

**ANNUAL EXTERNAL EXAMINER REPORT**

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

**Faculty/School:** INTO

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

**Academic Year:** 2020-21

**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**

Yes, the component parts are aligned with learning outcomes and these are clear for students on the International Year pathways.

**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 standard of assessment on these modules is good and comparable to other UK HEIs. Students are provided with useful feedback and formative assessments to support their development.

**The curriculum is current**

Yes. Resources used reflect contemporary contexts and are positive in terms of awareness raising, familiarity with academic cultures and broadening vocabulary.

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

Yes. The marking criteria on the IYO English and Study Skills for Business and Economics, Development Studies with Media and Psychology are clear and are used appropriately by the teams when marking and providing feedback. Descriptors reflect the range of ability expected on similar programmes.

**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 reflect subject content effectively, with appropriate scope given for integration of subject-specific tasks completed during the programmes where necessary. Stronger students are also challenged, and feedback given using the criteria is positive for learners at different levels. Issues with academic integrity have nearly always been highlighted when needed.

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

Yes. There is clear information regarding moderation of work and consistency on the modules. Students are assessed equally and feedback reflects this.

**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**

Yes. Feedback on improvements to academic integrity was seen and systems for supporting learners in the current climate were fair.

**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

The standard of achievement for students on the IYO English and Study Skills modules is comparable to that seen in other institutions. Similar modules are important for ensuring progression on programmes as they help with student confidence, linguistic strength and integration with academic culture. Comparison across cohorts during my period of appointment reflects the development in assessment and suitable measures of fairness adopted to deal with students at different levels.

### Enhancement of Quality

Please provide comment and recommendations on:

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

Tailoring assessments to show the context in Norwich and adopting texts dealing with current issues in the respective subject areas demonstrate good use of authentic sources. The research project on the development and psychology modules encourages students to develop criticality and good practice in relation to recording source details, addressing issues with academic integrity and the reliability and adoption of sources. Scoping a media campaign is one example of a good task to use with students, and discussions on perhaps future further blending of skills for assessment through research projects or a portfolio approach will also be positive in terms of preparing students for more in-depth assessments on their substantive programmes. The poster presentation continues to be an effective task for showcasing students' range and skills.

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

Support for learners given the current circumstances was clear and future innovations in assessment on the modules such as greater integration between skills and tasks will further enhance quality. Continuing to enhance how issues with academic integrity are acted on by students and tutors will also help with ensuring quality as well.

Also, please:

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

Yes. Assessment information was provided in good time and was clearly organised which helped with accessing student work.

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

Yes. The teams have worked with and addressed feedback given.

**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**

It has been good to meet and work alongside the teams, to view student submissions and tutor feedback and to see how the modules and assessment have developed on the IYO pathways. Students are clearly engaged and supported effectively as they progress on the programmes, producing a range of interesting and stimulating responses to assessment tasks that reflect current contexts.

**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>
Further blending of skills for assessment tasks --> portfolio approach	Updates to Portfolio Assessment (T2) to improve skill and content integration	Thomas Cuming	May 2022		

Report completed by:

Signature

L Hurley

Date: \_\_\_\_\_

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

Many thanks to Linda for her helpful feedback and observations over the last four years. It has been a pleasure to work with you! (DW)

Thanks again for your report Linda. I've really valued your feedback over the last few years and it has been instrumental in improving assessment and teaching provision on these integrated IYO Programmes.

Thank you for your support, Linda. Your feedback has always been most valuable in developing our assessments and we very much appreciate your support. (KR)

**Responses and Action Plan completed by:**

Course Leader: Kathryn Roe Date: 27/10/21  
 Thomas Cuming (IYO Business & Economics)  
 (IYO DEV and Psychology)  
 (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: Thomas Cuming	Date: 31/02/22
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:
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External Examiner Notified:	Signature:	Date:
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**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:**

<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