

<b>ANNUAL EXTERNAL EXAMINER REPORT</b>
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**Name of Institution Examined:** INTO UEA

**Faculty/School:** INTO

**Course Title(s):** Foundation Business; International Year; Graduate Diploma

**Academic Year:** 2019/2020

**External Examiner Name:** Robert Huw Price

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

*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.

<b>Sufficient Evidence Checklist</b>
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Please can you confirm the following:

<b>Programme materials</b>
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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"/>

<b>Draft examination papers</b>
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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?
- 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**

Coherent programmes that have clearly articulated learning outcomes that are aligned to qualification descriptors and subject benchmarks.

**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**

Good range of assessments that are aligned to module learning outcomes and provide students with ample opportunity to demonstrate understanding of concepts and application. The teams are to be commended for the range of assessments used.

**The curriculum is current**

Curricula are current, coherent and cover key aspects.

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

Across all modules/programmes, assessment criteria are clear and appropriate, and are applied in a rigorous and consistent way.

### **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**

Assessments are very appropriate to subject and level(s), and, as stated above, provide students with plenty of opportunities to put theory into practice, which is to be commended. The assessments and feedback provide students with a firm base from which to continue their studies at INTO and their future studies on UEA programmes.

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

Clear evidence of marking criteria being applied in a rigorous, consistent and fair manner. Good level of feedback is provided.

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

Yes, and done so in fair and consistent way across all modules/programmes.

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

<b>equitably applying institutional regulations</b>
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Yes, as evidenced by consideration/discussion at the exam boards.
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<b>Comparability of Standards and Student Performance</b>
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**Reflecting on your experience at other institutions please provide feedback on:**

<b>The comparability of standards and student achievement:</b>
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- 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 are very much in line with other institutions; and students' achievement, based on module marks, is also in line with other institutions.
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<b>Enhancement of Quality</b>
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**Please provide comment and recommendations on:**

<b>Good practice and innovation relating to learning, teaching and assessment you have observed</b>
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A good mix of assessment types which provide students with opportunities to demonstrate understanding of key concepts, and to put theory into practice: a very good balance is achieved between the use of examinations and assignments (praxis). The assessments are developmental in nature, which encourage/require students to move beyond descriptive/mechanistic approaches.
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This is good practice that is to be commended.
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<b>Opportunities to enhance the quality of the learning opportunities provided to students</b>
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I have no comment to make at this juncture as the programmes are well-managed, designed structured and delivered. In addition, based on what I have observed, there is a strong support-base to help/encourage/develop students to meet requisite standards and to prepare them for further study.
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**Also, please:**

<b>State whether you received sufficient evidence to enable your role to be fulfilled. If not, please provide details</b>
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Sufficient evidence received.
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<b>State whether issues raised in the previous report(s) have been, or are being, addressed to your satisfaction</b>
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No issues raised in my previous report.
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<b>Use this space to address any issues as specifically required by any relevant</b>
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<b>professional body</b>
N/A
<b>Give an overview of your term of office if this is your final year</b>
N/A

**RECOMMENDATIONS, RESPONSE AND ACTION PLAN**

Please list your recommendations for action by the course team:

<p><b>External Examiner's Recommendations for action</b> <i>(to be completed by External Examiner)</i></p>	<p><b>Course Team's Response (action to be taken and measurable outcomes)</b> <i>(to be completed by Course Leader)</i></p>	<p><b>By whom</b> <i>(to be completed by Course Leader)</i></p>	<p><b>By when</b> <i>(to be completed by Course Leader)</i></p>	<p><b>Progress as of February 20__</b> <i>(to be completed by Course Leader)</i></p>	<p><b>Progress as of end of Year</b> <i>(to be completed by Course Leader)</i></p>
<p>No recommendations for action, except to keep up the good work, which I'm sure the teams will do.</p>					

**Report completed by:**

**Signature**

Robert Huw Price

Date: 21<sup>st</sup> August 2020

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

No response required.

**Responses and Action Plan completed by:**

Course Leader:

Date: 20.10.20

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)

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 (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	
<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	X
B	Identified action and picked up appropriately	
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