

External Examiner Institutional Analysis
2021/22

Awarding Body: University of Hull

Delivery Location: Grimsby Institute of Further and Higher Education

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
<p>Robert Stevenson</p> <p>University of Portsmouth</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>There were no issues identified by the External Examiner</p>	<p>NA</p>	<p>NA</p>	<p>19 There is compelling evidence of enhancing the quality of learning opportunities provided to students e.g. on both BA (Hons) Business Management with Accounting, and BA (Hons) Business Management with Marketing it is commendable practice that the students on the programmes who did not submit had been offered full support during the resit period.</p> <p>23 The modules were all specifically tailored to learning outcomes required for each subject and set at the appropriate level. The quality of the assessment commentary is excellent, and the overall feedback is positive with specific reference to the areas that need to be improved.</p>

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
					<p>24</p> <p>A particular strength is the assessment regime. Justification for the first marker's fairness and consistency to all candidates is evidenced by giving each student specific and constructive feedback measured against the LOs for future improvement. The reliability & validity of the assessment process is ensured through rigorous moderation. Overall, this is excellent practice.</p>
<p>Ioannis Soilemetzidis</p> <p>London Metropolitan University</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>23</p> <p>One opportunity for further enhancement in the post covid-19 (and Brexit) era is to ensure that curriculum, reading lists and other material are fully updated the reflect the new political, regulatory, financial and market realities, which are vital for those aspired to become business management and marking related managers and executives. This might be more relevant for modules</p>	<p>This is a point we are certainly very mindful of the reasons you state. Re-validating of the programme is in progress and annual module review is cognizant of the need to maintain high standards in this area.</p>	<p>Action: Team to update curriculum and resources in line with outside factors</p> <p>Date: Ongoing</p> <p>Person: Programme leader and module tutors</p>	<p>20</p> <p>I would like to commend University of Hull/Grimsby staff and the programme team, of their efforts in supporting learners during the transitional post covid pandemic era</p> <p>25a</p> <p>can attest to the high standards and consistency of teaching and learning, as well as on student achievement, which have been quite satisfactory during my period as an external. The UoH and GIFHE teams work well</p>

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		<p>such as: Customer Focus and Marketing, Managing the Self, Operations and Strategic Management, Financial Performance and Ethics, Digital Marketing, Global Economics and the Policy Environment, Global Marketing, International Business Environment, International Finance Regulations, International Marketing Strategy, Marketing Communications, and Public Sector Management. However, all modules and programmes can greatly benefit from an additional focus on issues of global pandemics, political and financial crises and the like.</p>			<p>together, to ensure higher quality of the academic delivery and of the student experience.</p>
<p>Noelle O'Connor Limerick Institute of Technology</p>	<p>BA (Hons) Tourism and Business Management Top Up</p>	<p>There were no issues identified by the External Examiner</p>	<p>NA</p>	<p>NA</p>	<p>20 The Programme Board are sharing its good practice in the use of assessment criteria which was evident in the material that I examined, and they are clearly encouraging students to read and</p>

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
					<p>use academic literature which is more evident in the assessed work. The extensive use of formative learning, together with an eclectic range of case studies to illustrate key concepts, seems to continually support the students very well. Also, the feedback given to the students in all modules were thorough and very constructive.</p> <p>21 it is evident, that the practical relevance of the modules is one of the main priorities in the development and delivery of the modules are designed for graduates wishing to pursue and develop a career in the tourism industry.</p> <p>25a The modules have been designed considering the and their general structure is designed to reflect best practices and some very innovative content within the modules. A key strength of these</p>

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
					<p>modules is that there is a balance between their soft skills and hard skills and a holistic view is taken that reflects their innovative titles.</p>
<p>Jo Dawkins University of Leicester</p>	<p>BA (Hon) Criminology</p>	<p>There were no issues identified by the External Examiner</p>	<p>NA</p>	<p>NA</p>	<p>19 The poster presentation event held for L5 'Understanding Desistance' was a great success. The students were able to build and enhance their presentation skills during various L4 modules, providing them with the knowledge and confidence to perform well during the poster presentations</p> <p>20 The quality of digital-based assessments, such as presentations (in various forms) and other digital outputs, is impressive. Students are not only learning about the subject content but are also gaining the digital skills that are expected from today's graduates.</p> <p>21</p>

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
					<p>The interconnectivity of assessments in some modules is very effective. Students are provided with the same case study in different modules, which they then apply various forms of knowledge to, such as theoretical and legal perspectives, in order to better understand the situation. This highlights to the students that the whilst the subjects are taught separately in different modules, the application of the knowledge is intertwined within the overall discipline.</p>
<p>Carmen Clayton Leeds Trinity University</p>	<p>BA (Hons) Childhood and Youth Studies Top Up</p>	<p>19 The programme could incorporate more diversity in the assessment approaches. Although there are case studies, conference papers, presentations etc., the programme team could consider less text/oral based assessment procedures and instead offer more creative ways of assessing students' work, such as role play and group debates.</p>	<p>The programme offers role play assessment within the Solution Focussed practice module of the programme. Action Research module requires students to be in a placement or place of work to undertake research and effect change. As part of the process students are observed in practice by the tutor and given written feedback which students use to reflect on their overall development. This is evaluated in</p>	<p>Action: Review at revalidation Date: TBC Person: Programme Leader</p>	

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		<p>23 Given the empirical data collected by the majority of students, a stronger and more consistent focus on ethics within the submissions would be beneficial.</p>	<p>the research report which is consequently assessed overall. We will ensure students have a stronger focus on ethics in future.</p>	<p>Action: Include in modules and assessment briefs for next cohort Date: TBC Person: Programme Leader</p>	
		<p>24 Inconsistent use of front sheets by students.</p>	<p>Front sheets these are provided to students and advice given on completing – there is no penalty for inconsistent completion but we will endeavour to provide further guidance on this</p>	<p>Action: Discuss with students prior to assessment submission Date: November 2022 Person: Module tutors</p>	
		<p>24 Update reading lists in the module handbooks—raised previously (last year and the year before).</p>	<p>Reading list are being updated for each module and new resources are being sought.</p>	<p>Action: Update reading lists and check with HE Learning Centre Date: October 2022 Person: Module tutors</p>	
		<p>24 Consider how the videos are filmed for second markers and external examining.</p>	<p>Videoining is always a challenge but we worked hard this year to address this and will continue to do so. This also applies to</p>	<p>Action: Work with Innovate team to produce videos that can be shared as necessary</p>	

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
			Solution Focused Practice where the formatting of the video created issues. This will be addressed in future with the tutor providing it support for the videoing.	Date: December 2022 Person: Module tutors	
Bill Naylor Derby University	BA (Hons) Counselling Top Up / BA (Hons) Counselling Theory Top Up	There were no issues identified by the External Examiner	NA	NA	<p>19 I am highly satisfied with the quality of learning opportunities provided to students. Each year the programme team review the opportunities and enhance the programme accordingly</p> <p>20 The programme team are highly in tune with developments in the field of counselling and psychotherapy and the programme tracks these developments so that the students are taught up to date and current material that will enable them to become efficient practitioners should they decide to follow this route</p> <p>21</p>

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
					<p>The quality of student written work is consistently of a high standard and this is a credit to the programme team. The marking of student work is very thorough indeed and offers constructive praise for their work as well as 'pointers' for continuing improvement. Feedback from the programme team to students is consistently of a very high standard with comparable institutions as are the in-text comments</p> <p>24 Practising ethically as professionals is also a particular strength of the programme</p> <p>25 Year upon year I have been impressed by the high standards and, whilst not being able to 'name names' I attribute this to the excellent and committed work of the programme lead. Standards have been consistent over the years as have the</p>

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
					opportunities for students to thrive and to become professional practitioners. I have had sight during my time as EE of some excellent student work and independent thinking with regard to topics in the field of counselling and psychotherapy. Feedback from the programme team consistently takes in the context of counselling and psychotherapy so that there is a robust link in the programme for students to relate theory to practice.
Jan Sutton East Coast College Great Yarmouth	BSc (Hons) Health and Social Care Top Up	There were no issues identified by the External Examiner	NA	NA	21 I feel the Applied Statistics module provides a demanding but valuable experience for students to really be involved in data analysis...and for many, perhaps, help them to overcome fears of data
Tracey Platt University of Wolverhampton	BSc (Hons) Psychology / BSc (Hons) Applied Psychology	13 There is a sizable number of individual assignments in Year 6 that are large in scope, is this reflected in the credits of the modules?	The size of the assessments at level 6 are suitable for the credits. The word count/presentation times are standardised throughout the level of study and are designed to	Action: Review module statistical data and student feedback to determine if any amendments are required	21 The communication between markers is carried out well. The steps involved in supporting formative and summative assessment is done well

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		<p>13 I do have one query in relation to “Developmental Psychology I” (Level 5). The Assessment 2 is either an Exam (Unseen) OR Poster. The module book in the table on page 10 outlines a 2-hour exam, but the page 8, assignment 2 suggests a poster -this is likely just a clerical error, but the document should reflect whatever change is made.</p>	<p>ensure that students can effectively meet the LO’s. As this is the first year of running the level 6 programme these will be monitored to ensure that students are not being over assessed during academic year 2022-2023</p> <p>The validated assessment for this module is the exam, however, due to covid we mitigated this module and students undertook the poster as their assessment. The Psychology team and HEQA decided on this measure as it was unclear whether students would be returning to exams at the time of writing the assessments. The module tutor discussed the change in assessment from exam to poster with the students to ensure that there was no confusion. Students will be undertaking the exam in accordance with the validated document in 2022-2023</p>	<p>Date: June 2022 Person: Programme Leader</p> <p>Action: No action required</p>	

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		<p>23 Reading lists need some review, as the essential books are 5+ years old</p>	<p>The reading list on this module and other modules on the programme will be updated when appropriate, as some text is still useful as offers more detail than newer editions, particularly when discussing classic research and theory</p>	<p>Action: Review reading lists with support of HE Learning Centre Date: June 2022 Person: Module tutors</p>	
<p>James Rees Institute of Contemporary Music Performance London</p>	<p>BA (Hons) Music Production / BA (Hons) Popular Music Performance</p>	<p>19 It was great to see music performance students playing their assessments in external venues. I think it is particularly important that music students are able to access external music venues as this provides them with a 'real-world', 'authentic' learning opportunity. It would be great to see music production students getting similar experiences, perhaps recording (or observing a recording) in a commercial studio for example.</p> <p>24 Some of the second marking sheets could be more</p>	<p>A trip to a commercial studio would be of benefit to our production learners, or possibly a guest lecturer to come in and run a session for our students.</p> <p>In some instances, tutors have failed to type up notes made during the 2nd marking process.</p>	<p>Action: Research opportunities for visit or guest lecture Date: January 2023 Person: Programme Leader</p> <p>Action: All staff to complete paperwork for second marking</p>	<p>19 It was great to see music performance students playing their assessments in external venues. I think it is particularly important that music students are able to access external music venues as this provides them with a 'real-world', 'authentic' learning opportunity.</p> <p>21 I have noticed that there is a strong emphasis on transferable skills, which I feel is important for a creative arts programme. Assessors comment on English language and writing skills in their feedback to learners and it is clear that tutors know the students well so feedback is personal and</p>

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		<p>thorough; most second marking forms were completed appropriately, but some forms didn't provide comments on the students work so it wasn't totally clear how and why grades were agreed</p>	<p>Despite this, the Programme Leader agrees that discourse on the required paperwork is important to 'join up the dots', specifically for auditing purposes so stakeholders can see how grades were agreed without having to be present at the time.</p>	<p>Date: Nov/Dec 2022; Feb/Mar/May/Jun 2023 Person: Module tutors and assessment second markers</p>	<p>lets the learners know how far they have travelled.</p>
		<p>24 I was surprised that there was no second marking applied at level 4, in my opinion all work, no matter what level should have the same moderation processes applied. Having said this, it is clear that the quality of work is up to standard and I have very much enjoyed listening to and watching the work that the students submitted.</p>	<p>The Programme Leader agrees in principle; however it is not requirement of UoH for Level 4 work to be 2nd marked. There is no harm in completing this in future. Comments forwarded to the new Programme Leader.</p>	<p>Action: Undertake 2nd marking for L4 assessments Date: Nov/Dec 2022; Feb/Mar/May/Jun 2023 Person: Programme leader, module tutors and assessment second markers</p>	
		<p>24 In the upcoming academic year I would like to explore the student experience in more detail, this would help me to answer some of the</p>	<p>Access to the VLE should be available in Sept. A visit would be a very good idea and should be even easier as we begin to fall back into normality. Comments</p>	<p>Action: Provide access to Canvas and arrange visit Date: September 2022 Person: Programme leader</p>	

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		<p>previous questions on this form in more detail (Q19 in particular). It would be interesting to explore the virtual learning environment and to see what resources students have access to, both class materials and extra content. I would also be very interested in visiting the campus at Grimsby to potentially meet students and gain more insight into the student experience</p>	<p>forwarded to the new Programme Leader.</p>		
<p>Jack Ruskin University of Gloucester</p>	<p>BA (Hons) Design</p>	<p>19 While there are clearly industry links, the course would benefit from closer ties with opportunities for students across the year groups. It would be good to see this particular element of the course develop further.</p> <p>23 When the long-proposed revalidation is finally underway, it would be sensible to critically reflect</p>	<p>Programme leader is building relationships with local businesses such as Wrendale Design and Able & Accessible which will improve these links for students They are also in the process of creating a networking group for creative students at TEC Partnership.</p> <p>The new degree has been built using and further developing our good practices. Industry ties are being strengthened and improved</p>	<p>Action: Progress links with industry Date: Review January 2023 Person: Programme leader</p> <p>Action: Finalise validation of new programme Date: August 2022 Person: Programme leader</p>	<p>20 Marking has been very good with clarity and consistency across the grade boundaries... Work continues to be of a very good standard with some excellent work at the top-end of the grading scale... In terms of processes and quality there is, as I have become used to seeing, some great feedback overall with coherent and targeted advice for improvement and strong rationale around the grades awarded.</p>

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		<p>on the various successes of the current structure. There is much to recommend the existing course, so ensuring a continuation of this track-record while enhancing the provision in key areas is obviously desirable. Deeper connections with industry and practicing designers /staff with solid industry experience will be important here. Solid linkages with local communities / economies will enhance both student experience and also critical impact for the institution.</p> <p>24 there is a little more work to do around creating a clearer relationship between Learning Outcomes and Assessment Criteria. This should be transparent and accessible to students and teaching staff.</p>	<p>A new degree based on this one is at the final stage of validation for intake September 2023. I have taken the positive parts of this degree and improved the negative areas in the writing of the new degree.</p>	<p>Action: Finalise validation of new programme Date: August 2022 Person: Programme leader</p>	<p>24 There is some great feedback overall (very targeted and personalised with appropriate advice for improvement across the years and modules) and there is now a very strong second marking culture established with genuine discussion of grades taking place across all years.</p>

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
<p>Richard McEvoy-Crompton</p> <p>University of Bolton</p>	<p>BA (Hons) Special Effects Make-up Design and Prosthetics</p>	<p>19 A skill mapping exercise might be useful in identifying potential areas for improvement/development. The students do have some opportunity to learn the digital side of this practice but I would support the team in any requests they might have for extra facilities in aid of this. Currently they have very limited facilities within the studio itself.</p> <p>23 I do feel like there are too many modules. It's my experience that a student thrives when given focussed, specific tasks to work on consecutively rather than concurrently.</p> <p>23 I would like to see the inclusion of digital-specific modules in the coming years.</p>	<p>We are working to modify the degree to modernise it and to ensure it is current with the industry, staff are undertaking CPD to learn/update skills.</p> <p>The degree does need a re-write as this was not done when the course moved from semesters to trimesters, the result of this is the learners have a large amount of work to cover in a short space of time.</p> <p>The degree does need a re-write as this was not done when the course moved from semesters to trimesters. The updated</p>	<p>Action: CPD and course update Date: June 2023 Person: Programme Leader and module tutors</p> <p>Action: The re-write will have less modules and the new modules will be more specific to skills industry employers are looking for Date: June 2023 Person: Programme leader and module tutors</p> <p>Action: The re-write will include modules more specific to skills, and specifically digital</p>	<p>21 I was VERY impressed with the level of technical knowledge that the students possess.</p> <p>23 It's great to see a specific focus on anatomical study</p> <p>24 This is a strong programme with a good industry focus.</p> <p>24 Students are more technically aware than the average SFX student, in my opinion, and this is a credit to the team.</p>

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		ZBrush and Photoshop-centric skills are becoming more and more important in this industry.	programme will include more digital-specific content relevant to industry requirements	<p>skills, industry employers are looking for. Staff are also working towards expanding skills in these areas.</p> <p>Date: June 2023 Person: Programme leader and module tutors</p>	
Paul Grivell Northbrook MET College	BA (Hons) Photography Top Up	19 I recommend you fully explore opportunities for alternative submissions as part of your proposed revalidation process next year. I'm impressed that you are maintaining 8>10K word count, and think there is much merit in providing such a substantial 40 credit opportunity for sustained research which is so valuable in developing student skills, both academic and practical. However, given that it's clear not all students find read/write academic research and presentation	This is being explored within the forthcoming programme revalidation	<p>Action: review for the new validation document</p> <p>Date: March 2023 Person: Programme leader</p>	There was no good practice identified by the External Examiner

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		<p>their forte it may well be that practical/audio/visual approaches may also be supported at this scale of research. I'm aware that in reality alternative submissions can be quite demanding for students – for example the work needed to create an effective audio/visual/video style research project is often much greater than that required for more traditional read/write formats – but nonetheless some students may find this much preferable given their skills, interests and abilities. Further, might it be feasible to broaden the remit of the module beyond straight academic approaches to consider a more hybrid inclusion of professional research? One dissertation this year took such an approach and included some excellent primary research in</p>			

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		<p>the form of highly readable interviews with practitioners – but it faired badly at assessment because it wasn't a traditional academic dissertation, even though it was a very valuable piece of 'professional' research. So, allowing for broader conception of both form and content of this research module may better enable students who otherwise struggle with 'traditional' academic approaches but who may still have much to offer in terms of their research capacities and interests.</p> <p>19 Looking at the module brief/handbook I note the 'editorial instinct' phrase is still in there as an LO and is repeatedly referred to. I don't what it is, and certainly don't know how you'd teach its acquisition or grade</p>	<p>MLOs for this and other modules are being revised in the forthcoming programme revalidation.</p>	<p>Action: Review in new validation Date: March 2023 Person: Progmmme Leader and module tutors</p>	

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		<p>whether students have learnt it. And it seems that rather than actively address the interesting Socially Engaged Practice aspect that was previously in the brief it's simply been edited out (though Helguera's great little book remains in the essential reading list).</p> <p>19 the presentation and organisation of the exhibition seems competent, if rather conventional and uninspired in its approaches ie budget, conventional framing of photos on white boothed walls with 'VIP' invites in the manner of traditional in-house 'end of year' show (no doubt constrained by circumstances and finances to an extent). Perhaps more experimental/creative exhibition approaches could also be explored? Unconventional venues?</p>	<p>Encouragement to explore alternative/creative methods of exhibition are being foregrounded in delivery in Major Project and Creative and Professional Development, in anticipation of the Exhibition module in T3 commencing</p>	<p>Action: Discussion with students on alternative locations and methods of exhibiting Date: September 2022 Person: Programme leader and Curriculum Manager</p>	

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		Alternative modes of display - eg projection, largescale printing and so on?			
Chas Andrews-Roberts University of Derby	BA (Hons) TV Production Top Up	19 As stated in my previous reports, 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. I fully appreciate that cohort size often reflects future investment into a programme, and this particular programme is currently very small in terms of numbers, but relevant production kit is essential and would attract more students to study this top-up, if new kit can be promoted at events such as Open Days etc. Regular, reflective assessment of the current equipment used by students is a good way to ensure	The PL is complete agreement and has continued to push the importance of improvement of the standard of equipment offered to students to both heads of department and SMT. Despite this, the fact that students are asking for the improvements, and these investments would improve the reputation of the course, HE department, and the standing of the UCG. This remains as an ongoing issue for the CM, AP and SMT to discuss and resolve due to budget restrictions.	Action: CM & AP to review ongoing investment to HE TV/Film production course. Person: Richard Moore Date: 09/08/22	20 The programme leader has been most pro-active in researching the local area and what students are seeking in terms of a practical film making programme of study. Since joining the Screen Yorkshire Connected Campus and having a new management team within the department, they have helped develop the new Digital Film Production degree that the PL is wanting to launch for 2023. This is a significant and positive set of actions which I'm sure will assist in putting the programme 'on the map', locally and hopefully, further afield, and for the recruitment to flourish.

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		comparable equipment is being used / can be considered for future acquisition / potential increase in recruitment. The new programme being rolled out will also aid the potential increase in interest and will hopefully lead to improved student recruitment.			
Tony Shaw The Northern School of Art	BA (Hons) Human Scale Prop Making	24 it appears that this programme has struggled with recruitment and is now to be re written which is a shame as the content I think is strong and the modules throughout the three years appear to be well structured and enjoyable for the students.	The degree for a new BA (Hons) prop-making is currently being re-written for Sept 2023 entry. This is presently at the stage 1 of development process, and writing will continue throughout the year. Because of a programme re-write. There will be no recruitment in September 2022 and no admissions criteria is currently published. The Academic Contact and I have discussed potential admissions criteria as part of stage 2 process of the programme improvement. The name of the course was also discussed, particularly as the	Action: Write new validation document taking feedback in to consideration Date: March 2023 Person: Programme leader and Curriculum Manager	19 I have observed the progression of this small cohort of students throughout the programme from L4 to L6. The quality of work has grown tremendously and it is clear that they have gained a lot of practical knowledge from their time on the programme. They graduate with some exciting employable skills and for this the programme team must be commended.

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
			inclusion of 'human scale' may make the course seem too niche for some potential applicants. It would make sense to simplify the name to make it clear what the course offers and to appeal to potential students		
<p>Jonathon Bussell</p> <p>The Northern School of Art</p>	<p>BA (Hons) Performing Arts Top Up</p>	<p>19 There is in depth feedback however the feedback could be more closely aligned to learning outcomes in areas for development.</p> <p>19 It can be quite hard to judge the student work as not like for like. Some have submitted academic essays and some it is very brief with facebook page alongside. I would advise more specifics on expectations within the module handbooks to avoid any possible complaints</p> <p>19 The experimental theatre module is very much</p>	<p>We outline the learning outcomes in all of the student's feedback, however not in the areas for development, which we can consider in future feedback</p> <p>This has been changed and expectations outlined on the module handbook to make it clear</p> <p>We have introduced our Innovate team to the students this year who have been delivering</p>	<p>Action: Discuss in Team meeting Date: September 2022 Person: Programme leader</p> <p>Action: Update relevant module handbooks Date: September 2022 Person: Programme leader and module tutors</p> <p>Action: Utilise Innovate in delivery for</p>	<p>21 The FMP module offers an opportunity for students to have creative freedom, a good use of technical resources and using range of skills. It is clear the students are developing transferable skills in this module such as organisation and communication in addition to the technical skills.</p> <p>24 A real strength of this course is the support given to mature students. Each year there is strong work from mature students which is really pleasing as it gets more difficult for mature students with the way HE has gone over the last few years, the</p>

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		<p>focused on immersive/promenade theatre but I feel it could be looked at around experimental methods for creating work or looking in more abstract ways at themes. In the feedback you have put consider the ethics but I feel this needs to be part of the module next academic year. At this point some of the pieces could be triggering or anxiety inducing for participants and it is very important that ethical considerations are part of the planning process for students</p>	<p>sessions in experimental theatre on ways students can create output using multimedia and VR. Ethics has always been part of the module however we have had sessions a lot earlier in the Trimester and had the Ethics specific 1-1 with the student to address any issues</p>	<p>alternative ways to create output. Deliver ethics sessions earlier in the year Date: September 2022 Person: Programme leader and module tutors</p>	<p>staff should be commended for that. 24 I feel the course has become really rooted in the local community and are clearly adding value to the cultural life of the area which is fantastic. It is great to see youth theatres and dance groups being created by your students as is a positive for the local community.</p>
<p>Krista McLennan University of Chester</p>	<p>BSc (Hons) Animal Management Top Up</p>	<p>11.2 Programme handbooks and programme specifications for each programme you are responsible for externally examining – No</p>	<p>The programme team and HEQA at TEC Partnership are happy to work with you and give you any information for the programme and processes you need.</p>	<p>Action: Team to provide information at the start of the academic year Date: September 2022 Person: Programme leader and module tutors Action: Team to provide information at the</p>	<p>21 The use of feedback at the start of the assessment as part of a reflective process.</p>

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		<p>11.3 Module information and module specifications for each module you are responsible for externally examining - No</p>	<p>The programme team and HEQA at TEC Partnership are happy to work with you and give you any information for the modules you need. The module handbooks and APT's are available on the Box for each module. If anything fails to load properly or is inaccessible, please let us know so that it can be provided in an alternative way</p>	<p>start of the academic year Date: September 2022 Person: Programme leader and module tutors</p>	
		<p>13.7/13.8 Second marking processes are followed/ Marking criteria are consistently applied'</p>	<p>We can confirm that second marking has taken place and there will be evidence of the moderation of grades next year.</p>	<p>Action: Make second marking/moderation records available to EE Date: Following assessment periods Person: Programme leader and module tutors</p>	
		<p>18 Anthrozoology - the moderation/ second marking information was for a different module. Research project - it appeared that the moderation had taken place without actually seeing the assessments. Rubrics do not appear to be used on the TurnItIn submission links for students to be able to see</p>	<p>Anthrozoology second marking was incorrectly uploaded. The comments on the Research Project will be followed up on by the team. There seems to have been problems with the rubrics appearing from Turnitin submissions. This will be followed up with the programme team and training provided to support this</p>	<p>Action: Upload correct information to modules. Make rubrics available by other means if unable to see on Turnitin Date: Following assessment periods Person: Programme leader and module tutors</p>	

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		<p>how they have achieved the grade.</p> <p>19 Students are clearly struggling with the switch to level 6 and the need to critically evaluate. There is scope to do some form of transition into level 6 and multiple exercise on what "critical evaluation" actually means and how they should be doing it, before their first assessment.</p>	<p>Further tuition on critical evaluation will formulate a key area within the induction/ orientation from L5 to L6, at the beginning of each module and also on a regular basis within tutorials.</p> <p>Additional steps include:</p> <ul style="list-style-type: none"> • Level 5 provision changed and work will be ongoing to develop the critical analysis skills required for level 6 • Entry requirements are being reviewed for level 6. At the moment, students who achieve greater than 40% can progress on to level 6. We are reviewing whether to change this so that students have developed the required skills to be successful at level 6 • Change of tutors. Over the past year, the team has gone through a period of flux. We now have a new team in 	<p>Action: Deliver session on critical evaluation in orientation and through tutorial sessions</p> <p>Date: September 2022 and throughout 2022/23</p> <p>Person: Programme leader</p>	

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		<p>23 I still think the word counts are very high and so the assessment load is too high</p>	<p>place to fully imbed and develop these skills</p> <ul style="list-style-type: none"> • Any new students joining us at level 6 will have additional support through tutorials to support this • Greater emphasis on evaluative skills to be provided during orientation for students moving from level 5 to level 6 • Full review of assessment criteria and command word at the start of each module by tutor to ensure that students fully understand the level required • Full group tutorials on critical evaluation at the star of each trimester with review and feedback at the end of each trimester to check on how this is developing <p>The team will consider reducing word counts at the point the programme is revalidated</p>		

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		<p>for students. It is worth considering reducing the word counts on assessments, without the need to reduce the effort put in. This may also focus the students more and get them to be writing succinctly and clearly to explain their point in fewer words.</p>		<p>Action: Review in revalidation process Date: March 2023 Person: Programme leader and module tutors</p>	
		<p>23 It was much better when I could access Canvas to see the actual assessments and grades/feedback together. It would be even better if everything was in one place - either Box or Canvas.</p>	<p>We are happy to make work available through Canvas, however we are following the university recommendations of uploading to Box so that all documents are quickly available within one place. There is a problem with zipped files not fully loading. We will try and check that zipped and uploaded files work by having a second checker on uploads. If links do not work correctly, please let us know and we will ensure that the problem is solved.</p>	<p>Action: Add EE to Canvas pages Date: September 2023 Person: Programme leader</p>	

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
<p>Andy Rawsthorne</p> <p>Sheffield Hallam University</p>	<p>BSc (Hons) Engineering (Electrical and Electronic Engineering) Top Up / BSc (Hons) Engineering (Mechanical Engineering) Top Up</p>	<p>19 In other institutions where I have been an EE there is an interim visit where the EE has the opportunity to meet the course team, students, and see the facilities; this would be useful to get a feel for both partners.</p> <p>20 This is the only module that I feel concerned about. The brief looks fine and is as expected for a significant 40credit L6 project. The final work doesn't reflect the brief though – the samples present are very weak and I feel really don't compare with similar L6 engineering projects in other HEIs. In scope and depth they are more like a L5 applied project than a professional engineering project at L6.</p>	<p>We would like to invite the EE to GIFHE in the middle of the term time or near the end of the term where EE selects randomly some students to meet and greet as well as discuss all kind of issues to achieve some feedback regarding their teaching and learning activities. It will be beneficial both for the GIFHE team and students in terms of resources, teaching and learning activities.</p> <p>I completely agree with the above comments regarding the Project/ Dissertation and there is no doubt that we are on a learning journey. The team need to emphasise to students the L6 standard of a project or research work where they need to reflect their knowledge, technical, communication and project management skills. I also agree that the Project/Dissertation should reflect the exploration of a specific topic within the field of the students learning environment that makes an</p>	<p>Action: Invite EE to visit GIFHE Date: February 2023 Person: Programme Leader</p> <p>Action: The above feedback definitely a constructive feedback for us to perform better. We will act on L6 standard requirement in the next assessment. Date: May 2023 Person: Programme Leader and Module Tutors</p>	<p>25 The programmes seem to have a strong element of practical application in them which is evident in the assessments.</p>

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		<p>In all three there is a lack of thorough analysis and little criticality which would be expected at L6. In addition – there is a lack of breadth and quality in the references (all are web based with no prior art, journals, conference proceedings which would be expected at L6) and in addition no referencing system (APA etc) has been reliably applied.</p>	<p>original contribution to the discipline. Students need to be encouraged to attend the delivery and supervision sessions so the team can better track their progress in research and writing skills to hopefully result in better student output.</p>		
<p>Bethan Michael-Fox The Open University</p>	<p>BA (Hons) Professional and Creative Writing</p>	<p>19 Across the board I would encourage the team to consider updating the assessment guidance to say ‘their’ or his/her/their’ instead of only his/her as simple way to use more inclusive language.</p> <p>19 On the level six module Retrospection, I suggest spending some time reflecting on the guidance provided to students and the</p>	<p>We will be checking that all course materials use inclusive pronouns, eg. ‘they’.</p> <p>The Retrospection assignment will allow the use of first person; the brief will include more questions to assist students in structuring the essay. The students are already encouraged</p>	<p>Action: Update all course materials Date: September 2022 Person: Programme leader and module tutors</p> <p>Action: Revise assessment brief Date: September 2022 Person: Module tutor</p>	<p>21 The team should be commended for providing high quality feedback across modules. Feedback styles are largely consistent in approach but not formulaic, instead allowing for variety and nuance (important both for students and staff). This works well, with all feedback encouraging, supportive, detailed and offering constructive suggestions for improvement and a sense of what has been done well/what can be improved.</p>

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		<p>work that students produce. This is an important module and it is good to see students being encouraged reflect in a set module rather than as part of a module. Feedback and grading is robust, as on other modules. Some students are clearly finding this assessment challenging, as if often the case with reflective work at most institutions. I am not totally convinced by the advice to avoid the first person, as I'm not sure it is helping those students who find reflection a demanding task. Referring to themselves in the third person might be distracting them from the goal of constructive reflection and of recognising the distinction between academic essay writing and reflective writing. However, this is for the module team to discuss, and I do empathise with the challenges of this kind of</p>	<p>to include writers rather than just academic theory, but this will be reiterated in the brief.</p>		<p>21 The assignment checklist and checklist for degree level skills are both a good idea. They offer a sensible way to encourage students to reflect on what degree level skills are as they develop them.</p> <p>21 There is an excellent variety of assessment that is well aligned in terms of developing a breadth of skills and knowledge whilst avoiding being too disparate. The assessment design is a real strength of this course – congratulations to the whole team. The way that assessments are designed to apply theory to specific examples is a particular highlight. This approach ensures the more theoretical modules remain ones that can easily engage less academically confident students whilst allowing those with an interest in theory to flourish.</p>

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		<p>module. I wonder - might some students benefit from the option to include oral reflection, or might responding to a set of prompts/questions help students to structure their work? On reflective modules I have worked on, structuring questions have been helpful for students at the lower grade boundaries, but can be stifling for those looking to take a more creative approach. I know managing the 'level sixness' of a reflective module is tricky, but perhaps consider what kind of literature students need to/could be engaging with – the 'level sixness' can come from the criticality of the reflection rather than the literature base and students might find it more rewarding and useful to engage with writing by other writers in genres that appeal to them</p>			<p>21 A real highlight looking at the work produced by students this year has been the examples of students reaching out and making connections with people in industry/developing creative contacts. There is clearly a culture of encouraging this on the course, and of encouraging and supporting professional communication skills in students.</p>

External Examiner Institutional Analysis
2021/22

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
		(which may well already be encouraged).			