

ANNUAL EXTERNAL EXAMINER REPORT
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Name of Institution Examined: INTO UEA

Faculty/School:

Course Title(s):

.....
IYO English Language and Study Skills for
Psychology, International Development Studies
with Media and Business and Economics; Pre-
sessional English
.....

Academic Year: 2021/22

External Examiner Name: Stefani Goga

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

.....
Oxford Brookes University
.....

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:

SECTION 1 Please complete this section

Programme materials

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

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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?	N/A
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b. Was the method and standard of assessment appropriate?	N/A
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SECTION 4

Please complete this section

Coursework/continuously assessed work

a. Was sufficient coursework made available to you for assessment?	Yes
b. Was the method and general standard of marking and consistency satisfactory?	Yes

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?	Yes
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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

The English Language and Study Skills modules are coherent with the learning outcomes for the programmes and the aims align with the needs of students preparing to enter their second year of study at undergraduate level in their respective disciplines.

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

The assessments are of a comparable standard to UG Year One modules in other UK HEIs in terms of the marking criteria used, the range of skills assessed and the materials.

The curriculum is current

The assessments use texts on current events and contemporary topics and themes which are relevant to the fields of Business and Economics, Psychology and International Development with Media today.

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

The assessment criteria are set appropriately to specify the literacy demands and meet the standards of Year One UG study. Marks are rounded to fit grade bands and these are aligned with the CEFR for ease of reference with widely recognised language competency standards. It was noted that the bands for BE differ slightly from DEV/PSY, e.g. for the former B2 is aligned with 60-69% and for the latter B2 is aligned with 57% to 67%.

**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

Yes, the students are tested appropriately in the four skills of reading, writing, listening and speaking with focus on academic literacy in the form of research projects, seminar participation, lecture note-taking, etc. There are a range of subskills covered across the formative and summative assessments in the three terms of study and students are provided with regular feedback on their progress.

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

There was visible evidence of moderation, with all adjustments clearly documented between the first and second markers. The provision of the second marker form was particularly helpful in tracking the marking process. In the samples I reviewed the criteria was being applied consistently. There was also useful feedforward, clearly presented as strengths and areas to work on so no ambiguity for the student.

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

Yes, the assessment process was carried out in accordance with the regulations set the by the institution.

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

Yes, these were highlighted in the Assessment Report. Sufficient evidence and justification were provided for any decisions on borderline performances, where formative results and other evidence were taken into consideration. It was clear that effort was made to find additional evidence to support students who didn't achieve the required mark for progression.

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

The standards and student achievement of this year's cohort is comparable to my experience of UG year one modules in terms of the average marks and rate of progression to year 2. As this is my first year of appointment, it is not possible for me to comment on the comparability across cohorts yet.

Enhancement of Quality

Please provide comment and recommendations on:

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

It was commendable that the 'fast track' provision was put in place to acknowledge the profile of individual students and make appropriate allowances for their progression. This means that the support and resources of the module are targeted to the right students and their needs are prioritised.

I have also observed particular care and consideration taken to address the issues of delivering online assessment and calibration of listening scores was justifiable capped to take this into account. Efforts continue to be made to enhance the reliability and security of online assessment with a viva-voce style interview being considered to assess students speaking and listening skills. This indicates a flexible and responsive approach to maintaining teaching and learning standards in a rapidly changing environment.

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

No comments to make in this first report. It would be useful in the future to arrange a visit to INTO to see the learning environment first hand and discuss the modules in more detail with teaching staff.

Also, please:

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

Yes, I received sufficient evidence to fulfil my role. Programme leads were highly responsive to my emails and feedback and they also scheduled online meetings with me to clarify my queries and discuss further details which were very helpful to me in my first year of appointment in this role.

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

Yes, I am satisfied that any issues I have raised have been promptly considered and addressed.

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

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>
Consider including more academic texts in the reading test to assess engagement with the genre and enhance students' exposure to referencing which may have a positive impact on their writing. Academic texts may also contain fewer culturally-specific references and idiomatic phrases which can cause an unnecessary barrier to comprehension for the purpose of academic study.					
Consider aligning grade bands for speaking and writing across the two programmes so that the CEFR reference point is consistent.					
In recordings for seminars or presentations with multiple presenters could the identity of the students be made clearer (perhaps a seating plan). At times it was difficult to hear the names being					

said at the start when the students introduced themselves.					

Report completed by:

Signature

S. Cagle

Date: 02/08/2022

COURSE TEAM'S GENERAL RESPONSE TO THE REPORT

Responses and Action Plan completed by:

Course Leader:

Date:

(Please print name and sign)

Countersigned by:

Head of HE (or
equivalent)

Date:

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:

Choose an action	Choose an item.

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

Choose an action	Choose an item.

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
October 2021	3	Updated to include drop down boxes		