

2019 QAA Computing Benchmark Statement (as well as the previous 2016 Subject Benchmark Statement), relevant PRSB accreditation requirements (e.g. with BCS, The Chartered Institute for IT), and are appropriate for FHEQ Level 7. Furthermore, they align well to emerging national computing/technology industry skills demands (for example,

robustness of the marking process. Any issues are identified and resolved by the team in an open and transparent way. From interacting with the various programme teams during this academic year, it is clear that high-quality learning and teaching is taken very seriously (especially reflecting on any previous COVID-19 adjustments to learning, teaching and assessment), with a focus on appropriate pedagogies and authentic assessment, constructively aligned to the module and programme specifications. The commitment to the students achieving as much as they are able to is also clear. This is apparent from the results presented at the various Boards, with a spread of high-achieving candidates across the grade boundaries. It is clear that overall, the candidates generally attempt all of the questions as presented i.e. there have not been any questions noticeably overlooked by the cohort; this would imply there is coverage of the whole syllabus during the teaching period. I am also assured that these comments apply to the work that I have been asked to sample/moderate across all of the respective locations.

6a. Do the modules that you sample allow students to develop relevant skills (e.g., cognitive skills, practical skills, transferable skills and professional competences)? If “No”, please comment:

Y

N

Type your text here

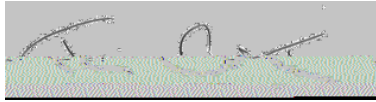
N/A

7a. Are there are particular features of student assessment that you would like to highlight as being innovative?

Type your text here

Once again, the balance between the theoretical/conceptual knowledge and understanding vs. practical/real-world experience context and relevance (and how this is assessed) is a strength of the various PGT programmes for which I am external examiner; more so through the lens of key contemporary themes

assessment is taking place, with good learner outcomes. I look forward to working with the programme team going forward, as well as the opportunity to speak to learners at some point in the future when we may have some face-to-face Boards.



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16 February 2023
