparing for Professional Practice and Developing Practice Skills modules, giving the students ownership.</p> <p>Thank you for your feedback. There will be a push through the programme for all module tutors to provide unified feedback. A proforma will be provided in time for marking period. The feedback will have a clearer focus of the individual student's needs.</p>	<p>Action: Uniform contract Date: 3/9/2022 Person: Kerry Bradley</p> <p>Action: Unified feedback format with student focus. Date: 21/11/2022 Person: Kerry Bradley and Emma Hopcroft</p>	<p>There were no examples of good practice or commendations identified by the External Examiner</p>

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		<p>the majority of feedback that was assessed</p> <p>3.4 I have not been asked to approve assessment tasks</p> <p>3.5 Recordings were not taken of practical assessments and I only had access to Assessment Coversheets</p>	<p>For the academic year 22/23 module handbooks and ATP's will be provided at the beginning of the academic term.</p> <p>Thank you for the comments. Meeting held with Kate EE 23/9/2022. Discussed possible options; Teams invite, recording assessments and EE face to face attendance.</p>	<p>Action: EE to be provided with assessment briefs. Date: 24/10/2022 Person: Kerry Bradley</p> <p>Action: Practical assessment dates to be sent to EE in advance. Date: 24/10/2022 Person: Kerry Bradley</p>	
Sarah Pointer Moreton Morrell College	FdSc Animal Management	3.3 Coursework weighted at 100% can pose an issue with reassessment, being a large piece to overcome, but the typical inclusion of a formative assessment for the work has supported this. With the L5 behaviour module, you could consider splitting it into two pieces, with the earlier piece essentially being a protocol to approve the	Although the work has not been divided into two pieces, all the ethical paperwork has been checked and the protocol was discussed with the students before the beginning of the experiment. However, we will ensure that this will be done more systematically in the future. The work will be split into 2 parts: 1) brief proposal including introduction, hypothesis, protocol/methodology, expected outcomes and ethics form 2)	Action: Assessment brief will be modified for the new learners as suggested by the external examiner. Date: Dec 22 Person: Programme leader	3.3 Excellent second marker comments seen within all assessments

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		<p>appropriateness of the proposed project and ensure all ethical paperwork is provided and checked prior to the student beginning the research project element.</p>	<p>original experimental report</p>		
		<p>3.3 Take care with borderline marks (e.g. 59%) - it is a good idea for the assessor to include rigorous justification within the student feedback as to why this has not been awarded a mark in the higher boundary (otherwise students could appeal). This could be easily achieved given the rigour seen within second marking.</p>	<p>We will ensure that feedback fully justifies the award within the grade boundary and match the second marker detail</p>	<p>Action: First marker will ensure that feedback justifies the award and was not in the higher boundary Date: Dec 22 Person: Programme leader and module tutors</p>	
		<p>3.6 Perhaps, moving forward, it would be more efficient to upload module handbooks and assessment briefs to Microsoft Teams (therefore having everything needed in a single repository) as well as</p>	<p>All material has been made available through Teams. This is the format used to store all related material. Access to canvas was provided as an additional request</p>	<p>Action: CM to check every trimester that material is on Teams and EE to confirm that they can access it Date: Dec 22/Mar 23/June 23 Person: Curriculum Manager</p>	



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		the marked student work as this could negate the need for the EE to be given access to Canvas as well			

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<p>Paul Bocij  Aston University</p>	<p>FdSc Computer Software Solutions</p>	<p>2.3 The learners attracted to the programme are usually from non-traditional backgrounds and might be seen by some as being less capable than others. Thus, achievement should be seen as relative; simply completing the programme or level should be considered a success. The nature of the cohort means that non-submissions and withdrawals are significant challenges for the programme team to deal with. I have commented on this before and feel that more work is needed here. (See also sections 5 and 6.1)</p> <p>3.3 There is clear evidence of second marking though I would like to see more</p>	<p>As the Computing cohort is relatively small, a single withdrawal may look worse than it is. As an example, in a cohort of 6, if 1 student withdraws this equates to a 17% withdrawal rate. However, the quality of teaching and learning is continually improving as staff remain in post. This will have a positive affect on the retention of students on the Computer Software programme and the number of non-submissions of assessments.</p> <p>Due to staffing issues in 21-22, staff were spending much of their admin time in teaching cover for other programmes and impacted their overall workload. The HE</p>	<p><b>Action:</b> Continual monitoring and offer support where it is needed. <b>Date:</b> Continuous <b>Person:</b> Programme Leader</p> <p><b>Action:</b> Staff from other sites to help with second marking on the Computer Software programme.</p>	<p>3.2 There is a good range of assessment methods used and most assessments involve a practical element that allows students to demonstrate their skills, enhancing their employability and giving them a sense of achievement. This kind of authentic assessment is a good feature of the course</p>

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		<p>comments from second markers.</p>	<p>Development Manager has asked for help with second marking from other sites and staff have agreed to help with this. Going forward we should see more comments from second markers with the extra help.</p>	<p><b>Date:</b> Continuous <b>Person:</b> RU</p>	
		<p>3.3 There are a few places – such as within student projects – where marking seems a little harsh.</p>	<p>To the back-end of the 21-22 academic year, staff from other sites helped with second marking. Where there was a difference in grades, new grades were agreed. This was initially due to staffing issues for the Computer Software programme and an agency staff member who was delivering on the programme. Going forward, with the help of second marking from other sites there is now a better understanding of where assessments should be graded and this should no longer be of concern, although it should still be monitored.</p>	<p><b>Action:</b> Check grading against second marking and amend where necessary. If agency staff are recruited give them training on marking and feedback. <b>Date:</b> Continuous <b>Person:</b> RU</p>	
		<p>6.1 Consider involving more teaching staff in the delivery</p>	<p>Due to the size of the cohort, a new 0.3 post was advertised with a view to recruiting a staff</p>	<p><b>Action:</b> Always consider teaching on HE when</p>	

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		of the course. There appears to be a great deal of reliance on the Programme Leader.	member with the correct skillset and qualifications to teach on a HE Computer Software Solutions programme.	a new staff member is recruited. <b>Date:</b> Continuous <b>Person:</b> SQ	
Paula Thomas Great Chatwell Institute for Learning	FdSc Cyber Security	2.3 The general quality of the student work is of concern due to staffing issues which have resulted in student work being of a lower level than would normally be expected.	Work with HoA for Computing to assure qualified staff with subject knowledge is in place for future delivery on the Cyber Security programme.	<b>Action:</b> Advertised .3 Computing /Cyber role for PL. Interviewed and recruited staff member early October 22. Assure cover will be in place until staff start date. <b>Date:</b> 09/22 <b>Person:</b> SQ	There were no examples of good practice or commendations identified by the External Examiner
Kira Summers Birmingham City University	FdSc Digital Design	There were no issues identified by the External Examiner	NA	NA	6.1 The academic support is good and I would like to commend tutors for their work here.