

ANNUAL EXTERNAL EXAMINER REPORT

Name of Institution Examined: University of East Anglia

Faculty/School: INTO

Course Title(s): English modules for the following: Business & Humanities Foundation; Science Foundation; Graduate Diploma

Academic Year: 2020-21

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)?	<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 checked="" 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

Although there are no subject benchmarks that apply at Level 3, the modules are internally well aligned. The learning outcomes also align well with the English skills that will be needed by students' on their post-pathway PGT or UG courses.

The programme reflects appropriate PSRB requirements where applicable

Most aspects of the programme that fall under the scope of the British Council, the relevant PSRB, do not fall within the scope of external examination. For those aspects that do, however, I believe the programme comfortably meets those expectations.

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

The standard at which the modules are assessed is comparable to other UK HEIs.

The curriculum is current

The curriculum is current and is innovative in those areas where it incorporates authentic (or semi-authentic) discipline-specific content and where reflective assessment is employed.

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

All of the above are comparable to practices at HEI language centres across the UK.

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 paradigm is appropriate for the purposes and in line with typical practice across UK HEIs.

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

Marking is fair and reliable. There is consistently good evidence of moderation.

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

In all instances that I have examined, assessment procedures have been in line with UEA regulations.

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

All such cases that I have witnessed have been considered fairly and equitably with good consistency in process and judgement.

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 student achievement are broadly in line with other institutions across the UK. There is considerable disparity in achievement between the cohorts, but this has been the case in every year that I have examined and is, I believe, simply a reflection of the different candidate pools from which these cohorts are drawn.

Enhancement of Quality

Please provide comment and recommendations on:

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

- Assessment paradigm is strong. The assessments are very consistent from year-to-year, show an excellent variety of task types and are well-aligned with assessment expectations for English language pathway courses at UK HEIs.
- Moderation practices are robust.
- The use of critical reflection and authentic discipline-specific tasks represent best practice within the sector.

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

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 perform my role.

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

I confirm that they have been addressed.

Use this space to address any issues as specifically required by any relevant professional body

Give an overview of your term of office if this is your final year

My term in office has been a good experience. The boards are run to a very high standard and the processes supporting external examination are run smoothly and with a high degree of integrity.

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>
No recommendations.	Comments from Chris were very pleasing.	Stuart Graham.			

Report completed by:

Signature

.....

Date:

.....

COURSE TEAM'S GENERAL RESPONSE TO THE REPORT

A big thank you to Chris for his helpful discussions, observations and feedback. It has been a pleasure to work with you! (DW)

Very pleasing comments here. Chris has always been keen to offer advice and discuss issues with the English teaching staff during his time as EE. (SG – Graduate Diploma)

Always extremely professional, helpful and timely feedback and advice from you, Chris. Very many thanks for all. (PT – Foundation Bus/Hum.)

Responses and Action Plan completed by:

Course Leader:

Date:

Stuart Graham; Paul Thompson

27.10.21

(Please print name and sign)

Countersigned by:

Head of HE (or equivalent)

Date:

Jeremy Moyle

26/10/21

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	
B	Identified action and picked up appropriately	
C	Identified action and not picked up appropriately or action not identified	

To be completed by Academic Director of Partnerships:

A	No action identified	
B	Identified action and picked up appropriately	
C	Identified action and not picked up appropriately or action not identified	

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