



University of East Anglia

PARTNERSHIPS OFFICE

ANNUAL EXTERNAL EXAMINER REPORT

Name of institution examined: INTO UEA

Faculty/School INTO

Course Title(s) INTO UEA Foundation Society and Culture, Foundation International & Developmental Studies, Foundation Law, Graduate Diploma Contemporary World Issues, Graduate Diploma International Political Economy, Graduate Diploma Social & Cultural Studies and Graduate Diploma Research Project (Social Science related)

Academic Year: 2018-19

External Examiner Name: Dr Rico Isaacs

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

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)?	X	<input type="checkbox"/>	<input type="checkbox"/>
b. Programme regulations (these may be in the programme handbook)?	X	<input type="checkbox"/>	<input type="checkbox"/>

- c. Module descriptions (these may be in the programme handbook)? X
- d. Assessment briefs/marketing criteria? X

Draft examination papers

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

Marking examination scripts

- a. (i) Did you receive a sufficient number of scripts? X
- (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? X
- c. Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks? X

Dissertations/project reports

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

Coursework/continuously assessed work

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

Orals/performances/recitals/appropriate professional placements

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

Final examiners' meeting

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

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

Both the Foundation and Graduate Diploma programmes are coherent and match the aligned learning outcomes which meet the relevant qualification subject benchmarks. It is clear module leaders work together across the pathways to ensure that modules relate and feed off each other giving students a coherent and integrated learning experience

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, assessment in the modules are a comparable standard to those in other UK HEIs. A range of assessments are used from exams, essays, video presentations, research proposals and long-form research projects. What is occurring in terms of assessment is standard across the discipline and the higher education sector.

The curriculum is current

INTO UEA Foundation:

Yes, the curriculum is current and appropriate for the different subjects. The most relevant and important thinkers, ideas, debates and theories are generally addressed across the content of the different modules I looked at. This is particularly the case with topics such as terrorism, human rights and global inequalities and poverty. The main course texts used are up-to-date and appropriate for this level and importantly act as a bridge to undergraduate level proper.

Graduate Diploma:

Again, yes the curriculum is current on the Graduate Diploma. Social and Cultural Studies, Contemporary World Issues and International Political Economy all offer students the opportunity to grasp real world issues that are contemporary and relevant.

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

The assessment criteria, marking schemes and arrangements for classification are set at the appropriate level.

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 modules are reviewed at both levels use a range of assessments which are set at the appropriate level. While there are the more traditional forms of assessment such as essays and exams, the courses also offer a good range of variation including video presentations, research proposals and long-form research projects. As with other years I have reviewed these modules, the video presentations which form part of the Social and Cultural Studies module is an example of best practice. Likewise, I have always liked the way the assessment for the Research Skills module is set up to support students' development of their research project, with each aspect of the assessment regime building on the last leading to the culmination of the longer form and more challenging research project.

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

In general, the marking scheme and grading criteria have been consistently applied across all the modules I moderated. The marking was within the appropriate grade ranges and was applied consistently across all modules. There was clear evidence of moderation throughout and the marking and moderation was fair and reliable. The feedback provided to students is good and detailed. There is also evidence of appropriate moderation and second-marking.

I have two brief general comments. Firstly, I still do not always see the marksheets for exams in every module. These marksheets are the most useful way to see the justification of marks and nature of feedback to students. Most module leaders do provide these, but for some modules it is still not always the case. Secondly, occasionally there is not always detailed evidence of the nature of moderation discussion. This occurred in a couple of instances in the Social and Cultural Studies module where the moderator noted the generosity of marks, but there was no change to any of the marks. This in itself is not a problem, rather it would be helpful to see the discussion between the two markers which led to the decision to keep the marks as they were.

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

I am satisfied on the basis of documentation and evidence provided that all assessment processes are carried out in accordance with UEA regulations and procedures.

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

I am satisfied that the procedures governing mitigating and extenuating circumstances and issues of academic integrity are considered fairly and consistently within the institutional regulations. At the exam boards I attended, borderline cases were considered thoughtfully and in detail and in conjunction with the institutional rules and regulations.

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

Foundation

International and Development Studies

- On the whole a good range of results across the cohort. Student work at the higher end of the range is very impressive
- Very good evidence of student progression across the different assignments too
- Marking and grades were in the appropriate range
- There was good level of feedback and evidence of moderation
- Good to see the marksheets for this module.

Society and Culture

- Overall, a good cohort of students with some good quality work
- Marking and grades were all in the appropriate range
- Good level of detailed feedback
- The video assignment, as ever, is always enjoyable to watch and students produce some quality work. Sign of best practice.

Law

- Good cohort of students, some evidence of strong work across the cohort
- The marking was appropriate and with the range
- There was evidence of moderation
- No marksheets were provided for exams, so I could not see the range and type of feedback provided to students. Marksheets were provided for the essays and that illustrated the clear and detailed feedback provided to students.

Graduate Diploma

International Political Economy

- Only five students enrolled on the course and it was not the strongest cohort this year – highest marks were in the mid-50s to 60s.
- All marking was within the appropriate range
- No marksheets were provided for this module, so I did not get to see the justification for marks, how they linked to marking criteria and the detailed feedback provided to students.

Social and Cultural Studies

- Again, quality of work not the highest across the cohort.
- Would have been good to see more evidence of discussion between the markers regarding the marks for those questions the second marker felt were marked too generously.
- That said, in general I agreed with the marks awarded across the module.
- No marksheets were provided for this module, so I did not get to see the justification for marks, how they linked to marking criteria and the detailed feedback provided to students.

Contemporary World Politics

- The quality at the lower end of the cohort was very poor
- Marking was in the appropriate range
- However, there was good progression from the first to second assessment. All student, bar one, improved their mark.
- I got to see the mark sheets that are given to students with feedback on – this is good practice. I assume they exist for others module but were not included – it would be good to see them in future exam boards

Applied Research Skills

- In general marks were in the appropriate range
- There was clear feedback provided to students
- Evidence of moderation
- It was hard to judge the marks for the verbal presentations as I only had the printouts of PowerPoint presentations. However, the quality of the PowerPoint presentations clearly matches the award of marks

Enhancement of Quality

Please provide comment and recommendations on:

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

I can only but reiterate what I said last year.

- The modules on offer for students in both programmes are well-organised with good up-to-date content suitable for the level of study. It is clear that the content of the modules can excite and challenge students.
- The work of the strongest students is impressive and comparable to that of 1st and 2nd year undergraduate students.
- I would like to commend the video presentations – a really innovative form of assessment.
- The marking is fair and justified and there is a good spread of marks

- There is also good evidence in many of the modules of student progression.
- This year, however, there was a quite a weak cohort for the Graduate Diploma. It must have been quite a challenging teaching experience
- Overall the modules that you provide for your students are excellent, the varied topics, guidance and feedback set students up well for potential transfer to graduate and post-graduate courses at UEA.
- The module handbooks, exam papers and assignment descriptions are very clear and easy to understand for students

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

The major issue is that I don't see all the written feedback provided to students as sometimes the marksheets are not provided. This would be good to ensure I receive each time not least in that it demonstrates a consistency regarding the provision of student feedback.

Also, please:

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

Yes. I have received all the necessary information and documentation at the beginning of my term. Any questions I had had were answered quickly and thoroughly by staff of INTO

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

I have raised the issue of seeing all written feedback provided to students in previous reports. I do think that most module leaders are not providing the marksheets, but in some instances I am still not seeing them.

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

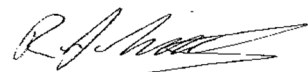
RECOMMENDATIONS, RESPONSE AND ACTION PLAN

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>
<p>It would be good to be able to see all the marksheets for modules. The standardised marksheets for exams is really helpful, but there are still some modules I do not receive these marksheets. This is really helpful to see how the feedback is justified and translated to students. I imagine these marksheets exist for all modules, just that I am not receiving them all. So, in future it would be good if they could be included with all exam scripts.</p>	<p>We will endeavour to provide individual mark sheets for exams in all cases to highlight feedback. We will also make clearer the process followed resulting in any moderated marks. <i>(PT – Foundation Bus/Hum)</i></p> <p>All mark sheets for exams and coursework were made available at the exam boards. <i>(SG – Graduate Diploma)</i></p>	<p>Paul Thompson</p>	<p>For 2020 Exam Board</p>

Report completed by:

Signature



Date: 27 August 2019

COURSE TEAM'S GENERAL RESPONSE TO THE REPORT

No specific actions recommended in this report. We aim to continue to innovate and exemplify best practice in future as highlighted here. (PT, KR, SG)

Responses and Action Plan completed by:

Course Leader: Paul Thompson, Kathryn Roe,
Stuart Graham

Date: 01/11/19

(Please print name and sign)

Countersigned by:

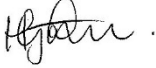
Head of HE (or
equivalent)

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		