

LTC15D021

Title: *External Examiner Reports 2013/14 - SSF*
Date: 30/9/15
Circulation: Learning and Teaching Committee – 21 October 2015
Agenda: LTC15A001
Version: Final Version
Status: Open

Issue

To receive the Faculty Report relating to the 2013/14 UG and PGT External Examiners' Reports/Responses from SSF LTQC.

Recommendation

None.

Resource Implications

None.

Risk Implications

None.

Equality and Diversity

N/A

Timing of decisions

N/A

Further Information

Contact details: Heather Reynolds, Learning and Teaching Coordinator, telephone 01603 592517, email: h.reynolds@uea.ac.uk, for any queries/further information relating to this document.

Background

N/A

Discussion

N/A

Attachments Faculty Report

**REPORT OF
THE FACULTY LEARNING, TEACHING & QUALITY COMMITTEE
ON THE CONSIDERATION OF EXTERNAL EXAMINERS' REPORT**

Faculty	SSF			
Academic Year to which reports relate	2013/4			
Undergraduate	X	Integrated Masters		Taught Postgraduate X
Report Prepared by	Ratula Chakraborty			
Date	20.8.15			
Please attach	A list of the external examiners' reports considered by FLTQC and included in this report:			Listed Below
	A copy of the School Response proforma (LTQO already holds a copy of the report)			X
<p><u>List of Reports considered:</u></p> <p>CCE Mannerings, Hugh (UG)</p> <p>DEV Kambhampati, Una (UG) Stringer, Lindsay (UG) Corpus-Ong, Jonathan (PGT) Garforth, Chris (PGT) Hurt, Stephen (PGT) McKay, Andy (PGT) Sanchez-Ancochea, Diego (PGT) Singal, Nidhi (PGT) Wilson, Fiona (PGT)</p> <p>EDU Alexander, Elise (PGT) Bailey, Mary (PGT) Battersby, Jeff (PGT)</p>				

Beaton, Fran (PGT)
Burstow, Bob (PGT)
Carmichael, Patrick (PGT)
Croft, Alison (PGT)
Fisher, Linda (PGT)
Ford, Sheila (PGT)
Medwell, Jane (PGT)
Stone, Jennifer (PGT)
Windross, Sue (PGT)

LAW

Marson, James (UG)
Rogers, Jonathan (UG)
Smith, Peter (UG)
Syrett, Keith (UG)
Andreangeli, Arianna (PGT)
Ashiagbor, Diamond (PGT)
Soyer, Baris (PGT)
Syrett, Keith (PGT)

NBS

Chapple, Wendy (UG)
Scott, Gordon (UG)
Fox, Roland (UG)
Land, Christopher (UG)
Stevens, Lorna (UG)
Weetman, Pauline (UG)
Nikolopoulos, Kostas (PGT)
Rogers, Beth (PGT)
Tan, Kim Hua (PGT)
Tempest, Sue (PGT)
Weetman, Pauline (PGT)
Barrett, Sheila (UG)
Christodoulou, Ioannis (UG)
Johnson, Debra (UG)
Asimakou, Theodora (PGT)

PSY

Millings, Abigail (PGT)

SWK

Higgs, Alison (UG)
Lymbery, Mark (UG)
Bailey, Di (PGT)
Baron, Samantha (PGT)
Broadhurst, Karen (PGT)
Doel, Mark (PGT)
McGregor (Skehill), Caroline (PGT)

The Faculty Learning, Teaching and Quality Committee has reviewed the external examiners' reports listed in the attached report and confirms that Schools have given appropriate consideration to the issues raised and have prepared an appropriate response, which has been sent to the external examiner.

In addition to the issues identified in the individual reports and School responses, the Faculty Learning, Teaching and Quality Office wishes to draw the following general issues or themes to the attention of the Learning and Teaching Committee of Senate.

ECO: An external examiner commented that unseen written examinations are the only satisfactory way of assessing a significant part of students' learning in economics at UG level. The external examiner's comments are being noted, given the university commitment to reducing the number of examinations.

SWK: There were some examples of marks being awarded on the borderline of marking boundaries which suggested the need for a clearer decision by markers and which led in some cases to marks being adjusted at the Board, when such decisions were probably more appropriately made via the marking/moderation process." SSF internal examiners would benefit from a steer on this matter. Comment was also made that it is better to not to share individual modules with different external examiners.

DEV: It is good practice to ensure that all members of the marking team of a particular module use the same feedback proforma and for a school to consider whether greater consistency across the undergraduate programme in this respect would be appropriate.

Postgraduate Courses:

EDU: Commendations from external examiner on a number of areas:

- High level of student satisfaction in terms of pastoral support, care and guidance
- Readiness for employability was high in sample
- Good schools produced good or better teachers, clear from mentor dialogue
- Students gave subject specific lectures a very high rating, for knowledge of delivery by tutors, adopting an enquiry learning style and relevance to school

LAW: It is being urged that LAW needs to consider the external examiners concerns relating to method of assessment for LLM modules. It has been mentioned that concerns have been raised on a number of occasions.

ECO: Concerns have been raised by external examiners about release of marks to students before the final assessment board. A request has been made that this decision be considered and that a standard practice is maintained across the university although there is uncertainty as to why this decision was taken.

NBS: The EE clearly has high regard for the NBS MSc in Advanced Business Management, International Accounting and Business Management, Investment and Financial Management.

He notes that:

'I have been working for five years in the past in a Russell group institution and I can fairly and profoundly attest that the academic standards applied are definitely up to that level and the processes supporting these performed in an excellent and professional approach'.

The Faculty Learning, Teaching and Quality Committee has identified the following points as being worthy of dissemination.

It is worth noting that other than a very few issues where actions will be taken the general feedback from external examiners across all the schools of SSF Faculty are very positive with commendations made on particular courses and professional support from administrative teams.

The Faculty Learning, Teaching and Quality Committee is taking the following steps to disseminate the themes identified above.

The SSF LTQC will ensure that items raised by scrutineers as both commendations for schools and suggestions made for improvement will be discussed at the autumn 2015 meeting with Teaching Directors requested to implement actions where needed in their specific schools.

Please complete this report in electronic format and return to Assessment Office.

LTC15D021

Title: *External Examiners Reports 2013/14 - HUM*
Author: Lorraine Newark
Date: 7th October 2015
Circulation: Learning and Teaching Committee – 21 October 2015
Agenda: LTC15A001
Version: Final
Status: Open

Issue

Faculty of Arts and Humanities Associate Dean's report for External Examiner reports 2013/14, Undergraduate and Postgraduate

Recommendation

Recipients are invited:
To receive the reports

Resource Implications

None

Risk Implications

None

Equality and Diversity

N/A

Timing of decisions

N/A

Further Information

Lorraine Newark, Coordinator & HUM LTQC Secretary, Arts Hub. Tel: 01603 592157, email: l.newark@uea.ac.uk

Background

Please find attached the HUM Associate Dean's Faculty report of 2013/14 External Examiner reports.

Discussion

None



REPORT OF
THE FACULTY LEARNING, TEACHING & QUALITY COMMITTEE
ON THE CONSIDERATION OF EXTERNAL EXAMINERS' REPORT

Faculty	HUM		
Academic Year to which reports relate	2013-14		
Undergraduate	X	Integrated Masters	Taught Postgraduate
Report Prepared by	CLIVE MATTHEWS		
Date	23 rd August 2015		
Please attach	A list of the external examiners' reports considered by FLTQC and included in this report		
	A copy of the School Response proforma (LTQO already holds a copy of the report)		
<p>The Faculty Learning, Teaching and Quality Committee has reviewed the external examiners' reports listed in the attached report and confirms that Schools have given appropriate consideration to the issues raised and have prepared an appropriate response, which has been sent to the external examiner.</p>			
<p>In addition to the issues identified in the individual reports and School responses, the Faculty Learning, Teaching and Quality Office wishes to draw the following general issues or themes to the attention of the Learning and Teaching Committee of Senate.</p>			
<p>As in previous years the External Examiners and Assessors have praised each of the HUM Schools for the outstanding quality of their teaching and the resulting excellence of student engagement and achievement. There was wide ranging approval of the range of assessments offered (including the use of formative work).</p> <p>Similarly there was consistent high praise for the quality and quantity of feedback provided. There were also a number of positive comments on the clear use of marking criteria. It is interesting to note that these observations</p>			

are somewhat at odds with the 2015 NSS results in this area which suggests that academics' views of what constitutes high quality feedback is at odds with that of students.

As in previous years, all Externals praise the high quality of the administrative support provided by LTS and the smooth running of the Examination Boards.

There was some comment on the University allowing students to progress even though they had failed modules; something which is no longer possible under BIM regulations.

The Faculty Learning, Teaching and Quality Committee has identified the following points as being worthy of dissemination.

The discrepancy between academic and student views of what constitutes high quality feedback.

The Faculty Learning, Teaching and Quality Committee is taking the following steps to disseminate the themes identified above.

The Faculty is to continue its series of school and Faculty Teaching Away Days.

Following the positive experience of the peer assessment pilot project of last year, this is to be continued and expanded this year.

Work needs to be conducted to explore the discrepancy between academic and student views of what constitutes high quality feedback.

Please complete this report in electronic format and return to Assessment Office by:

- **13 December 2013 for undergraduate and Integrated Masters reports**
- **28 February 2014 for taught postgraduate reports**

REPORT OF
THE FACULTY LEARNING, TEACHING & QUALITY COMMITTEE
ON THE CONSIDERATION OF EXTERNAL EXAMINERS' REPORT

Faculty	HUM		
Academic Year to which reports relate	2013-14		
Undergraduate	<input type="checkbox"/>	Integrated Masters	<input type="checkbox"/>
		Taught Postgraduate	<input checked="" type="checkbox"/>
Report Prepared by	CLIVE MATTHEWS		
Date	23 rd August 2015		
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	A copy of the School Response proforma (LTQO already holds a copy of the report)		<input type="checkbox"/>
<p>The Faculty Learning, Teaching and Quality Committee has reviewed the external examiners' reports listed in the attached report and confirms that Schools have given appropriate consideration to the issues raised and have prepared an appropriate response, which has been sent to the external examiner.</p>			
<p>In addition to the issues identified in the individual reports and School responses, the Faculty Learning, Teaching and Quality Office wishes to draw the following general issues or themes to the attention of the Learning and Teaching Committee of Senate.</p>			
<p>No issues of general concern were raised by any of the External Examiners – a testimony to the high quality of the Faculty's PGT provision.</p>			
<p>The Faculty Learning, Teaching and Quality Committee has identified the following points as being worthy of dissemination.</p>			
<p>Once again, the Examiners praised each of the HUM Schools for the intellectual breadth and stimulating nature of their PGT courses, the</p>			

outstanding quality of their teaching and the impressive level of student performance.

The excellence of many dissertations was reported on with some observed to be of publishable quality.

As with the UG Externals, the high quality of the administrative support provided by LTS and the smooth running of the Examination Boards was commented upon. The one area of concern involved ART where some difficulties were experienced as a result of the move to a different Hub. These issues should be resolved for the following year.

There were a few comments which suggested that the moderation process is not always working as well as it might with a couple of the Examiners noting some disparity in consistency of marking across modules.

In a couple of cases where innovative assessments were being used it was recommended that more specialised marking criteria should be developed.

As is often the case, some externals questioned the use of marks in the 80s whilst others suggested that marks closer to 100% might have been appropriate in accordance with the Senate Scales.

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