



University of East Anglia

PARTNERSHIPS OFFICE

ANNUAL EXTERNAL EXAMINER REPORT

Name of institution examined: INTO University of East Anglia

Faculty/School INTO

Course Title(s) International Yr 1 in Psychology

Academic Year: 2019-20

External Examiner Name: Dr James Adie

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

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

Draft examination papers

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

Marking examination scripts

- a. (i) Did you receive a sufficient number of scripts? N/A
(ii) If you did not receive all the scripts, was the method of selection Satisfactory? N/A
- b. Was the general standard and consistency of marking appropriate? N/A
- c. Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks? N/A

Dissertations/project reports

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

Coursework/continuously assessed work

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

Orals/performances/recitals/appropriate professional placements

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

Final examiners' meeting

- a. Were you able to attend the meeting? Y (via MS teams)
- b. Was the meeting conducted to your satisfaction? Y
- c. Were you satisfied with the recommendations of the Board of Examiners? Y

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

I found the academic standards of the INTO Yr 1 Psychology programme were appropriate, and in accordance with the relevant benchmark statements of the QAA framework. The summative assessments captured the learning outcomes of the course to include both modules (IYOPI & IYOSS) I reviewed. The course team should also receive praise for applying concessions (i.e., non-detrimental policies) that did not disadvantage students in light of the current pandemic situation. There was one minor exception on IYOSS module with learning outcome 5 (i.e, producing a thematic report) not formally assessed due to the concessions put in place. Nevertheless, students were still able to submit their work formatively and obtain feedback.

One of the key features of the programme is it maps out how engagement and assessment will reflect development of wider attributes (e.g., digital literacy, communication, critical thinking skills, etc.). I found this to be particularly useful for identifying key employability skills students are acquiring through engagement with their programme.

To summarise, the range of assessment, marking and student performance were equivalent to levels of academic standards expected at my own and other UK HEIs. With respect to the current pandemic situation which caused disruptions to HEIs courses across the sector, I found the post-lockdown assessment policies put in place by the institute to be pragmatic, fair and protective of students' overall grades on the course. To this end, changing all remaining summative assessments to formative, and adjusting the weighting of existing components was an acceptable course of action in light of enabling students to complete their programme. This is also the first time during my tenure that a 100% pass rate has been achieved on the course – well done!

The programme reflects appropriate PSRB requirements where applicable

The INTO Psychology programme offers an excellent foundation of the field for international students aiming to progress onto stage 2 of a full BPS accredited UG Psychology degree within the UK.

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

I found the range and type of assessments to be innovative, contemporary and appropriate for the level of the programme and they were commensurate with that of my own and other UK HEIs. The coursework is designed carefully, and helps students develop core theoretical knowledge of the different areas of psychology as well as building key skills essential for an international cohort transitioning into an UG programme in a UK HEI. An excellent example of this would be the two new portfolios assessments introduced on each module (IYOPI & IYOSS). This type of assignment promotes a range of study and employability skills via a range of tasks incorporated into the portfolio and focusses on critical reflection which is a key attribute for psychologists.

As indicated previously, I found the concession policy concerning the assessments (i.e., adjusting weightings, changing summative to formative) to be an amenable and appropriate course of action in light of the pandemic situation. Only one LO was void across the programme because of these adjustments. In other words, the policy worked well without

disadvantaging students' assessment of knowledge and understanding on the course due to the disruption caused by 'lockdown'.

The curriculum is current

As reported in my past annual reports, the two modules (Self and Society; Psychology of the Individual) provided a strong foundation of the core areas (e.g., social psychology, bio-psychology, individual differences, developmental, cognitive and research methods) necessary for students progressing onto a BPS accredited Psychology degree. There is a strong emphasis on social psychology in the programme (I.e., a whole 40 credit module). The course management team may have their own reasons for this but something to reflect upon is whether core areas could be delivered more evenly across the programme. With that said, the curriculum strikes a good balance of delivering academic and applied psychology. The assessment is closely aligned with the content (and learning outcomes) of the modules, and students are tested on the breadth and depth of contemporary and classic theory, research (including research methods) used in psychology.

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

Each assessed component had its own assignment brief and assessment criteria. The requirements of each assignment were aligned with relevant module learning outcomes. The assessed components themselves were appropriate for the programme level of study. There was also evidence of good practice for some assessments by indicating what learners needed to do to achieve a first class assignment (although, unfortunately no one did).

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

As aforementioned, the assessments were appropriate for capturing the LO's and for the level assessed. A range of written and oral assessments were used that were innovative, contemporary and applied. A good example of this were the new reflective portfolios used in each module. These comprised varying tasks spanning across the breadth of each module, and it was nice to see that formative feedback was provided prior to submitting the final document. In IYOPI, the portfolios also embedded quantitative research methods useful for progressing to higher levels of study. I also liked the fact that group presentations were used in the course (e.g., IYOPI) as the ability to work with others is an important skill for psychologists to develop. It is questionable whether such low weightings (e.g., 10%) of the presentation components will make any difference to a students' overall module mark but the opportunity to gain formal feedback (and marks) on oral assessment is invaluable for a developing psychologist.

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

I found the marking to be fair and agreed with the grades awarded. The marking schemes were applied consistently across both modules, and there was evidence of good internal moderation practices.

The work on display was of a good standard. I thought the amount and quality of feedback was very good. It was positive, constructive and indicated how tutors arrived at a grade. There was some variation across the two modules in how feedback was provided. For example, the feedback pertaining to the portfolios on IYOPI had annotated and summative feedback provided for each task, whereas only summative was provided at the end of each task for the equivalent component on the IYOSS module. I would suggest adopting a more consistent approach in future.

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

Yes.

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

N/A (no reported cases in the current cohort)

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**

Student performance for individual components were very similar across the two modules. Unlike previous cohorts, the overall average performance was almost identical across modules. It was very encouraging to see no fails on the course but it would have been nice to see more work at the top end as has been the case in the past. Now this could be a result of the pandemic situation (adjustment to assessment weightings) as assessments are relatively unchanged from last year (i.e., they have the ability to discriminate across different grade boundaries), and the cohort is smaller. However, the small range of grades could also be a cohort effect (small class), or for other reasons (i.e., reviewing feedback/feedforward marking strategies). The course team may want to reflect upon this issue for future delivery of the course.

Enhancement of Quality

Please provide comment and recommendations on:

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

Good practice and innovation is demonstrated throughout the programme to include:

- A comprehensive and contemporary programme of study covering the core areas of psychology (e.g., individual differences, biopsychology, social psychology, etc).
- Problem-based learning approaches across both modules (INTO-IYOSS/PI).
- The introduction of the new continuous assessment (i.e., portfolios) on each module. This is highly useful approach for promoting critical reflection and development of students' subject knowledge.
- The use of formative assessments is a key strength of the programme. Bearing in mind the cohort is year 1 and international, it is very encouraging to see students having the opportunity to gain important feedback prior to summative assessments.
- The diversity and innovation of the assessment ranging from oral (and group) presentations and journal critiques to report writing and critical reflection is impressive.
- The feedback was encouraging, and constructive. I liked the use of the marking matrices, along with summary feedback sheets.
- The design and delivery of the programme is commendable and makes for a quality learning and student experience reflected by a perfect pass rate.
- The implementation of the concessions assessment policy protected students, and minimised anxiety and disruption caused by the pandemic situation.

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

Despite the challenges faced this academic year with completing the course amidst the pandemic situation, I found the programme ran very well. I do, however, have a few minor points/comments related to future course enhancement for the programme team to reflect upon:

- Although marking was fairly consistent (i.e., application of marking criteria/matrices), there was some variation evident in feedback practice. For some components, annotated and summative comments were provided, whereas only the latter was provided for others. For parity's sake, please could the team agree on a standard for how they mark and offer feedback.
- On average, students consistently achieved marks in the mid-range of the scheme used for grading. Although module statistics (i.e., pass rates) were excellent, it would be useful to consider strategies (e.g, feedforward) and reflect on how to help students raise their performance on assessment as they progress over the course of their programme. For example, at my own institution, students are asked to append a short 100 word reflection of how they have used formative feedback to enhance their work.
- I question the utility of a component with a weighting of 10% (e.g., oral coursework). This will have limited impact on the overall module mark. It might also be worth reviewing the weighting of the individual tasks within the portfolio.
- It seems as though written coursework is marked in MS word. Please ignore if you do this already but have the course team considered using Turnitin as it has many useful functions (e.g., built in rubrics, feedback tools, and plagiarism detection)?

Also, please:

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

Yes, advanced confirmation was sent, and all documentation was provided with sufficient time to carry out my responsibilities.

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

All my comments were acknowledged and to my satisfaction.

To help me assess the quality of the course, it would be helpful to receive metrics of past cohorts for comparison with current classes, as well as copies of course evaluation and a short single page annual report by the course director concerning their reflections and directions for future enhancement of the programme.

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>
Consider enhancing the weightings of the oral components (i.e., presentations) on the course.	Weightings over a range of assessments have been reviewed for this year. Oral tasks on S&S will carry 20% of module mark. Students will gain formative experience through P/I module and English prior to this.	Pathway and Module Leaders	Oct 2020
Consider making available current course evaluations, past metrics, and a short annual report of the course in advance of the board	We can share student feedback (SSLC minutes and end of programme feedback questionnaire) with a brief summary of year and past metrics	Pathway Leader and Programme Manager	Jun 2021
Reflect upon strategies to help students achieve more top-end grades.	Consolidation of assessments with fewer tasks will afford MLs more time for support and scaffolding, especially for students studying purely online. The team feel the tasks are sufficiently challenging to allow top end students scope to achieve, if they work consistently throughout the year.	Module leaders	Oct 2020
Consider a move to Turnitin grading.	We do not have access to Turnitin. However, MLs will agree a template format for consistent feedback	Module leaders	Oct 2020


Report completed by:

Signature

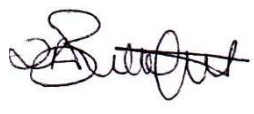
J.Adie

Date: 22nd June, 2020

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	
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		