

External Examiner Institutional Analysis
2024/25

Awarding Body: University of Hull

Delivery Location: Grimsby Institute of Further and Higher Education

Name of Examiner	Programme	Issues raised by the examiner (including recommendations)	Response	Action taken including date and person to action	Examples of good practice identified by External Examiner
Robert Stevenson Heriot-Watt University	BA (Hons) Business Management with Accounting; <i>and</i> BA (Hons) Business Management with Marketing	No issues or recommendations were identified by the External Examiner	NA	NA	<p>Overall, the programme is exemplary. The modules comprehensively cover all of the main subject areas students need to know and be able to apply. Further, their achievement of the required learning outcomes is correctly & rigorously measured at the appropriate levels for each (16)</p> <p>Dissertation feedback was particularly effective practice. Both the overall assessment and the individual in-text commentaries are very accurate, penetrative, and progressive in all instances as measured by the comprehensive & detailed learning outcomes set against the appropriate levels (18)</p>
Victoria Bell Staffordshire University	BA (Hon) Criminology	The only thing to clarify is the length of the presentation time for the family violence module (16)	It will be clearly stated in the module handbook by the module tutor	<p>Action: Add length of presentation to the relevant sections of the module handbook</p> <p>Date: 15/09/2025</p>	Innovation that I have seen comes from the assessments. Some of the assessments are very current and linked very closely with societal shifts ie the podcast

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		I had previously raised as an observation the discrepancy between assessment guidance in the handbooks and the APT's. This I believe has been addressed and there is clarity of the assessment requirements for the students (17)	Module handbooks continue to be moderated and will be checked further prior to being disseminated to students to ensure clarity and consistency of information	<p>Person: Module tutor</p> <p>Action: Check of handbook at moderation prior to release</p> <p>Date: 15/09/2025</p> <p>Person: Programme Leader and module tutor</p>	assessment (Researching Society), and reviewing of social policy (Crime, Media and Politics). The students engage well with these assessments under the guidance of the tutors (18)
Dean McDonnell South East Technological University	BSc (Hons) Psychology	No issues or recommendations were identified by the External Examiner	NA	NA	<p>As this was my final year, I reflected quite a bit and feel the programme team have continued to provide students with an exceptional learning environment. Particular comments have been given throughout the years, and I am happy with the progresses made (17)</p> <p>The ties to real world examples are great, especially in terms of assignments that push for posters and presentations. These were done well (18)</p>
James Rees BIMM	BA (Hons) Music Production / BA (Hons) Popular Music Performance	The L4 feedback doesn't always clearly relate to the learning outcomes, as well as it does for L5 and L6 (16)	This is something that we will continue to work to improve within the team and implement into the next academic year.	<p>Action: Bring L4 feedback in line with L5 and L6</p> <p>Date: 17/11/2025</p> <p>Person: Programme Leader and module tutor</p>	The L5 and L6 feedback is particularly strong. I really like how closely it aligns with the learning outcomes (16)

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		<p>I understand that the programme recently underwent revalidation. While this is an exciting moment of development, I feel it would have been beneficial to involve the External Examiner more directly in that process (23)</p> <p>Additionally, I would strongly recommend that future External Examiners are invited to visit the campus (23)</p>	<p>This was not something I was aware that we could do. However, when we undergo any future revalidations, this is something I would be more than happy to do. The validation was with a new awarding body and therefore utilised other independent academic opinion in the approvals process</p> <p>Existing and future examiners would be more than welcome to come over for a visit. Apologies for this not happening in this last academic year. However, I would be more than happy to accommodate this moving forwards</p>	<p>Action: Include EE in future revalidations of the new programme Date: As required Person: Programme Leader</p> <p>Action: Offer visit opportunity to new EE Date: To be arranged Person: Programme Leader</p>	
Josie Kemp	BA (Hons) Design	No issues or recommendations were identified by the External Examiner	NA	NA	<p>The communication with administration and the programme team was excellent (11)</p> <p>The module handbooks are comprehensive with creative and realistic assignments, and give excellent guidance to the students to support independent research and study (18)</p>
Oliver Udy Falmouth University	BA (Hons) Photography Top Up	[Challenges] manifest mainly in the marketing and recruitment of the programme (16)	There is work being done to market all of the HE programmes across TEC Partnership to aide recruitment	<p>Action: Team to look for additional ways and places to market the programme Date: Ongoing</p>	The great strength of the course is to support students who may not ordinarily have the chance to attend university to study an

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		<p>Major Project: There could be more evidence throughout of [students'] critical and contextual understanding (16)</p> <p>Exhibition: The assessment of the journal is one of the only places at Level 6 where their project development is marked – this could therefore be given more space (16)</p> <p>It would be good to see more of [students'] practice in the assessed elements of the course (16)</p>	<p>The new BA (Hons) Photography programme, delivered from 2025, incorporates a 20 credit assessed module focused on research and development of the Major Creative Project. In the assessments for this module, students will be expected to demonstrate their understanding of critical and contextual factors relevant to their Major Creative Project.</p> <p>The new BA (Hons) Photography programme, delivered from 2025, incorporates a 20 credit assessed module focused on research and development of the Major Creative Project – thus ensuring project development of this major project is an assessed (and core) part of the curriculum.</p> <p>The new BA (Hons) Photography programme contains two new Level 6 modules (Philosophy of Photography and Design and Practice) that assess elements</p>	<p>Person: Programme Leader, Head of Area and Marketing team</p> <p>Action: Write into new degree</p> <p>Date: already complete</p> <p>Person: Programme Leader</p> <p>Action: Write into new degree</p> <p>Date: already complete</p> <p>Person: Programme Leader</p> <p>Action: Write into new degree</p> <p>Date: already complete</p> <p>Person: Programme Leader</p>	<p>arts degree. The cohort is diverse and has many students with caring and other responsibilities (16)</p>
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			of students' photographic practice.		
Jay Munro Robert Gordon University	BA (Hons) Game Design (Game Art) / BA (Hons) Game Design (Game Development)	<p>It would be useful to have a more explicit list of modules/units outlined for moderation per academic year (and in the event of changes) alongside email notification/updates when modules are ready for external moderation both during the assessment sign off, and when samples are provided upon completion.</p> <p>In addition, during sample moderation, there were often multiple files in various locations and of large resolution – so it would be beneficial to utilise PDF documentation/links to demonstrations where possible (there was some of this present, but it was not as consistent across the board) (11)</p>	PL to more directly communicate with EE regarding assessments and modules to be moderated	<p>Action: Communicate information timely and directly to EE</p> <p>Date: September 2025 and ongoing</p> <p>Person: Programme Leader</p>	Overall, I would commend the efforts of both the students, who exhibit exemplary efforts and creativity in their practice, and the staff who are highly experienced in the subject area and provide optimal relevant challenge to develop learners in the field (16)
Claire Minehane University of Bolton	BA (Hons) Special Effects Make-up Design and Prosthetics	Continued focus on developing students' academic writing and critical reflection will support the development of higher-level conceptual thinking,	UCG has recently appointed a new Academic Achievement Coach (AAC) to support students with academic writing. We will continue to support learners with their academic skills	<p>Action: Signpost students to AAC for support. Utilise tutorial time to develop academic skills</p> <p>Date: Throughout 2025/26</p> <p>Person: Programme Leader, Module tutors and Academic Achievement Coach</p>	The course demonstrates a strong commitment to equipping students with both traditional and contemporary skills in special effects make-up, prosthetic design, character creation, and application techniques (16)

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		<p>particularly in contextual and theoretical modules (16)</p>			<p>Congratulations to the team on maintaining such a high standard in this area of delivery. Particularly noteworthy is the quality and consistency of marketing, as well as the depth and clarity of formative and summative feedback provided to students (24)</p>
<p>Christina Donovan Edge Hill University</p>	<p>MA Education</p>	<p>This pertains specifically to Advanced Research Methods. I recommended – and it was decided at board – that the coursework for this module should be re-moderated, as I felt that the standard set for pass level was too low for level 7 (15)</p> <p>The feedback for the module is generally positive, but did not provide areas for improvement/ stretch and challenge for students to develop their skills further at level 7 (15)</p> <p>I would question whether Advanced Research Methods is introduced at the appropriate time in the programme structure, as it involved quite high level</p>	<p>The work was re marked blind by a new first and second marker and these grades were then agreed and endorsed by the EE. Going forward there needs to be greater applicability of the marking criteria. PL will discuss this with the module tutors.</p> <p>PL to ensure there is consistency with how the feedback is offered to the students, ensuring key areas for development are included</p> <p>PL to consider the programme structure, it had already been considered that this module is too soon in the programme.</p>	<p>Action: Work to be freshly first and second marked and moderated by EE. Meeting with programme team to ensure consistent and applicable use of marking criteria Date: 30/09/2025 (Completed) Person: Programme Leader</p> <p>Action: Develop consistent approach for feedback Date: 30/09/2025 (Completed) Person: Programme Leader</p> <p>Action: Review programme structure at the end of the first year of delivery Date: December 2025 Person: Programme Leader</p>	<p>A key strength of [Advanced Research Methods] is the opportunity students have to explore a wide variety of topics and interest for their proposal, as well as its focus on improving practice. There were some interesting research ideas emerging (16)</p>

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		specialist thinking – a point where students at the start of their programme may not necessarily be at in their learning.			
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Awarding Body: University of Hull

Delivery Location: East Riding College

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
Gerald Kennedy Manchester Metropolitan University	BA (Hons) Contemporary Media, Design and Production	More idea generation and brainstorming to be included in their R&D rather than just screengrabs of outputs in this era of AI. Assessing the process of learning, rather than mostly outputs (16)	We acknowledge the need for greater idea generation and brainstorming in students' R&D, especially in the context of AI. We will emphasise this process in our delivery, encouraging students to document their creative exploration and reflections to show how ideas evolve into outcomes, ensuring a stronger balance between process and product.	Action: Deliver sessions on idea generation and brainstorming Date: September 2025 Person: Programme team	The use of clear, well-structured marking rubrics supports transparency and consistency in assessment, and offers students meaningful guidance on expectations (18) The provision of detailed, constructive feedback on assessed work is a strength, helping students understand their performance and areas for improvement (18)
Sarah Mullins Leeds City College	BA (Hons) Social Science	It is noted that some of the assessments can be generic, which leaves the provider open to poor academic practice and reduces opportunities for students to choose topics of interest to them that might be useful for future employment (16)	Academic year 25-26 will be the last year of the programme being taught. To ensure students build and develop skills for employment, tasks in sessions, visits and guest speakers will be implemented throughout the year to ensure students are prepared for employment.	Action: Develop tutorial and guest speaker programme to support preparation for employment Date: September 2025 and throughout the year Person: Programme team	There was no good practice or commendations identified by the External Examiner
Amanda Peart	FdSc Computing	A consideration for future assessment would be to add more differentiation for the	If this programme was to continue to be run, this	Action: Review assessment tasks and marking in future development	It as good to see excellent feedback and feedforward within

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Portsmouth University		top achievers while still maintaining the threshold level (16)	consideration would be taken on board and developed.	Date: To be confirmed Person: Programme team	many modules to enhance the students learning (16)
Doug Martin Leeds Beckett University	FdEd Learning Support	No issues or recommendations were identified by the External Examiner	NA	NA	<p>The Course Leader provides the samples in a format and within a timescale that makes the EE role manageable (11)</p> <p>This year the samples have been provided. The quality is to the highest level I would expect to experience in HE. That is moderation, feedback and diversity of assessments (16)</p> <p>Students are provided with an excellent first step into higher education with a great deal of individual support (16)</p> <p>The course leader is to be commended upon how this course is managed and the opportunity it provides for learners. Excellent! (16)</p> <p>This FD is innovative in that it represents a partnership between HE and FE to provide localised opportunities for those that might have missed HE for whatever reason to engage in education leading towards professional status (18)</p>

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					<p>[I am happy to] support the course that provides real localised opportunities, while supporting a skills shortage locally through these individual students opportunity o progress. The course is to be commended for providing this opportunity (24)</p>
<p>Richard Nelson University of Bradford</p>	<p>MEd Education</p>	<p>There have been personnel changes at East Riding College and I was not informed or given access to samples until I asked. This reduced the time to review the student work and make arrangements for the exam boards. It would be helpful if the external examiner was notified relatively quickly if programme leadership changes to support the organisation. (11)</p> <p>There are inconsistent approaches to grading, feedback and documenting throughout the programme. For example, there is no evidence of overall feedback and grading given to students in Leadership for Learning that I can see in other modules. Only in the</p>	<p>Apologies, at the time it was believed that the PL had been in contact with the external examiner during the academic year.</p> <p>We will ensure in future any update in staffing is effectively communicated with you.</p> <p>All students were given grades and feedback for the Leadership for Learning module. This module was 2nd marked as per procedure and all the correct paperwork was completed. Grades and feedback were agreed and therefore no changes were made.</p>	<p>Action: The programme has been withdrawn therefore no action is required</p> <p>Action: The programme has been withdrawn therefore no action is required</p>	<p>There was no good practice or commendations identified by the External Examiner</p>

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		<p>dissertation is there any evidence of the second marker identifying differences in grade, and a final grade being agreed upon. In addition, for one module, it would have been useful to see the justification for the requirement for remarking on a module and a reason why this process was used and not scaling (16)</p> <p>It is difficult to review the overall quality of work from the samples as there was no recording of the presentations and the slides provided by the students were weak – I am hoping that they added more to these when they spoke. Also, I had to make the assumption that the second marker watched the presentations at the same time. In the future, the assessment of this element needs to be more robust and a rubric should be supplied to help identify how grades</p>	<p>There was one student on the dissertation where there was a discussion of grades in relation to 4 points</p> <p>Remarking of the whole batch was deemed to be required because some students had only been provided with a grade and no feedback and others had not been fully marked, therefore, to ensure fairness the whole batch was remarked.</p> <p>In future presentations will be recorded to share with the EE along with the marking rubrics used.</p>	<p>Action: The programme has been withdrawn therefore no action is required</p>	
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		were given and support borderline judgments. (24)			
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