

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

**Faculty/School:** Psychology

**Course Title(s):** IYOPO1 Psychology of the individual  
IYOPO2 Self and Society

**Academic Year:** 2022/23

**External Examiner Name:** Dr Wendy Garnham

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

*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>
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Please can you confirm the following:

<b>SECTION 1</b> <b>Please complete this section</b>
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<b>Programme materials</b>
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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?	Choose an item.
If not, was this at your request?	Choose an item.
b. Was the nature and level of the questions appropriate?	Choose an item.
If not, were suitable arrangements made to consider your comments?	Choose an item.
c. Were suitable arrangements made to consider your comments?	Choose an item.

**Marking examination scripts**

a. (i) Did you receive a sufficient number of scripts?	Choose an item.
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?	Choose an item.
c. Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	Choose an item.

**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?	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?	Choose an item.
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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 programme is a comprehensive and exceptionally well-structured series of learning challenges that are coherent with the learning outcomes. There is a very clear progression through the programme with assignments structured in a way that enables students to develop effective independent learning techniques.

**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. The assessments cover a range of skills and give students the opportunity to engage with different types of task that are central to psychological study. This compares favourably with other UK HEIs.

**The curriculum is current**

The curriculum is indeed current and topical, using questions and discussion points that engage students and are relevant to everyday life.

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

Yes. I did raise a question about the assessment criteria for written communication. It was agreed that it might be useful to add a little to the context for each grade boundary to acknowledge cases where a student has tried to use more complex terminology/language. At the moment, this is not in the criteria but the markers wanted to acknowledge this somehow.

**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 types of assessment are appropriate allowing the students to sample a variety of assessment types as well as developing a range of academic skills in the process. The level at which these are set is appropriate and the expected outcomes are beyond what I would expect, with students excelling in their studies. This is credit to the way the programme has been designed and is delivered.

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

Yes. As mentioned above, I did query the written communication marking for a couple of scripts but this was clarified by the course tutor and we have agreed that the complexity of language use might be included in the criteria going forward. Both the first and second marker make informed comments which are fair and give the students a clear idea of what they need to do moving forward to develop to the next stage. Feedback is comprehensive and positively phrased which is great to see.

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

Yes. To my knowledge, this does seem to be the case.

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

Yes. To my knowledge, this does seem to be the case.

**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 achieved on these programmes are exceptional. You can see a very clear progression of academic skills and of competent academic language use across the assignments. The assignments themselves are designed to engage students with topical issues and the briefs give clear guidance for students. These should be upheld as models of good practice.

**Enhancement of Quality**

**Please provide comment and recommendations on:**

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

The variety and clarity of the assessments set on these programmes is to be applauded. The students have clearly enjoyed making progress across the programme and are noticeably using feedback to reflect on their studies and to feed forward to the next assignment. There are elements of essay writing, presentation skills, reflection, report writing across the programmes. I particularly like the way that students are given an assignment which requires them to reflect on their feedback and respond to it. This is a practice that I think should be adopted more widely in the sector. Tutors clearly invest a lot of time and effort into helping these students make progress and embrace the subject area.

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

My only suggestion here would be to perhaps make the written communication marking criteria a little clearer by incorporating complexity of language use into this.

**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 to enable me to fulfil my role.

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

There were no outstanding issues from my previous report.

**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 2024</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>
Revisit the marking criteria for written communication to make sure that complexity of language use is recognised in this (assuming this is something that you wish to credit students for going forward)	We agree that a change could be made to enable us to express complex ideas with limited English language skills.	DP has revisited and made a small change to the marking criteria.	Small change to the marking criteria has now been shared with External for further comment		

Report completed by:

Signature

Diane Parkin

Date: 24.10.23

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

We feel that our external examiner has been very thorough and constructive in her appraisal of the course. We welcome the guidance given re. re-visiting our marking descriptors and we hope to amend the descriptors in a way that clearly allows students to attempt more complex academic / psychological ideas with limited English.

**Responses and Action Plan completed by:**

Course Leader:                      Date: 24/10/23

Diane Parkin  
 (Please print name and sign) .....  
 Diane Parkin                                      24/10/23

**Countersigned by:**

Head of HE (or  
 equivalent)



Date: .....  
 24/10/23

**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>
Hannah Jackson	



Head of Partnerships

23 October 2023

**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
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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		