

**ANNUAL EXTERNAL EXAMINER REPORT**

**Name of Institution Examined:** University of East Anglia

**Faculty/School:** INTO

**Course Title(s):** International Year - English and Study Skills for Psychology, Development Studies with Media and Business and Economics

**Academic Year:** 2019-20

**External Examiner Name:** Linda Hurley

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

*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)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Programme regulations (these may be in the programme handbook)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Module descriptions (these may be in the programme handbook)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Assessment briefs/marketing criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Draft examination papers**

a. (i) Did you receive all the draft papers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) If not, was this at your request?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 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**

The English and Study Skills modules on the International Year 1 programmes in Business and Economics, Psychology, and Development Studies with Media have component parts focusing on the four skills. These are aligned with relevant learning outcomes for students.

**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. The assessments students complete demonstrate their attainment in the four skill areas and this is comparable to other HEIs.

**The curriculum is current**

Use of the research project, student-generated questionnaires and current source texts for skill areas such as writing and listening keeps the curriculum current.

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

Yes. Assessment criteria are clear and are used appropriately when marking and providing feedback.

### 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 assessments this year were adapted suitably for the current circumstances in terms of teaching and learning, and this worked well overall. The tasks, examples of source use and balance of task types ensure a reflection of subject knowledge and positive application of students' skills.

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

Yes. A good range of student samples were made available. Marking is clear and consistent across programmes, with highlighting of criteria and relevant comments being provided for students. Issues with problematic source use by students are clearly acknowledged.

**The assessment processes are carried out in accordance with the institution's**

**regulations and procedures**

Yes. The assessment overviews and marker reports provide useful details regarding how grades are obtained and issues related to submissions (such as overall cohort performance) and instances where formative grades are used instead.

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

Yes. Feedback is given to students and grading reflects the marking criteria when there are issues with academic integrity.

**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

There has been clear student progress under difficult circumstances this year on the English and Study Skills components across International Year programmes. Samples seen this year are comparable in terms of attainment to previous years, and component parts such as the research project, sharing learning forward or student-generated cohort questionnaires are useful for future learning.

**Enhancement of Quality**

Please provide comment and recommendations on:

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

Good practice has been demonstrated with the adaptations made to assessments given COVID-19 and the current circumstances. The Business and Economics writing task using a local context was good in providing a range of student responses and also in terms of maintaining engagement with the UEA region. There is a good balance of question types and source texts to engage students.

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

The use of a comparative or reflective element involving discussion of learning across their other content modules may also work as part of the assessment here too.

Also, please:

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

Yes.

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

Yes.

**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:

<b>External Examiner's Recommendations for action</b> <i>(to be completed by External Examiner)</i>	<b>Course Team's Response (action to be taken and measurable outcomes)</b> <i>(to be completed by Course Leader)</i>	<b>By whom</b> <i>(to be completed by Course Leader)</i>	<b>By when</b> <i>(to be completed by Course Leader)</i>	<b>Progress as of February 20__</b> <i>(to be completed by Course Leader)</i>	<b>Progress as of end of Year</b> <i>(to be completed by Course Leader)</i>
Depending on future module delivery and circumstances next year (online only for instance), it may be good to use a more focused task with students for the Term 3 speaking component on the Business and Economics pathway. One suggestion is given above (a reflective or comparative task).	This will be considered going forward as we continue to adapt our offering to the current situation. We may tailor the specifics of our speaking assessments around the requirements of a much smaller intake as we get to know them better.	T. Hanmer	April / May 2021		

Report completed by:

**Signature**

Tim Hanmer

Date: 20 October 2020

**COURSE TEAM'S GENERAL RESPONSE TO THE REPORT**

This report has been well received and the comments are noted, all suggestions will be taken into consideration as we move forward through what is likely to be a challenging and demanding year that will require flexibility and creativity from us. We value Linda's comments and appreciate the external perspective that she brings to our assessment process. The challenges of assessing online, combined with the effect that ongoing uncertainty has upon the students' motivation, focus and outlook, will be dealt with as best we can as the course of this year becomes clearer.

**Responses and Action Plan completed by:**

Course Leader: \_\_\_\_\_ Date: 20.10.20

T.Hanmer

*(Please print name and sign)*

**Countersigned by:**

Head of HE (or equivalent)

Jeremy Moyle

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 (OCTOBER 2020)**

**To be completed by Course Leader:**

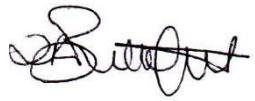
Year End Review of Actions Completed:	Signature:	Date:
External Examiner Notified:	Signature:	Date:

**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	
<p>Hannah Jackson  Assistant Head of Partnerships</p>  <p>3 November 2020</p>		

**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	
<p>Professor Zoe Butterfint  Academic Director of Partnerships</p>  <p>9 November 2020</p>		

**DOCUMENT OWNER: Academic Partnerships**



**DOCUMENT TYPE:** Form  
**APPROVED BY:** Academic Partnerships  
**VERSION NUMBER:** 2  
**DUE FOR REVIEW:** June 2020  
**VERSION LOG:**

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