

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: 2022/23

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?	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
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 was assigned to examine were coherent with learning outcomes and expected standards at this level.

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 comparable standard to those in other UK HEIs.

The curriculum is current

The curriculum is current, especially in the Preparation for Health and Life Sciences module, 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 and mark schemes 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 assessment types are appropriate.

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.

Consider, when there is a sample that has been second marked, if it is appropriate to just adjust marks for the students in the sample. If a marking point is considered minor, and within tolerance, so that the whole cohort is not re-checked, perhaps the original mark should stand within the sample as well, to avoid different scripts being treated differently.

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.

Enhancement of Quality

Please provide comment and recommendations on:

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

It is very pleasing to see a variety of assessments that nurture skill development, reflective practice, peer working, community building and subject knowledge development, along with the emphasis on high levels of engagement and academic practice.

It is great to see the inclusion of disability awareness in the SF07 reflection when preparing students for healthcare related professions.

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

As Higher Education develops its response to the widespread availability of Artificial Intelligence tools, it would seem a prudent time to evaluate some of the assessments e.g. reports and essays, and discuss as a team if/how some of the learning objectives and skills assessed might need to evolve e.g. will searching for literature and summarising arguments or subject knowledge remain skills we support students to develop, or will we lean much further towards critical analysis, learning commentaries, collaboration.. etc. Will you teach the use of AI tools, as a future employability skill (along with the ethics, limitations and critical

use)? As a sector, a challenge we are all facing, and it will be interesting to see how your provision evolves.

Also, please:

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

Yes

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

The response to last year's EE report only became available to me today, on the deadline of this year's report. Next year it would be helpful if this could be provided before the exam boards.

Previous issues raised have been addressed satisfactorily.

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:

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>
Reflect upon the skills assessed in written coursework assignments with a view to evolving marking rubrics where necessary in response to the widespread availability of large language model AI tools.	Agree this needs considerable reflection and review. Only minor adaptations have been introduced for 23-24 (within English / Skills module) but this will be a focus for development for 24-25.	DW	Oct 24		
Consider if altering student marks within a sample is equitable if all student scripts are not going to be examined. Should first marks stand if within tolerance?	Completely share concern with recent drift towards internal moderation advantaging / disadvantaging students within the sample. To remind team of purpose of internal moderation and approach to this.	DW	Aug 24		

Report completed by:

Signature

E. Davison

Date: 02.10.2023

COURSE TEAM'S GENERAL RESPONSE TO THE REPORT

We thank Ellie for her constructive feedback and suggestions

Responses and Action Plan completed by:

Course Leader: DW

Date: 18/10/23

(Please print name and sign)

Countersigned by:

Head of HE (or equivalent)



Date:

24/10/23

To be completed by the Academic Partnerships:

Choose an action	B - Identified action and picked up appropriately
<p>Please ensure that responses to recommendations/report are provided back to EEs following approval by the APVC Partnerships and Apprenticeships.</p> <p>Hannah Jackson</p> <p>Head of Partnerships</p> <p>23 October 2023</p>	

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

Choose an action	Choose an item.

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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