ANNUAL EXTERNAL EXAMINER REPORT

Name of Institution Examined:	INTO University ot East Anglia
Faculty/School:	INTO
Course Title(s):	Business & Humanities Foundation Year, Science Foundation Year and Graduate Diploma
Academic Year:	2019-2020
External Examiner Name:	Chris Veysey
External Examiner's home University / College or Other Professional / Institutional Affiliation:	University of Salford

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)?	☑	☐	☐
b. Programme regulations (these may be in the programme handbook)?	☑	☐	☐
c. Module descriptions (these may be in the programme handbook)?	☑	☐	☐
d. Assessment briefs/marking criteria?	☑	☐	☐

Draft examination papers

	Y	N	N/A
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
No benchmarks apply for Level 3 qualifications. However, the learning outcomes map well onto the intended general outcome for the qualification (further study at Level 4 or 7 in a UK HEI).

The programme reflects appropriate PSRB requirements where applicable
The relevant PSRB (the British Council) has many requirements, but these generally fall outside my remit. In cases where they do fall within my remit, I believe that the requirements would comfortably be met.

Assessments in modules of the same level are of a comparable standard to those in other UK HEIs
The standards align with those typical across the sector.

The curriculum is current
The curriculum is current and in some areas shows levels of innovation putting it ahead of most comparable curricula.

Assessment criteria, marking schemes and arrangements for classification are set at the appropriate level
Assessment criteria and marking schemes adhere to best practice in the sector and are at an 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 assessment types are typical of sector best practice. They are appropriate to the level of instruction and align well with the intended learning outcomes.

The marking scheme/grading criteria have been properly and consistently applied, and internal marking is of an appropriate standard, fair and reliable
Marking is an area of strength for INTO UEA on the programmes that I have examined. Marking schemes and criteria cohere with sector best practice and there is consistently good evidence that they are applied consistently and fairly, with robust moderation practices ensuring reliability.

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

I have seen no evidence of failure to abide by UEA's regulations and procedures, and such procedures and regulations are consistently referenced and checked during exam boards.

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

Wherever I have seen such procedures being applied, it has been done with great care to ensure fairness and equitability.

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 and achievement are in line with my experience of similar programmes across similarly ranked universities in the UK.

Standards are also consistent across the three programmes that I examine. Achievement varies considerably among the three programmes, but I think that this is simply a reflection of the different markets from which the three programmes recruit their cohorts. The Science Foundation (with the highest achievement) will tend to attract strong students while the Grad Dip (with the lowest achievement) will appeal to students who need to top up a weaker undergraduate performance or who need time to adjust to UK postgraduate academic culture before proceeding to their degrees. The progress made by students is strong across all three cohorts.

Enhancement of Quality

Please provide comment and recommendations on:

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

There are many areas of good practice that I have observed examining the three programmes. In particular:

- Text selection is good: listening and reading texts tend to be topical and engaging.

- Moderation practices are strong. Moderation is consistently rigorous and—importantly— there is a willingness to revisit which answers are permissible and also to adjust grades where moderation dictates that this should happen.

- For reading and listening exams, there is a wide variety of task types, ensuring that familiarity with a given task type is less likely to influence student grades.

- Across most programmes, when marking descriptors are used to evaluate a piece of student work, the relevant descriptors that apply to the given student's work are highlighted, allowing the student to better understand why they received the grade they did.

- Speaking tasks tend to be strong, from the reflective and authentic tasks of the final Business and Humanities assessments to the poster presentation format used on other programmes.

- The feed-forward from the poster presentation to the final written assignment on the Science Foundation programme gives students additional opportunities to work on improving key aspects of their performance.

- The calibration processes used across the three programmes result in a fair distribution of marks. It is particularly heartening to see that programme leaders are as willing to calibrate down as up.

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

Provision across the three programmes is strong. I feel that the programmes have become better over time by borrowing elements from each other, and this is for me the most important way in which they can continue to improve. It is important to maintain consistent dialogue between programme leaders on what has and hasn't worked and how successful elements of one programme can be adapted to the others.

Also, please:

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

I received sufficient evidence to be able to fulfil my role.

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

These issues have been addressed.

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 *(to be completed by External Examiner)*	Course Team's Response (action to be taken and measurable outcomes) *(to be completed by Course Leader)*	By whom *(to be completed by Course Leader)*	By when *(to be completed by Course Leader)*	Progress as of February 20__ *(to be completed by Course Leader)*	Progress as of end of Year *(to be completed by Course Leader)*
N/A					

Report completed by:

Signature .... Date: ....

COURSE TEAM'S GENERAL RESPONSE TO THE REPORT

We are pleased with the comments and observations that Chris makes.

Responses and Action Plan completed by:

Course Leader: Date: 30/10/20

                          P Thompson, S Graham, D Wilkinson
(Please print name and sign)

Countersigned by:

Head of HE (or   Jeremy Moyle
equivalent)
                                                                              Date:
                                                                                    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:

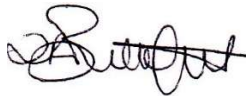| A	No action identified	X
B	Identified action and picked up appropriately	
C	Identified action and not picked up appropriately or action not identified	
Hannah Jackson Assistant Head of Partnerships		

[signature]

3 November 2020

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 Zoe Butterfint Academic Director of Partnerships _[signature]_ 9 November 2020		

		mid-year review of action plan		