

**ANNUAL EXTERNAL EXAMINER REPORT**

**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 and  
Pre-sessional English

**Academic Year:**

2022/23

**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?	Yes
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 ESS modules are coherent with learning outcomes and also with CEFR levels and IELTS bands which are provided as relevant benchmarks for the Psychology and Development with Media Studies courses.

**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, assessments align with standards I have witnessed in similar modules in other UK HEIs.

**The curriculum is current**

Yes, 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.

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

Yes, 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 to increase assessment reliability.

## **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**

Both courses include exams at the start and end of the course to assess the component skills required for university study. IYO Dev/Psych includes a research project in Term 2 to provide a coursework-based assessment which seems appropriate to allow students an alternative mode of assessment, particularly for those who may not perform well under exam conditions.

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

Yes, I am satisfied that the marking criteria have been applied consistently. All marking procedures are clearly documented and all first and second marking is visible. Any adjustments are indicated and explained satisfactorily on the Second Marker Form.

**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 institution's regulations and procedures.

**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 which is a very useful document.  
Some grades were raised based on tutor recommendations, where assessment outcomes have been deemed not to reflect the student's ability. I am confident that tutors have sufficient evidence gathered throughout the course to make this judgement.

**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 second year of appointment and I am satisfied to see a consistency across cohorts during this period in terms of assessment standards and outcomes.

I have noticed some difference between the two IYO ESS courses. Firstly, with the criteria banding and its alignment with CEFR levels. Also, with the inclusion of a Research Project for Dev/Psych in term 2. This seems to be an appropriate component to provide additional evidence of students' reading and research skills and provide alternative assessment format to timed examinations.

**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 observe ongoing support for students to achieve their best from these modules, including assessing throughout the year and allowing the best test marks to be put forward for final awards. There is clear attention given to developing assessment tasks which are current and relevant to students' areas of study, with sufficient formative practice to ensure they are prepared for assessment. Tutor comments for PSY/DEV are particularly commendable in their tone and at providing clear areas for students to prioritise for improvement. It was also useful to visit the campus during the Exam Board and see the welcoming and supportive environment and facilities for students.

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

The 'additional notes' on presentation criteria sheets at times seem to refer to students' performance during the course (e.g. 'contributed well', 'worked hard', 'deserves to do well') rather than the presentation. It would be useful to clarify the purpose of this section - whether it is to provide students feedback (or feedforward) on their presentation performance or to comment on their engagement during the course. I know it had previously been considered to include an engagement mark for students. If engagement is being taken into consideration when marking, it may be useful to make this explicit.

**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. As before, PLs have been responsive to my requests for further information or clarification.

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

At times, it is still difficult to know which student is delivering a speaking assessment from the recordings. I don't always catch their name if they say it and I can't read it from the slides. Also, some may state a chosen English name instead of the name listed on the criteria sheet. I appreciate the turnaround time between recordings being made and then sent to me for moderation is often very short!

**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> <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>
Clarify purpose of additional notes on individual marking criteria sheets and what students should take from these	This has been fed back to appropriate staff and will be made clearer in future.	Relevant Course leader	August 2023 Exam Board		
Review the impact of course engagement on students' assessment and whether this needs to be explicit	This has been fed back to appropriate staff and will be made clearer in future.	Relevant Course leader	August 2023 Exam Board		
Consider a coursework-based assessment for BE to accommodate students who may struggle to perform under exam conditions.	This course modification proposal can be considered at a future date, but as we have had several recent staff and delivery changes we will let these settle first before considering alterations to assessments.	Academic Manager / Subject Coordinator	ongoing		
Provide separate document with names of students delivering presentations on recording in order of delivery for easier identification	This has been fed back to appropriate staff and will be made clearer in future.	Relevant Course leader	August 2023 Exam Board		

Report completed by:

Signature

S. Gage

Date: 25/09/2023



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

Thank you for this thorough and useful feedback and suggestions. They are now with the relevant teaching staff as recommendations to be addressed at appropriate test-points throughout the current academic year as outlined above. (PT)

**Responses and Action Plan completed by:**

Course Leader:

Date: 17.10.23

Paul Thompson

(Please print name and sign)

**Countersigned by:**

Head of HE (or equivalent)



Date:

24/10/23

**To be completed by the Academic Partnerships:**

<b>Choose an action</b>	<b>B - Identified action and picked up appropriately</b>
Hannah Jackson Head of Partnerships 23 October 2023	

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

<b>Choose an action</b>	Choose an item.
Empty space for completion	

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**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:

**DOCUMENT OWNER: Academic Partnerships**

**DOCUMENT TYPE: Form**

**APPROVED BY: Academic Partnerships**

**VERSION NUMBER: 3**

**DUE FOR REVIEW: June 2023**

**VERSION LOG:**

Date	Version no.	Summary of changes	Author	Approved by
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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		
October 2022	4	Updated to move sign off boxes so they are sequential in terms of when the report is updated	Alexandra Smith	Academic Partnerships