

ANNUAL EXTERNAL EXAMINER REPORT

Name of Institution Examined: INTO UEA

Faculty/School: INTO UEA

Course Title(s): International Foundation,
International Year One,
International Graduate Diploma

Academic Year: 2019/20

External Examiner Name: Dr Peter Hughes

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

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"/>	<input type="checkbox"/>

- 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?
- 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

The modules I reviewed had clear and appropriate learning outcomes. The learning outcomes of the specific modules contributed in a clear manner to the stated programme level learning outcomes. The modules show good alignment with the content and assessment delivery and ensuring successful students achieve the module learning outcomes.

The learning outcomes for the modules are appropriate and aligned with the benchmarks and discipline expectations for these programmes.

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

The assessments are all at a comparable standard to other programmes I have knowledge of.

The curriculum is current

Yes. The modules are delivering expected techniques and content for this level.

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

Assessment criteria and marking schemes are consistently appropriate. Classifications were also set 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 approach to assessment for all modules matches discipline conventions and serves the students well in preparing them for the methods of assessment in further study.

The level of study is consistently appropriate.

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

The presentation and clarity of marking schemes is excellent. The consistency in the application of the marking scheme and second marking is also excellent.

The marking is consistently appropriate, fair and reliable.

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

The entire assessment process matches the institutional regulations and procedures as stated in the documents I have received.

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

The cases I saw where the application of mitigation and academic integrity policies were required were fair and consistent and in line with the regulations.

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

Enhancement of Quality

Please provide comment and recommendations on:

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

The development and application of assessment marking schemes is excellent. They are clear, fair and ensure a consistency of marking. They made reviewing scripts extremely straight-forward and, from my perspective, ensured a high level of confidence in the marking of assessments.

The Quantitative Analysis from the Graduate Diploma is an excellent example of designing and delivering an applied and practical approach to quantitative analysis. This is matching

up with changes in discipline expectations around data literacy and ability to respond and engage with data in a flexible and applied manner.

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

I have nothing to add at this time.

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 enable to act as external examiner for these modules. The evidence was well presented and detailed.

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

n/a

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>	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>
n/a					

Report completed by:

Signature



Date: 27/10/20

COURSE TEAM'S GENERAL RESPONSE TO THE REPORT

No recommendations for action at this time. (PT)

No recommendations. But pleasing to see that the data literacy of the QA module have been well received. (SG).

Responses and Action Plan completed by:

Course Leader:

Date: 28.10.20

Paul Thompson

(Please print name and sign)

Course Leader:

Date: 30.10.20

Stuart Graham

(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)

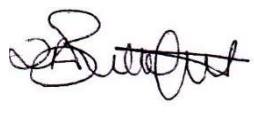
To be completed by Course Leader:

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

To be completed by the Academic Partnerships:

A	No action identified	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  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  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
May 2019	2	Updated to include table for mid-year review of action plan	Academic Partnerships	Academic Partnerships