

ANNUAL EXTERNAL EXAMINER REPORT

Name of Institution Examined: INTO on behalf of the University of East Anglia

Faculty/School: International Foundation Business and Humanities, and International Foundation Science and Mathematics

Course Title(s): International Foundation Business and Humanities, and International Foundation Science and Mathematics

Academic Year: 2019-20

External Examiner Name: Dr Christopher Murphy

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

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	<input type="checkbox"/>	<input type="checkbox"/>
(ii) If not, was this at your request?	<input type="checkbox"/>	<input type="checkbox"/>	X

- b. (i) Was the nature and level of the questions appropriate? X
- (ii) If not, were suitable arrangements made to consider your comments? X
- 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? X
- 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

Each programme – and all modules - are coherent with learning outcomes aligned with each of the possible programme outcomes.

The programme reflects appropriate PSRB requirements where applicable

Not applicable: The programmes examined constitute a route for entry onto complete degree programmes. Any PSRB requirements will be the responsibility of the succeeding degree programmes.

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

The assessments are of a comparable standard to those in other UK HEIs.

The curriculum is current

Yes – the curriculum is current.

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

The assessment criteria and marking schemes are appropriate. The pass mark is at the correct level to ensure a high likelihood of success on a degree programme.

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 assessed through continuous assessment during the term as well as an exam at the end of term. This is appropriate for the subject, students and level of study as well as expected outcomes.

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

The marking scheme is clear and applied fairly across all students. Double-marking is employed where appropriate to do so. Such checks identify errors in the awarding of marks between markers only on rare occasions and in each case this is indicative of high-quality marking and robust checking of the scripts. In each case discrepancies are small and resolved satisfactorily in-keeping with a reliable marking system.

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

The assessments are carried out in accordance with the relevant regulations and procedures.

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

Cases of misconduct are treated fairly and equitably at the board of examiners meetings.

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 modules appear to be consistent and fair. At this level (foundation) one would expect work ethic to be the main determining factor in grades. For this reason, it is unsurprising students performing well in one module tend to perform well in other modules.

There is some variation of marks in single modules (mathematical ones, for example) between cohorts on the various pathways. This is not surprising since those on FPE are likely to have more mathematical experience and will have their learning reinforced more in other modules.

In a similar way to York, students who are highly engaged all tend to perform very well. Since this is near the start of their Higher Education journey, it is not surprising that they are mostly highly engaged. There are a couple of students who do not remain engaged, but this is in keeping with my experience at York.

This is the first cohort, but speaking to the course director, this cohort seems to have been stronger than previous cohorts and the results indicate this which is good to see.

Enhancement of Quality

Please provide comment and recommendations on:

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

The assessments and exams are designed to cover the full content of the course ensuring that all learning outcomes are covered in either assessments or examinations.

The double-marking of exams is very well done and clearly labelled, demonstrating the transparency of the process.

The invigilation of exams was thorough.

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

Some of the web links in the programme specification should be checked to ensure that they lead to current web-pages.

It could be useful to consider how questions could be adapted to reduce the workload on staff for invigilating exams. This year 'stop-gap' measures were introduced for exams in response to the pandemic and were successful. Future approaches to exams should be consistent and considered.

Also, please:

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

Absolutely. A full set of exams and sufficient examples of continuous assessment was provided.

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

N/A

This is the first such report from me.

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

Not applicable.

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

Not applicable.

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>	Progress as of February 20__ <i>(to be completed by Course Leader)</i>	Progress as of end of Year <i>(to be completed by Course Leader)</i>
In the programme specification, some of the links (to both INTO and UEA sites) are not active. These should be checked.	Both links checked. Removed UEA equality and diversity link as this now seems to be hosted on intranet and not accessible to external readers. Replaced with link to course handbook where this topic is detailed further. INTO higher link seems to be working.	Dawn Wilkinson	20/10/20	complete	complete
Methods for secure and robust examinations should be implemented across all modules. (Many of the good ideas implemented this year in response to Covid may be appropriate)	We learnt a lot from carrying out several sets of tests/exams online this summer. We will invigilate the exams using video link again this year.	Dawn Wilkinson	20/10/20	complete	complete

Report completed by:

Signature



Date:

COURSE TEAM'S GENERAL RESPONSE TO THE REPORT

We thank Chris for his helpful feedback and comments, especially on the exam papers and mark schemes.

Responses and Action Plan completed by:

Course Leader:

Date: 20/10/20

D. Wilkinson

(Please print name and sign)

Countersigned by:

Head of HE (or
equivalent)

Date:

Jeremy Moyle

02/11/20

MID-YEAR REVIEW OF ACTIONS (FEBRUARY 20)

To be completed by Course Leader:

Mid-Year Review of Actions Completed:	Signature:	Date:
External Examiner Notified:	Signature:	Date:

YEAR END REVIEW OF ACTIONS (MONTH 20)


To be completed by Course Leader:

Year End Review of Actions Completed:	Signature:	Date:
External Examiner Notified:	Signature:	Date:

To be completed by the Academic 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	

Hannah Jackson
Assistant Head of Partnerships

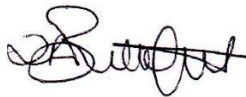


3 November 2020

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 Zoe Butterfint
Academic Director of Partnerships



9 November 2020

DOCUMENT OWNER: Academic Partnerships

DOCUMENT TYPE: Form

APPROVED BY: Academic Partnerships

VERSION NUMBER: 2

DUE FOR REVIEW: June 2020

VERSION LOG:

Date	Version no.	Summary of changes	Author	Approved by
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May 2019	2	Updated to include table for mid-year review of action plan	Academic Partnerships	Academic Partnerships
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