



University of East Anglia

PARTNERSHIPS OFFICE

ANNUAL EXTERNAL EXAMINER REPORT

Name of institution examined: UEA

Faculty/School INTO

Course Title(s) Foundation Business; International Year One;
Graduate Diploma Business

Academic Year: 2018/19

External Examiner Name: Robert Price

External Examiner’s home University / College or Other Professional / Institutional Affiliation: University of Suffolk

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	<input type="checkbox"/>	<input type="checkbox"/>
d. Assessment briefs/marketing criteria?	X	<input type="checkbox"/>	<input type="checkbox"/>

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?

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

Programmes are very coherent, and learning outcomes are in line with benchmark requirements/standards.

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

Assessments are of comparable standards to other HEIs. A variety of assessments used across modules that provide students with many opportunities to demonstrate understanding of key concepts and application.

The curriculum is current

Curriculum is current, with breadth and depth across all modules.

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

Marking criteria is clearly set out and applied across all modules; evidenced by the quality of feedback, and second marking.

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

Assessment criteria are appropriate with regard modules learning outcomes and level, and preparing students for UEA programmes.

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

Marking is fair, consistent and rigorously applied within and across modules and programmes.

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

Assessment is carried out in line with regulations and procedure.

Assessment Boards are well-attended, with full consideration being given to students, and Boards are conducted in an efficient and effective way.

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

Dealt with in a fair and rigorous way at assessment boards.

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**

Standards are comparable to other institutions, across modules and programmes.

Enhancement of Quality

Please provide comment and recommendations on:

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

Breadth of assessments used.

Nature of assessments enable students to demonstrate breadth and depth of knowledge and application; for example, students being required to create advertising videos, a number of which were very good, and allowed students to demonstrate knowledge in an applied way using technology.

The use of module workbooks.

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

Current learning opportunities are very good, so I have nothing to add/suggest.

Also, please:

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

Evidence has been more than sufficient.

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

This is my first report, so not applicable at this stage.

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

The team have made me feel very welcome and have offered their full support, and are ready to answer questions and/or have discussions. In addition, the administrative support has been first-rate.

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>
None at this juncture.			

Report completed by:

Signature

Robert Price

Date: 23rd 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,

Date: 01/11/2019

Stuart Graham

(Please print name and sign)

Countersigned by:

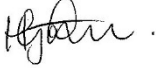
Head of HE (or
equivalent)

Jeremy Moyle


Date:

1/11/19

To be completed by the Partnerships Office:

A	No action identified	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 12 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		