



University of East Anglia

PARTNERSHIPS OFFICE

ANNUAL EXTERNAL EXAMINER REPORT

Name of institution examined: INTO University of East Anglia

Faculty/School

Course Title(s) International foundation programme: Science, computing and maths

Academic Year: 2018-19

External Examiner Name: Jacqueline Parkin

External Examiner's home University / College or Other Professional / Institutional Affiliation: Sheffield Hallam University

NB – External Examiner reports are widely circulated, therefore students and staff should not be individually identified. Course Teams will respond to the recommendations made by the External Examiner in the boxes provided. The response should be counter signed by the Head of HE or equivalent within ten working days.

An electronic copy of this report should be emailed to the Head of HE (or equivalent) at the partner institution, to arrive no later than one month after the main assessment board meeting. You will receive a copy of the report with the Course Team's response completed.

Sufficient Evidence Checklist

Please can you confirm the following:

Programme materials

Did you receive:	Y	N	N/A
a. Programme handbook(s)?	✓	<input type="checkbox"/>	<input type="checkbox"/>
b. Programme regulations (these may be in the programme handbook)?	✓	<input type="checkbox"/>	<input type="checkbox"/>
c. Module descriptions (these may be in the programme handbook)?	✓	<input type="checkbox"/>	<input type="checkbox"/>
d. Assessment briefs/marketing criteria?	✓	<input type="checkbox"/>	<input type="checkbox"/>

Draft examination papers

- a. (i) Did you receive all the draft papers?
- (ii) If not, was this at your request?
- b. (i) Was the nature and level of the questions appropriate?
- (ii) If not, were suitable arrangements made to consider your comments?
- c. Were suitable arrangements made to consider your comments?

Marking examination scripts

- a. (i) Did you receive a sufficient number of scripts?
- (ii) If you did not receive all the scripts, was the method of selection satisfactory?
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?

Dissertations/project reports

- a. Was the choice of subjects for dissertations appropriate?
- b. Was the method and standard of assessment appropriate?

Coursework/continuously assessed work

- a. Was sufficient coursework made available to you for assessment?
- b. Was the method and general standard of marking and consistency satisfactory?

Orals/performances/recitals/appropriate professional placements

- a. Were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements?

Final examiners' meeting

- a. Were you able to attend the meeting?
- b. Was the meeting conducted to your satisfaction?
- c. Were you satisfied with the recommendations of the Board of

Examiners?

Maintaining Threshold Academic Standards

Please provide feedback on whether:

The programme and its component parts are coherent with learning outcomes aligned with the relevant qualification descriptor and subject benchmark statements where applicable

Clarity of learning outcomes is evident in all the modules and are relevant to the chosen pathway of the student.

The programme reflects appropriate PSRB requirements where applicable

Not applicable

Assessments in modules of the same level are of a comparable standard to those in other UK HEIs

All assessments are at a comparable standard to assessments within my own institution.

The curriculum is current

The modules are relevant to the chosen career pathway of the student. Assessments require the student to demonstrate understanding of some contemporary topics relating to their chosen career pathway.

Assessment criteria, marking schemes and arrangements for classification are set at the appropriate level

I had the opportunity to review the assessment criteria and marking schemes. I would agree that these are at the appropriate level. Assessment criteria is clearly presented to the students.

Measuring Achievement, Rigour and Fairness

Please provide feedback on whether:

The types of assessment are appropriate for the subject, the students, the level of study and the expected outcomes

A variety of assessments are used including portfolio's, projects, essays, term and final exams, reports. Assessments were used creatively to assess the students' knowledge and are appropriate to the level of the student.

The marking scheme/grading criteria have been properly and consistently applied, and internal marking is of an appropriate standard, fair and reliable

It was clearly evident that internal moderation is undertaken and marking was fair and consistent throughout.

Detailed feedback is provided to students, addressing strengths and limitations and where marks are allocated or lost. Constructive feedback is given to students highlighting areas for future improvement.

The assessment processes are carried out in accordance with the institution's regulations and procedures

Yes

Procedures governing mitigating/extenuating circumstances, academic integrity/ misconduct and borderline performances have been considered fairly and equitably applying institutional regulations

Yes

Comparability of Standards and Student Performance

Reflecting on your experience at other institutions please provide feedback on:

The comparability of standards and student achievement:

- **across the modules within a single programme**
- **across programmes within a single subject area in an awarding institution**
- **across programmes within a single subject area across institutions of which you have experience**
- **any of the above, across cohorts during your period of appointment**

Overall student achievement is comparable to that at my own institution.

Enhancement of Quality

Please provide comment and recommendations on:

Good practice and innovation relating to learning, teaching and assessment you have observed

This course prepares students to enter into a range of professional courses. The creative range of assessments is used to prepare students for their chosen career pathway. Assessments using 'real world' problems are a particular strength of this course. Encouraging students to engage with the local communities through voluntary work is a further example of a creative method used to encourage students to develop a range of skills and knowledge.

Opportunities to enhance the quality of the learning opportunities provided to students

Through meeting with the academic team it is clear that the team constantly strive to deliver a quality experience to the students and one that prepares them for their chosen career pathway.

Also, please:

State whether you received sufficient evidence to enable your role to be fulfilled. If not, please provide details

All information has been provided in a timely manner.

State whether issues raised in the previous report(s) have been, or are being, addressed to your satisfaction

N/A

Use this space to address any issues as specifically required by any relevant professional body

N/A

Give an overview of your term of office if this is your final year

N/A

RECOMMENDATIONS, RESPONSE AND ACTION PLAN

Please list your recommendations for action by the course team:

External Examiner's Recommendations for action <i>(to be completed by External Examiner)</i>	Course Team's Response (action to be taken and measurable outcomes) <i>(to be completed by Course Leader)</i>	By whom <i>(to be completed by Course Leader)</i>	By when <i>(to be completed by Course Leader)</i>

Report completed by:

Signature

J Parkin

Date: 29/09/2019

COURSE TEAM'S GENERAL RESPONSE TO THE REPORT

Thank you for your report and positive feedback which has helped review and enhance our programme.

Responses and Action Plan completed by:

Course Leader:

Date: 31/10/19

Dawn Wilkinson

(Please print name and sign)

Countersigned by:

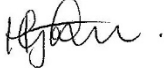
Head of HE (or
equivalent)

Date:


Jeremy Moyle

1/11/19

To be completed by the Partnerships Office:

A	No action identified	X
B	Identified action and picked up appropriately	
C	Identified action and not picked up appropriately or action not identified	
 H Jackson Assistant Head of Partnerships 1 November 2019		

To be completed by Academic Director of Partnerships

A	No action identified	X
B	Identified action and picked up appropriately	
C	Identified action and not picked up appropriately or action not identified	
 Professor Ian Dewing Academic Director of Partnerships 13 November 2019		