

External Examiner Institutional Analysis
2024/25

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
Donna Poade Falmouth University	FdA Tourism Management; <i>and</i> BA (Hons) Tourism and Business Management Top Up	The methods of assessment are appropriate for the programme with a suggestion of digital assessment methods could be an option in the future (uploading digital presentation, vlogs etc) to enhance digital skills (11)	To review opportunities within the programme where such assessments could be considered	Action: Explore the feasibility of introducing digital assessment methods Date: Initial discussion at the next programme team meeting Person: PL	The particular strengths of the programme include the industry elements and the creative element of idea generation when starting a new tourism enterprise. This aligns with employability targets and prepares students for readiness to enter the industry sectors (20)
Vanisha Jassal University of Kent	FdA Children, Young People and Families	It would be good to know how many students progress to the BA in Childhood and Youth Studies (7) It may be useful for the students to have the 'areas of development' section customised a little more individually to the student where this is appropriate (12)	This year all five students are planning to progress; however, it can vary from year to year and sometimes depends on the delivery model, i.e. daytime or evening. We feel this already happens; however, this will be considered when completing first marking	Action: Information was shared with Vanisha after the exam board in June. Date: June 2025 Person: Jo Pettit Action: Feedback to be shared with team Date: July 2025 Person: Jo Pettit	There were no examples of good practice or commendations made by the External Examiner.

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<p>Micky Levoguer University of East London</p>	<p>FdEd Early Childhood Studies; <i>and</i> BA (Hons) Early Childhood Studies Top Up</p>	<p>There may be scope to reduce some of the assessment load especially in modules where there are presentations and written elements. Might some in-class assessment processes replace presentations and written accounts and future proof the courses against potential in appropriate use of generative AI (11)</p>	<p>We agree there is scope to reduce the assessment load in some modules, but we do recognise the importance of the student skills development taking place when the students present, preparing them for employability. In review of the student feedback, we have mixed views from the students about this.</p> <p>In-class assessment is an interesting suggestion that we have not considered before. We will think about this more as we approach revalidation of the Fd programme, with the aim to reduce the overall assessment load.</p>	<p>Action: To review student feedback and reflections from module tutors during the coming academic year. Begin to consider alternative assessments. Meet with external stakeholders to consider sector requirements that we could align assessment processes to. Date: To be completed by June 26 Person: Programme Leaders</p>	<p>All modules taught by the core team offered assessment for learning in the form of development points that are specific, supportive and action focused. I was provided with student feedback where possible which was very useful and indicated high student satisfaction with teaching and learning on the programmes. (10) (11)</p> <p>Excellent work was awarded higher grades. (10)</p> <p>Work assessed by presentation takes place in a supportive and scaffolded environment: responses to presentations are positively phrased to draw out knowledge and understanding from student presenters and they are commended for their achievements regardless of grade awarded. (10)</p> <p>Submission dates for assessment are arranged throughout the term allowing student workload to be distributed (10)</p> <p>There is excellent and transparent documentation of the assessment</p>
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					<p>processes that made it easy for the external examiner to understand decisions made during first and second marking and moderation processes that was consistent across all markers. This demonstrates effective procedures operating smoothly in practice. (12)</p> <p>Clear reasons for marks awarded were detailed on student scripts, summaries on scripts and in the assessment marking moderation sheets. This consistency is supportive to assessment for learning processes (12)</p> <p>The programmes are of high quality and there is excellent teaching and learning practices, standards are rigorous in their adherence to expected standards. The course team should be commended for their hard work and dedication to course in the maintenance of a high quality programme. (20)</p>
William Harris Regent's University London	FdA Performing Arts; <i>and</i> BA (Hons) Performing Arts Top Up	Review their assessment criteria at level 6 following the first run so as to be sure that it is affective (20)	Following the first run, I'll be reviewing the criteria to ensure they are effective and aligned with the intended learning outcomes. I'll provide feedback if any adjustments are needed to	<p>Action: Review criteria</p> <p>Date: T2 Continuous</p> <p>Person: Programme Leader</p>	The curriculum allows student to explore a wide range of approaches to performing. All employment centred. (20)

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			support clarity and consistency in assessment.		The adoption of peer to peer learning on major projects is an example of excellent practice (20)
Anna McPherson University of the Highlands and Islands	BA (Hons) Digital Film Production	<p>The studio spaces are impressive and technology should be kept up to date, where possible, in order to provide students with industry-standard equipment, as part of their professional development. (20)</p> <p>Risks I foresee with all HE programmes, would be advancements in GAI and how educators translate these into teaching, learning and enhancement. (20)</p> <p>Recruitment will continue to be a risk for the programme, should applications not continue to increase. (20)</p>	<p>The PL agrees but this is budget dependent for the UCG.</p> <p>The PL agrees, although industry has yet to propose a way forward. Perhaps with more staff to support the degree this could be developed.</p> <p>The PL agrees, and is waiting on support from marketing. PL will maintain links with three local schools as well as push to attend UCAS Create Your Future event.</p>	<p>Action: Head of HE/HOA to investigate investment in equipment & facilities Date: Ongoing Person: HoA</p> <p>Action: Continue with current practice through GenAI discussion with students and industry Date: Ongoing Person: PL</p> <p>Action: Marketing to support both the film degree and wider CRE department through UCAS Create Your Futures event Date: Ongoing Person: HoA/Marketing</p>	<p>The course is accredited as part of the Screen Yorkshire Connected Campus programme and this is a fantastic USP for the course, as it continues to enhance the student experience by providing access to a range of one-off bootcamps, masterclasses, special events including set visits. This unique accreditation means that the course is the only degree programme in Lincolnshire to offer these exciting opportunities. (10)</p>
Megan Smith Wrexham Glyndwr University	FdA Counselling Studies; <i>and</i> BA (Hons) Integrative Counselling; <i>and</i> BA (Hons) Counselling Top Up	I did notice that for some of the end of module reports, that there were no notes in the second marker sections. It would be helpful to see these notes for all modules, to ensure consistency across all modules. (12)	This is a valid comment which normally the team endeavour to complete. At times this seems to have been missed but all team members will be reminded of the requirement to complete this section to support consistency across the modules and	<p>Action: Ensure all staff are aware that all the moderation documents are completed prior to uploading into the teams folder Date: At the end of each module by the module tutors</p>	It is clear from the high marks achieved tht the students receive a lot of support and guidance with their studies, which should be commended (10)

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		<p>With their everchanging landscape of counselling, it may be good to begin bringing in additional opportunities to students for CPD. This would help with the new requirement of 450 CPD hours for band B on the SCoPEd framework for counselling trainees and practitioners. This could be done in the form of additional group PD sessions or as conferences or guest speakers (20)</p>	<p>demonstrate the discussion of grades has been completed.</p> <p>This is an excellent idea, with the changes of the SCoPEd being implemented we want to ensure we are working in adherence to their requirements. The team will discuss how we can ensure we are meeting the 450 CPD hours. Students do have guest speakers throughout the year but we can discuss with the HoA how we can implement this further.</p>	<p>Person: Module tutors and PL's</p> <p>Action: To ensure 450 of CPD is provided to students through PD, Guest Speakers or Conferences</p> <p>Date: Ongoing, reviews will be made throughout the year</p> <p>Person: All team members across UCG and ERC</p>	
<p>Oliver Udy</p> <p>Falmouth University</p>	FdA Photography	<p>Assessment briefs to “be revised to encourage students to produce a series of images, which would better support the refinement and development of a cohesive body of work” (10)</p> <p>Studio Skills: There is evidence of high marks being awarded for work that lacks critical engagement. While</p>	<p>Assessment outlines in specific modules within the new programme (Creative Darkroom Practice, Photography Skills, Creative Studio Practice) will be developed for 2025-26, to require students to produce within each of these modules a portfolio that represents a sequence of images presented and submitted in PDF format.</p> <p>The assessment outline for the comparable module (Creative Studio Practice) in the new BA(Hons) Photography</p>	<p>Action: Develop new assessment outlines in Creative Darkroom Practice, Creative Studio Practice, Photography Skills</p> <p>Date: September 2025</p> <p>Person: Programme leader and module tutor</p> <p>Action: Develop new assessment outline in Creative Studio Practice</p> <p>Date: September 2025</p>	<p>[It is a strength] the course offers a rount [sic] into HE for students who may not ordinarily have the opportunity. It is a vital project in social mobility (20)</p>

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		<p>some students are producing strong outcomes, a more robust expectation of reflection on contemporary studio practices is necessary. (10)</p> <p>Authorship in Photography: The inclusion of more contemporary practitioners would strengthen students' understanding of the evolution of the medium. For example, a study of William Eggleston might be enhanced by reference to a contemporary figure such as Stefanie Moshhammer to bring the discussion into a current context. (10)</p> <p>Camera as Storyteller: It is encouraging to see each body of work accompanied by a critical text. However, these texts would benefit from further development - particularly in engaging with contemporary debates, such as the ethics of street photography. A number of submissions relied on sources with limited</p>	<p>programme will be worded to ensure that as part of the submission, students must incorporate documentation positioning their work within appropriate critical and contextual debates/practices.</p> <p>The wording of the assessment outline in Authorship in Photography will be revised to ensure students connect the work of their chosen case studies to contemporary practitioners.</p> <p>The wording of the assessment outline in The Camera as Storyteller will be revised to require students to submit, as part of their documentary project, text that engages with academic literature in relation to the issues and techniques addressed in the students' documentary projects.</p>	<p>Person: Programme leader and module tutor</p> <p>Action: Revise assessment outline in Authorship in Photography Date: September 2025 Person: Programme leader</p> <p>Action: Revise assessment outline in The Camera as Storyteller Date: September 2025 Person: Programme leader</p>	
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		<p>academic rigour; stronger guidance on critical referencing and academic writing would be beneficial. (10)</p> <p>Critical and Conceptual Practice: There is a good breadth of projects that tackle relevant contemporary themes. It is particularly positive to see a development element within the submissions. However, the consistency of this varies significantly. While some students are presenting thorough PDFs that document research and critical reflection, others include little evidence of their development process. A clearer framework or set of expectations would help standardise this element and ensure all students engage meaningfully with the research and reflection process. (10) (11)</p> <p>The current methods of assessment are broadly appropriate; however, some adjustments could be made</p>	<p>The wording of the assessment outline in Critical and Conceptual Practice will be revised to require students to submit, as part of their final submission, text that engages with the development processes involved in the production of their independent projects.</p> <p>The revisions to the assessment outlines and components in the modules mentioned above should ensure the consistency</p>	<p>Action: Revise assessment outline in Critical and Conceptual Practice Date: September 2025 Person: Programme leader</p> <p>Action: Revision of assessment outlines (in line with comments above) Date: September 2025</p>	
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		<p>to both the assessed components and the submission formats to enhance clarity and consistency. (11)</p> <p>It is encouraging to see students producing written work alongside their practical outputs, as this supports the integration of research and critical thinking. However, this writing often lacks depth in articulating the development of the project. In many cases, it is unclear how the final body of work evolved or how critical and contextual research informed the refinement process. Strengthening the connection between theory and practice within submissions would be beneficial. (11)</p> <p>There is also considerable variance in how students present their work, particularly in terms of supporting material. While this may not reflect inconsistencies in the student experience itself, it</p>	<p>required here. These will be moderated closely by the programme team.</p> <p>Revisions to assessment outlines in The Camera as Storyteller and Critical and Conceptual Practice, to ensure students include text that references academic concepts and highlights development processes within the production of their projects, should ensure that submissions foreground how projects evolved and how research informed these processes.</p> <p>Assessment outlines will be revised to ensure consistency in the presentation of work. In some instances, this will involve incorporating into assessment outlines a bullet-point list of what must be included in each submission.</p>	<p>Person: Programme leader</p> <p>Action: Revision of assessment outlines in The Camera as Storyteller and Critical and Conceptual Practice Date: September 2025 Person: Paul Lewis</p> <p>Action: Revision of assessment outlines to incorporate a bullet-point list of what must be included – with the aim of promoting consistency across submissions within the cohorts Date: September 2025</p>	
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		<p>does create confusion from an external perspective. It is recommended that a more standardised approach be introduced for portfolio and written submissions to ensure a coherent and equitable presentation of work. (11)</p> <p>There is a fear that with cuts to education - particularly in the Arts, courses like this are at risk. I encourage the marketing and recruitment team to continue to work hard to spread the word in the region and beyond. (20)</p>	<p>This is something that will need to be “actioned” through liaison between faculty and our internal marketing team at a managerial level.</p>	<p>Person: Programme leader and module tutor</p> <p>Action: Meeting between Faculty and Marketing Date: October 2025 Person: Head of Area and Head of Marketing</p>	
<p>Hayley Lloyd Coleg Llandrillo</p>	<p>FdSc Assistant Practitioner – Health; and FdSc Assistant Practitioner – Health and Care; <i>and</i> FdSc Assistant Practitioner – Health and Care with Foundation Year</p>	<p>The more consistent use of formative feedback, particularly in the early stages of modules, would provide additional support for students who may be underperforming or lacking in confidence. (10)</p>	<p>UCG policy is one formative per assessment per module. Students can also gain extra support from the academic and success coaches throughout the academic year as well as their tutors. Additionally, students with an allocated DSE coach meet with them on a regular basis throughout the academic year. Students identified at risk due to attendance, needing help with academic writing or other issues such as health that are affecting their work are discussed with the</p>	<p>Action: Monitor students progress, meet with them to discuss actions, encourage the student to meet with the relevant coach. PLs to discuss meeting schedule with the success coaches for identified at risk students. All students complete a DSE screening form at orientation. Date: Ongoing, first meeting with success coach by the middle of the first trimester. Person: Programme Leads (PL)</p>	<p>Notably, the integration of practice-based learning through reflective assignments and workplace projects supports the development of professional competence and critical thinking. This alignment with real-world contexts is a particular strength and clearly supports the employability of graduates. (10)</p> <p>Examples of good practice include the strong link between taught content and work-based application, as well as the inclusion of contemporary issues</p>

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		<p>While digital skills are increasingly relevant in healthcare practice, these could be more explicitly embedded across the curriculum to ensure students are confident using electronic records and digital communication tools commonly used in the sector. (10)</p>	<p>success coach on an agreed schedule and actions agreed.</p> <p>Students have used digital portfolios in Year 0 using class note book for Literacy and Digital. A word version of the Class Notebook for Principles of Health portfolio had to be created after problems arose with inputting information in their class notebook. The Digital Transformation team were unable to resolve the problem. The Year 0 students used VR headsets to solve math problems related to ward dimensions, furniture and equipment in their numeracy module. Additionally, the Year 0 students tried to use CAD to design a ward layout as part of that module under the guidance of their tutor. The L4 Continuous Assessment Portfolio (CAP) is a word document and in hard copy due to some of the providers asking for paper versions. L4 students were shown digital record keeping on placement as well as the phone based apps the health care assistants use in residential and nursing homes to record</p>	<p>Action: Arrange meeting/s with the lead for the Digital Transformation team to review, including AI. Date: Meeting July 30, 2025 Person: P L</p>	<p>such as safeguarding, health inequalities, and multidisciplinary collaboration. (10)</p>
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		<p>There is scope to extend collaborative and peer learning activities, which would not only enhance communication and teamwork skills but also foster a sense of academic community. This could be particularly beneficial in supporting students who balance their studies with demanding roles in practice settings. (10)</p> <p>Opportunities to engage with the assessment process were limited during this academic year. While I was provided with some assessment tasks and samples of student work, this access was not comprehensive across all</p>	<p>interactions with patients and residents.</p> <p>The team will discuss teaching strategies to increase collaborative, and peer led activities such as students leading discussions on recent research or clinical guidelines, collaborative problem solving by designing interdisciplinary or scenario-based tasks that require students to:</p> <ul style="list-style-type: none"> • Work in teams to solve real-world healthcare problems. • Present findings to peers or simulated panels (e.g., MDT meetings). • Reflect on team dynamics and communication strategies. • Assessments that include, for example, presentations with individual reflection components or a multi-disciplinary team <p>We acknowledge there may have been some assessment work missing from the EE folder and will make sure all assessment work is present for 2025/26. There had been a problem with saving the Health Promotion</p>	<p>Action: Activities to increase collaboration and peer engagement Date: Summer 2025 Person: PLs and tutors</p> <p>Action: Arrange a meeting with the EE to discuss. Date: late August/September 2025 Person: PLs</p> <p>Action: Upload to the EE folder a spreadsheet with the</p>	
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		<p>modules. As such, while I gained a general understanding of the level and quality of student performance, a broader and more consistent range of materials would have enabled a more thorough and confident judgment. (12)</p> <p>Access to full moderation records and additional context (such as anonymised feedback sheets or marker comments) would have further enhanced my ability to comment on internal processes and marking rigour. (12)</p> <p>While I was able to review the procedures and documentation used to assess professional practice,</p>	<p>Group Project actual presentations to the first and second marker when using a new laptop and IT couldn't recover them. All marker comments are at the bottom of the students work along with the grade and moderator comments are available on the moderator sheets. First marker and moderator discuss any discrepancies within grading which the EE had commented on.</p> <p>Moderator sheets are used for moderation of all assessments and were included for all modules. Copies of presentations for some modules were not included due to technical problems such as after saving the presentation on a new laptop they did not appear in the saved files, and IT couldn't retrieve the recording. Moving forward we intend to use cameras to mitigate issues such as recording and saving directly in teams or the laptop camera app.</p> <p>Thank you for your comments. We produced the Continuous Assessment Portfolio (CAP) document with local stakeholders</p>	<p>presumptive grades for each module. Date: After marking is completed before each board for 2025/26 Person: PLs</p> <p>Action: Ensure all work is uploaded to the EE teams tile along with moderator sheets. Date: After marking completed after each assessment period 2025/26. Person: PL and tutors</p> <p>Action: Meeting with the EE Date: Late August/September 2025 when meeting to discuss other</p>	
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		<p>my involvement in approving these elements was limited. Earlier consultation on the development or review of practice assessment tools would be welcomed, particularly as these instruments play a significant role in determining student progression and achievement. (13)</p> <p>I did not have the opportunity to meet with students during this academic year. Including a formal opportunity to engage with learners, whether through scheduled meetings, focus groups, or informal online discussions, would be beneficial in future review cycles. (15)</p> <p>The impact of generative AI on assessment integrity is an emerging area of concern across the sector. While current assessment tasks are well-designed and contextually grounded, the team may wish to begin reviewing assessment strategies through the lens of</p>	<p>from the NHS and student feedback but we would welcome any comments that may help continually improve this document.</p> <p>TEC Partnership would welcome you for a visit at any point in your tenure. Please liaise with the Programme Leader to arrange a mutually convenient day in the next academic year to allow you the opportunity to meet with our student cohort.</p> <p>TEC Partnership are continuously reviewing AI and use of AI by students is included in all handbooks. AI will be monitored and managed throughout the academic year - stating clearly that any AI cases will be forwarded for investigation accordingly.</p>	<p>documentation and assessments Person: EE and Programme Leaders</p> <p>Action: EE and Programme Leader to arrange date for a visit Date: 30/09/2025 Person: EE and Programme Leaders</p> <p>Action: Meet with the Digital Transformation Lead Date: July 30, 2025 Person: Sue Keppler</p>	
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		AI-readiness to ensure that authenticity and individual engagement remain central. (20)			
Bethan Michael-Fox The Open University	BA (Hons) Professional and Creative Writing	The course team should be supported to continue to self-evaluate as the experts in this course with its ongoing success. The course design is cohesive and students are clearly developing and performing well, many at a very high standard with a strong exit velocity. The provision is vital locally and a really important route to professional success for the local population the threats I identify are sector wide, to do with recruitment and challenges around this. (20)	The positive feedback is much appreciated. The course team have reflected in our recent meeting and we are trialling a few developments in the upcoming year. Regarding recruitment, the course team are involved in a range of recruitment strategies throughout the year. Hopefully the new appointment of a HE recruitment staff member will be beneficial across TEC.	Action: Date: Person:	The structure and content of the BA (Hons) Professional and Creative Writing are excellent. The new programme design is working very well with a strong progression from students who are producing a high standard of work with supportive feedback from tutors. The mix of creative, professional and reflective writing and presentation skills development is a key strength of the course (7) The commitment of the team is outstanding – they are always so keen to improve. The students are in the main clearly highly committed with students performing well and some having their work accepted for publication already. The feedback provided to students is highly personalised and shows a clear knowledge of the students, with lots of clear, focused feedback to support students to improve and a clear relationship between the feedback and the classroom eg. Offers to go over approaches or

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					models in class. The team should be commended for their dedication to high quality teaching and student support and to enabling their students as professional writers – as well as to their commitment to always reflecting and improving. (10)
Victoria Wright Loughborough University	Certificate in Education; <i>and</i> Professional Graduate Certificate in Education	<p>Online Digital Pedagogies – Module Handbook: ‘You will be critically reflecting on how the inclusion of digital technology has affected your students learning experience. All the points you make need to be backed up by relevant theory.’ I query ‘all the points’. I’m also wondering about the balance between their context and the wider context. This submission has little on the first and plenty on the second but for me that made it feel more abstract. (9)</p> <p>Evidence Informed Practice – Module Handbook: outcome ‘Uncertainty of the Further Education and Skills Sector, and the need for continuous professional development and how to use this</p>	<p>This has been amended from: ‘All the points you make need to be backed up by relevant theory.’ To ‘relevant theory must be used to support your work’</p> <p>We have considered this and re-written the assessment guidance: ‘You will be reflecting on your use of digital technology both in your setting and in a wider context not only on the use of the specific piece of technology used in semester 1.’</p> <p>The changes made will also be reflected in how the module is taught.</p> <p>We agree that this needs to be amended but to change a learning outcome needs an amendment to be processed via HEQA and it is too late for this to be completed for September</p>	<p>Action: Amendments to module handbook has been completed. The teaching will also reflect the changes. All staff are made aware of the changes</p> <p>Date: 12.08.25</p> <p>Person: ITT Co-ordinator</p> <p>Action: An amendment to the learning outcome will be processed via HEQA within the next academic year.</p> <p>Person: ITT Co-ordinator</p>	There were no examples of good practice or commendations made by the External Examiner.

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		<p>knowledge to develop pedagogies to inspire their learners'. It needs an outcome verb and might also be better captured (not leading) as 'of the dynamic nature of the FES sector.' (or other similar ie challenge and opportunities/other...)</p> <p>I expected to see context (their setting, subject, the level, qual, etc) identified in the introduction and a sense of what I was reading for (what is the focus). This is something that needs reflection within the team. (9)</p> <p>Professional Year 1, Viva: Looking at the handbook I see it's against LO1 and LO2</p>	<p>2025 however we will look at this for September 2026.</p> <p>Amendments have been made to the handbook to reflect this: 'Before beginning your research you must consider in depth your own teaching practice and how the application of your idea has the potential to benefit both yourself and your learners.'</p> <p>'It is important in the first instance to establish a clear context of your teaching practice and outline a clear focus of your research these should be central themes when presenting your work'</p> <p>The changes made will also be reflected in how the module is taught.</p> <p>Mentors will be offered specific guidance prior to the VIVA. As this was our first year doing this</p>	<p>Action: Amendments to module handbook has been completed. The teaching will also reflect the changes. All staff are made aware of the changes Date: 12.08.25 Person: ITT Co-ordinator</p> <p>Action: Guidance for the mentor to be produced Date: 18.12.25</p>	
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		<p>and is a conversation of about 30 minutes. I think it is difficult to judge the mark as there is a strong influence of the mentor. While I agree that it is above a pass and I felt the student did well, I'm not clear on how you distinguish between the good, very good etc. I think this is summative but could it actually be formative? (9)</p> <p>It would help me to sample assessments if I received a marking grid with all students from both centres represented (with all modules identified on the one sheet) and a column with moderator initials and moderator comments. Feedback is typically very good and occurs within text as well as in a summary with action points. Sometimes feedback needs to pick up developmental points and all should provide feedforward. (12)</p>	<p>assessment we feel the mentors presence is very important but they would benefit from guidance to ensure a more standardisation experience for the student.</p> <p>All marking grids were uploaded to the EE Teams area. I can put all the information together on one sheet moving forward (ERC and UCG).</p> <p>This will be feedback to the team at the next team meeting and will be a focus of our first moderation meeting.</p>	<p>Person: ITT Co-ordinator and Programme leader</p> <p>Action: ERC and UCG combined marking grid to be completed for the EE</p> <p>Date: Ongoing throughout the academic year</p> <p>Person: ITT Co-ordinator</p> <p>Action: Development feedback will be the focus of the moderation meeting in semester 1. Date to be confirmed</p> <p>Date: TBC</p> <p>Person: ITT Co-ordinator</p>	
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		<p>I have had access to padlet to look across work however I choose to only skim one or two as there is some confidential material in there that I don't think I should be able to view. I appreciate it is collated in that way to benefit the individual student. Going forward, it would be good to see a sample of observation forms only to see what feedback and feedforward is being supplied. (14)</p> <p>A student representative/ committee meeting could be recorded and shared with me for view or student feedback shared through a short online meeting with a lead student rep. (16)</p>	<p>Padlet will not be used this year as both ERC and UCG will be using Teams.</p> <p>The teaching files will be made available via Teams where observation can be viewed.</p> <p>An invite will be sent to the EE to attend the relevant student meetings</p>	<p>Action: Teaching files made available to the EE. Date: September 2025 Person: ITT Co-ordinator</p> <p>Action: EE to be invited to the SeCam meetings Date: TBC Person: ITT Co-ordinator and Programme Leaders</p>	
Verity Adriana Teesside University	BA (Hons) Applied Art and Design	There were no issues or recommendations raised by the External Examiner	N/A	N/A	There was no good practice or commendation made by the External Examiner
Panagiotis Fotaris University of Brighton	BA (Hons) Game Design (Game Art); <i>and</i> BA (Hons) Game Design (Game Development)	There are areas [of the overall structure and content] that would benefit from refinement. Some assessment briefs would benefit from clearer articulation of expectations	This has been taken into consideration already for Level 5 (and will be for Level 4 when this runs again). The rationale was to keep things open for the students to have more creative control, however this appears to have had	<p>Action: Revise Level 4 MH for 26/27 Implement for Level 5 MH for 26/26 Date: 4/9/25 Person: Programme Leader</p>	I would also like to acknowledge the commitment of the course team in supporting such small cohorts. Working with limited numbers brings its own set of challenges, particularly in terms of creating a dynamic learning

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		<p>and submission requirements. Additionally, while a weekly breakdown of learning activities is present in most module handbooks, the level of detail and consistency varies significantly. A more standardised approach to the presentation of module information would enhance clarity and improve the student experience. (7) (10) (11) (20)</p> <p>There is also an opportunity to review and update reading lists to ensure they reflect current industry practices and developments, particularly in such a fast-evolving field. In addition, the presentation and formatting of some student-facing materials, including Module Handbooks and Assessment Task Proformas (ATPs), require attention. In several cases, template text had not been edited or removed (e.g., "Delete table as appropriate", "<<specify what you are expecting to see>>", "<<Tutor must write</p>	<p>the adverse effect on the more hesitant students.</p> <p>Will remove all template texts. Reading lists will be reviewed due to the seismic changes within the industry the past year.</p>	<p>Action: Revise MH and Reading Lists Date: 4/9/25 Person: Programme Leader</p>	<p>environment and managing resources effectively. The team's efforts to maintain quality and provide a consistent learning experience under these conditions are commendable. (10) (20)</p>
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		<p>a response to the feedback given by students>>"), which may create confusion or undermine the professionalism of the documents. There were also inconsistencies in font style, size, alignment, and use of colour (such as red text), which affect the overall readability and clarity. Addressing these formatting issues and ensuring all documents are proofread and finalised before circulation would significantly improve the quality and consistency of student-facing information. (10) (11) (20)</p> <p>The most immediate concern is the very low student numbers, which raises questions around the viability of delivery a high-quality student experience, especially in a subject that relies heavily on peer collaboration, critique and group-based learning. (20)</p>	<p>This has been an ongoing issue with the University Centre Grimsby at a high level. We have attempted several events to give profile to the course, and attended UCAS events, however without a solid marketing strategy and a marketing department that is consistently hitting our target market, as a sole person this is becoming harder to accomplish. This was mentioned that it would hit us</p>	<p>Action: Keep attempting to recruit locally and push for regional/national recruitment. Date: Ongoing Person: Programme Leader/Marketing</p>	
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External Examiner Institutional Analysis
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			<p>specifically this year coupled with a turbulent couple of years in our FE department which lead to reduced interest in continuing with the TEC Partnership. I have routinely informed the Head of Area, Academic Registrar, and Campus Principle for HE regarding our recruitment practices and how this insistence by someone that we should “only be aiming at people returning to education” is not sustainable and is actively poison for the creative sectors. I have since used my own personal time to make more bridges with local Further education providers to help build possible numbers locally.</p>		
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