

ANNUAL EXTERNAL EXAMINER REPORT

Name of Institution Examined: INTO UEA

Faculty/School: INTO

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

Academic Year: 2021 - 2022

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.

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"/>	<input type="checkbox"/>
b. Programme regulations (these may be in the programme handbook)?	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Module descriptions (these may be in the programme handbook)?	x <input 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?	x <input 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? 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?
- 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 programmes provide coherent and clearly articulated learning outcomes that are fully aligned to 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 programme and module learning outcomes, and provide students with opportunities to demonstrate understanding of concepts through application. The teams are to be commended on the range, balance and applied nature of the assignments.

The curriculum is current

Current, coherent and covers relevant concepts/frameworks.

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

Assessment criteria are appropriate across all modules and are applied in a rigorous and consistent way, as evidenced by the marking and moderation process.

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 appropriate to subject and level(s) and provide students with a range of opportunities to put theory into practice. The assessments and feedback provide students with a firm base from which to continue their studies at INTO and 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 across all modules.

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

Yes, and done so in fair and consistent way.

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

Mitigating circumstances etc. are considered in a fair, equitable and measured way.

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 are comparable with other institutions and student achievement in the sector.

Enhancement of Quality

Please provide comment and recommendations on:

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

I continue to be impressed by the range of assessment types used, which provide students with opportunities to not only demonstrate understanding of key concepts but also to put theory into practice – a key element of any business studies/ business management programme. The assessments are developmental in nature, which encourage/require students to move beyond descriptive/mechanistic approaches, which is to be commended. And, to reiterate a previous comment, the programmes provide students with knowledge and applied learning that provides them with a firm-base upon which to continue their studies on UEA programmes.

It has been a pleasure to be one of your external examiners, and I should like to thank the team for their help and support in making it a very enjoyable and worthwhile experience.

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

As in previous years' reports, I have no comment to make, which is testimony to the work that the programme teams do.

Also, please:

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

Yes, very much so.

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

No issues raised in my previous reports.

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>
As in previous years, no recommendations for action, except to keep up the good work.					

Report completed by:

Signature

R H Price

Date: 23rd September 2022

COURSE TEAM'S GENERAL RESPONSE TO THE REPORT

GDip: Very pleasing comments from Robert. Stuart Graham.

IYO International Development with Media: Thanks for the feedback and positive endorsement. Tom Cuming

IYOBE: Complimentary comments from Robert as always. It has been great to work with him over the last few years. Kathryn Roe

Responses and Action Plan completed by:

Course Leader: T.Cuming

Date: 12/10/22

(Please print name and sign)

Countersigned by:

Head of HE (or equivalent)

Jeremy Moyle

Date:

20/10/22

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	
Review by A. Smith 24.10.2022		

To be completed by Associate Pro-Vice-Chancellor of Partnerships and Apprenticeships:

A	No action identified	✓
B	Identified action and picked up appropriately	
C	Identified action and not picked up appropriately or action not identified	
Reviewed by Z Butterfint 24.10.22		

DOCUMENT OWNER: Academic Partnerships

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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