

ANNUAL EXTERNAL EXAMINER REPORT

Name of Institution Examined: INTO UEA

Faculty/School: INTO

Course Title(s): International Foundation in Pharmacy, Health and Life Sciences, International Year One in Biology, International Year One in Biomedicine

Academic Year: 2021/22

External Examiner Name: Ellie Davison

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

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

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?	N/A
b. Was the nature and level of the questions appropriate?	Yes
If not, were suitable arrangements made to consider your comments?	N/A
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?	N/A
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
b. Was the method and standard of assessment appropriate?	N/A

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?	N/A
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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 elements of the programmes that I examined were coherent with learning outcomes.

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 in the foundation modules are of comparable standard to those in other UK HEIs.

The assessments in the Year One modules would benefit from a move towards higher level skill development e.g. application of knowledge, to differentiate them from foundation modules and thoroughly prepare students for the challenges of Year Two study.

The curriculum is current

The curriculum is current, especially in the Preparation for Health and Life Sciences and English and Skills modules, where assessments are based upon case studies and authentic scenarios.

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

Assessment criteria are set at an appropriate level.

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

The Year One modules would benefit from a greater variety of assessment types, away from recall based topic tests, to support skill development in preparation for Year Two.

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

The marking criteria have been properly applied and internal marking is fair and reliable.

For the Chemistry modules: Consider if mark allocations are always appropriate for the question being asked e.g. try to avoid multiple marks for single statement answers so that a student is able to access the full range of marks.

In the English and Skills module exam, consider the use of error carried forward so that students aren't double penalised e.g. if they incorrectly select a statistical test in the first part of a question, they are currently unable to access any of the marks for calculating the test statistic correctly in the next part of the question. Also consider how to avoid duplicate skill testing e.g. students can gain (or lose) marks for stating the null hypothesis in multiple questions.

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

Assessment procedures are carried out in accordance with the institutions regulations and policies.

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

Procedures have been considered fairly and equitably, applying institutional regulations.

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**

Standards are comparable across modules within programmes.

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Enhancement of Quality

Please provide comment and recommendations on:

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

Further Chemistry module: Clinical Chemistry presentation: really nice to see the 'real-world' link being made between biological testing and clinical scenarios/patients.

Biology and Human Physiology: It's great to see a range of assessment types and skill development in this module. Also nice to see how the presentation marks have been allocated to include peer assessment of group work and both an individual and group component, embedding language skills and cross-curricular development.

Foundation Preparation for Health and Life Sciences: Great to see evaluation skills applied to authentic situations e.g. NHS. Also nice to see clear instructions to students which link directly to the learning outcomes.

English and Skills: Nice to see exam questions that require application of knowledge to current contexts and scenarios.

Opportunities to enhance the quality of the learning opportunities provided to students
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Some of the reports and essays would benefit from a more detailed marking rubric with descriptors for each level for each criterion, to enable different members of the marking team to be confident on the expectations. This could also be shared with students in advance of the assessment and when completed as feedback. Calibration, with all members of a marking team using the rubric to mark previous submissions, may also aid standardisation of expectations.

The use of VLE features such as Blackboard or Turnitin rubrics could also help with automatically calculating a final mark from the descriptors selected.

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Also, please:

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

I have received sufficient evidence, but it would be appreciated if main and resit exam papers could be provided earlier next academic year, with a date set for when to expect them.

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

Use this space to address any issues as specifically required by any relevant professional body
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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>
Review Year One module assessments to stretch students' skill development.	Assessments have been modified to test more applied knowledge and increase the development of skills.	ESA	Complete Oct 22		
Review marking rubrics to consider how clear descriptors at each level could be used to support the marking team.	Practical rubric obtained for IYO practicals Marking rubrics being reviewed and updated on SF14	DWI	Jun 22		
Consider how to ensure students can access each mark in exam mark schemes.	We are reviewing differences on outcomes for SF02/5 when marking out of e.g./75 and converting to % cf higher mark award for some questions /100	SFI	Jun 22		

Report completed by:

Signature

E. Davison

Date: 06.06.2022

COURSE TEAM'S GENERAL RESPONSE TO THE REPORT

We thank Ellie for her useful comments and feedback which we are taking on board and reviewing over this coming year.

Responses and Action Plan completed by:

Course Leader:

Date: 20/10/22

Dawn Wilkinson

(Please print name and sign)

Countersigned by:

Head of HE (or
equivalent)

Date:

Jeremy Moyle

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:

Choose an action	B - Identified action and picked up appropriately
Reviewed by A.Smith 24.10.2022	

To be completed by Academic Director of Partnerships:

Choose an action	B - Identified action and picked up appropriately
Reviewed by Z Butterfint 24.10.22	

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		