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

**Faculty/School:**

**Course Title(s):**

Foundation and Grad Dip English Language and  
Study Skills Modules

**Academic Year:**

2021/22

**External Examiner Name:**

Maria Calonico

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

Queen Mary University of London

*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> |
|--------------------------------------|

Please can you confirm the following:

|                  |
|------------------|
| <b>SECTION 1</b> |
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|                                     |
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| <b>Please complete this section</b> |
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|                            |
|----------------------------|
| <b>Programme materials</b> |
|----------------------------|

Did you receive:

|  |     |
|--|-----|
| a. Programme handbook(s)?  | Yes |
| b. Programme regulations (these may be in the programme handbook)? | Yes |
| c. Module descriptions (these may be in the programme handbook)?   | Yes |
| d. Assessment briefs/marketing criteria?                           | Yes |

**SECTION 2**

If the course(s) you examine do not have any examinations then please go to section 3

**Draft examination papers**

|  |                 |
|--|-----------------|
| a. Did you receive all the draft papers?                           | Yes             |
| If not, was this at your request?                                  | Choose an item. |
| b. Was the nature and level of the questions appropriate?          | Yes             |
| If not, were suitable arrangements made to consider your comments? | Choose an item. |
| c. Were suitable arrangements made to consider your comments?      | Yes             |

**Marking examination scripts**

|  |                 |
|--|-----------------|
| a. (i) Did you receive a sufficient number of scripts?   | Yes             |
| If you did not receive all the scripts, was the method of selection satisfactory?                          | Choose an item. |
| b. Was the general standard and consistency of marking appropriate?  | Yes             |
| c. Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks? | Yes             |

**SECTION 3**

If the course(s) you examine do not have any dissertations/projects then please go to section 4

**Dissertations/project reports**

|  |                 |
|--|-----------------|
| a. Was the choice of subjects for dissertations appropriate? | Choose an item. |
| b. Was the method and standard of assessment appropriate?    | Choose an item. |

**SECTION 4**  
Please complete this section

**Coursework/continuously assessed work**

|   |     |
|---|-----|
| a. Was sufficient coursework made available to you for assessment?              | N/A |
| b. Was the method and general standard of marking and consistency satisfactory? | N/A |

**SECTION 5**  
If the course(s) you examine do not have any Orals/performances/recitals/appropriate professional placements, please go to section 6

**Orals/performances/recitals/appropriate professional placements**

|  |                 |
|--|-----------------|
| a. Were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements? | Choose an item. |
|--|-----------------|

**SECTION 6**  
Please complete this section

**Final examiners' meeting**

|   |     |
|---|-----|
| a. Were you able to attend the meeting?                                   | Yes |
| b. Was the meeting conducted to your satisfaction?                        | Yes |
| c. Were you satisfied with the recommendations of the Board of Examiners? | Yes |

**SECTION 7**  
Please complete this section

**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 programme responds satisfactorily to the learning outcomes.

**The programme reflects appropriate PSRB requirements where applicable**

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

Yes, the level of other foundation and Grad Dip programmes I am aware of are of a comparable level to those at INTO UEA.

**The curriculum is current**

The contents, topics (or themes) covered in each pathway and the way students are assessed for each skill are current and up-to-date.

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

I agree with the statement above.

**SECTION 8  
Please complete this section**

**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**

I found the assessments suitable for the level of study and the English level of the students on entry.

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

I mostly agree with the statement above except for the January GradDip presentations where the difference in scores between an extremely fluent and accurate student and other much weaker students was very small. I did mention this in the August meeting.

**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.

**SECTION 9****Please complete this section****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**

This is my first ever appointment as an external examiner, therefore I haven't got enough experience to make this kind of comparisons.

However, if I compare the results with results in similar programmes I have taught on or been Course Leader on I can say that the pass rates are very similar.

**Enhancement of Quality****Please provide comment and recommendations on:****Good practice and innovation relating to learning, teaching and assessment you have observed**

I haven't been able to observe any teaching, but I have noted several examples of good practice in the assessments. In the Grad Dip ELSS, I noted the interesting design of the writing paper, an effective approach to check whether students are able to use the Harvard Style, do synthesis and demonstrate their critical thinking skills in a very straightforward way. The reading paper, apart from the traditional tasks (e.g. True/False) contains tasks that are applicable to academic reading such as recognising the positive or negative attitude of the author and identifying main ideas. In the Foundation for Science and Maths ELSS, I was impressed by the quality of the posters and the variety of current topics dealt with. Their Reading paper was topic based, that is to say, all tasks revolved around the same topic (in this case *Water*) which is complex and time consuming to design, but excellent for students in terms of focus and motivation to complete the tasks. In all modules I have observed, the tutors go to great lengths in order to prevent any academic offences in a way that does not disadvantage students. For example, the GradDip listening audio is an original recording made by one of the tutors.

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

Again, the following comments are only based on the assessments. In the GradDip ELSS module, there could probably be more focus on research skills and I believe students would benefit from writing an extended essay. I understand they might already do this in their subjects, but a short extended essay in the ELSS module would give them the opportunity to learn more about research, referencing and a more realistic way to improve their critical thinking skills. They do research for their presentations, but I have watched presentations where students used very few sources in general and few or no citations on the slides. Perhaps it would help to introduce a minimum number of sources in the brief so as to encourage them to do more research and find contrasting ideas to discuss in their assessments.

**Also, please:**

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

Yes, I did; however, I would like to read the past EE reports, which were not included in the pack. I could have asked for them but I didn't realise they were not there until too late. For next year, I would also like to look at teaching materials if that is possible.

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

N/A please see previous section.

**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:

| <b>External Examiner's Recommendations for action</b><br><i>(to be completed by External Examiner)</i>  | <b>Course Team's Response (action to be taken and measurable outcomes)</b><br><i>(to be completed by Course Leader)</i>   | <b>By whom</b><br><i>(to be completed by Course Leader)</i> | <b>By when</b><br><i>(to be completed by Course Leader)</i> | <b>Progress as of February 20__</b><br><i>(to be completed by Course Leader)</i> | <b>Progress as of end of Year</b><br><i>(to be completed by Course Leader)</i> |
|---|---|---|---|--|--|
| Please add scores to all document titles in the sample.   | <b>Calibrated scores were written on all document titles – if this is not what was meant, please clarify.</b><br>This academic year (2022-23) all exams will be conducted face to face, so this should not be an issue. | SG/AB/DA  |   |  |  |
| Continue writing tutors' comments on writing assessments, as opposed to just highlighting the criteria. (This is something I requested before the June exam board and was actioned in the August assessments, thanks) | We can continue to do this.   | AB/DA   |   |  |  |
| Consider making the writing for the GradDips slightly more challenging in terms of demonstrating research and critical thinking skills.   | We have avoided using a piece of coursework for the final writing mark due to the fact that students then have access to translation software and other online tools which would improve their true writing             | AB/DA   |   |  |  |



|   |  |       |  |  |  |
|---|--|-------|--|--|--|
|   | ability. We feel this would therefore not give an accurate representation of their writing level for the final exam. However, we can consider including this during Term 2 for a piece of work which is not related to their final mark. |       |  |  |  |
| Consider asking all students who do any kind of presentation to use a minimum number of sources to support their claims.            | We will definitely request a minimum number of sources for assessed presentations going forward.   | AB/DA |  |  |  |
| It would be very helpful if I could see past EE reports and if I could have access to teaching materials, on SharePoint or the VLE. | The Head of AST (Natalia Ponomoreva) would need to be contacted about past EE reports.<br>We are happy to share the syllabus and course outline.   | AB/DA |  |  |  |

Report completed by: **Maria Calonico**

Signature

Date: 07/10/22

## COURSE TEAM'S GENERAL RESPONSE TO THE REPORT

We are satisfied with the comments made by the external examiner and will take on board the comments, as outlined above.

With reference to the Grad Dip January Presentations and the narrow range of marks for weaker and more fluent students, it should be noted that the students are not only marked on their fluency and language ability, but also their preparation, delivery and the content of what they are saying. Having spoken to the teachers who invigilated these presentations, they have informed me that the more fluent students were given their marks due to other issues with their presentations which were not language related. Videos of the presentations were provided to Maria to give an insight into how the scores were awarded.

### Responses and Action Plan completed by:

Course Leader: Amber Bush Date: 12<sup>th</sup> Oct 2022  
*(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:

|  |  |
|--|--|
| <b>Choose an action</b>  | <b>B - Identified action and picked up appropriately</b> |
| <p>INTO to add deadlines to action plan<br/>         INTO to provide External Examiner with previous reports<br/>         Review by A.Smith 24.10.2022</p> |  |

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

|   |  |
|---|--|
| <b>Choose an action</b>                         | <b>B - Identified action and picked up appropriately</b> |
| <p><b>Reviewed by Z Butterfint 24.10.22</b></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 |
| October 2021 | 3                  | Updated to include drop down boxes                          |                       |                       |