



University of East Anglia

**PARTNERSHIPS OFFICE**

**ANNUAL EXTERNAL EXAMINER REPORT**

**Name of institution examined:** University of East Anglia

**Faculty/School** INTO

**Course Title(s)** International Year - English and Study Skills for Psychology, Development and Business

**Academic Year:** 2019-20

**External Examiner Name:** Linda Hurley

**External Examiner's home University / College or Other Professional / Institutional Affiliation:** University of Southampton

*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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Programme regulations (these may be in the programme handbook)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Module descriptions (these may be in the programme handbook)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Assessment briefs/marketing criteria?	<input checked="" type="checkbox"/>	<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**

For English and Study Skills on the International Year 1 programmes, the component parts are balanced well and are aligned with relevant learning outcomes for students.

**The programme reflects appropriate PSRB requirements where applicable**

N/A

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

Yes. The students demonstrate a range of abilities in the work completed here which is comparable to other HEIs.

**The curriculum is current**

Discussion and presentation tasks correspond to typical tasks completed at this level. Source texts for the writing, reading and listening components are current.

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

Yes.

### 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**

The assessments on all pathways examined here are appropriate for the students and future progression on substantive programmes. They reflect subject knowledge and demonstrate how students can apply their skills. It was good to see the use of the reading and listening response journals and annotated bibliography tasks on ESSP and ESSDEVM.

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

Internal marking is fair and consistent within the cohorts. Moderation and second marking is clearly noted on papers. The marking schemes are applied well and a clear range of samples of tasks were provided, including video samples of the speaking tasks for different terms on the different pathways. For future cohorts on the International Year Programmes, it may be beneficial for the teams to use the same criteria for productive skills across the

Business, Psychology and Development pathways (both work here and see recommendations for parity).

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

Yes. There is wording to reflect how summative grades are obtained in the assessment overviews (and instances where formative grades are used instead). It may be useful to clarify this process further for students, perhaps through a portfolio-based approach to assessment (see recommendations).

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

Yes. Suggestions made at the May board were incorporated in the documentation for the August board and proposed changes for the 2019-20 cohort (whereby the programme lead contacts the receiving department with written recommendations for borderline students in English).

### **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

The English and Study Skills components across International Year programmes demonstrate good evidence of student progression over the year. Samples seen this year are comparable in level to previous years, and it is good to see how stronger students are also challenged by the tasks set.

### **Enhancement of Quality**

**Please provide comment and recommendations on:**

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

Student-led seminar discussions were examples of good practice as they showed effective use of information at greater depth and how students were able to respond to more complex questions. Term 1 situational tasks continue to work very well and the poster presentations completed in Term 3 demonstrate how students convey research in an accepted academic framework.

There is a positive response by the team to academic integrity issues in written exams across terms. This was consistent and recognised where changes in assessment format were needed.

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

It may be useful to look at the number of tasks completed by students on the ESSP and ESSDEV M pathways, particularly in relation to workload on other modules.

**Also, please:**

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

Yes

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

Yes.

**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:

<b>External Examiner's Recommendations for action</b> <i>(to be completed by External Examiner)</i>	<b>Course Team's Response (action to be taken and measurable outcomes)</b> <i>(to be completed by Course Leader)</i>	<b>By whom</b> <i>(to be completed by Course Leader)</i>	<b>By when</b> <i>(to be completed by Course Leader)</i>
<p>Consider returning to the same assessment criteria for all International Year pathways. Both systems in place this year work and are appropriate, but one criteria for all would probably be preferential for students and receiving departments.</p>	<p>Criteria agreed across all IYO English modules on 12/9/19 for implementation on 2019/20 courses.</p>	<p>Tim Hanmer/Tom Cuming</p>	<p>Finalised by 20/9/19</p>
<p>Review exactly what grades for which specific tasks are used to provide the summative skill grades for all students. Some students may currently have component grades taken from formative not summative tasks completed earlier in the year where higher grades were achieved in class practice tasks.</p> <p>One consideration could be a portfolio-based assessment where it is clear for all which tasks can be used for a summative grade (so perhaps the highest of three reading tasks for instance). Other options are to have a Term 3 summative only approach to grading and/ or resits (so something for the team to consider when planning ahead).</p>	<p>Standardisation of English is aligned across all IYO programmes.</p> <p>Marks are derived from all summative assessments across all three terms.</p> <p>This has been considered. Current Assessment data includes: 2x summative tests and 1x research project encompassing each skill.</p>	<p>Tim Hanmer/Tom Cuming</p>	<p>Finished, Sept 2019</p> <p>Ongoing</p>

**Report completed by:**

**Signature**

A handwritten signature in blue ink, appearing to read 'Haley', is written above a horizontal dotted line.

**Date:** 31<sup>st</sup> August 2019

**COURSE TEAM'S GENERAL RESPONSE TO THE REPORT**

This report contained some very useful feedback on the 2018/2019 modules for IYO Psychology & Development Studies with Media. I have taken care to respond to relevant recommendations in particular by: committing to standardising criteria across IYO and by streamlining assessment to reduce workload in term 1 (TC).

Conversations have taken place around Linda's recommendations as detailed in the action plan. KR

**Responses and Action Plan completed by:**

Course Leader:

Date: 01/11/2019

Philip Chambers, Kathryn Roe

*(Please print name and sign)*

**Countersigned by:**

Head of HE (or equivalent)

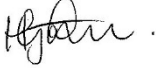
Jeremy Moyle

Date:


1/11/19



**To be completed by the Partnerships Office:**

A	No action identified	
B	Identified action and picked up appropriately	X
C	Identified action and not picked up appropriately or action not identified	
 H Jackson Assistant Head of Partnerships 12 November 2019		

**To be completed by Academic Director of Partnerships**

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