

MODULE EXTERNAL EXAMINER'S REPORT

Each module external examiner is required to make an annual written report to the Vice-Chancellor of the University. You are asked to complete this report within ONE calendar month of the last relevant Examining Board of the academic year and return it to the Academic Office. A separate form should be completed for each appointment held. **NOTE THAT WE CANNOT ACCEPT HANDWRITTEN REPORTS.**

Please note that module external examiners' reports are circulated, upon receipt, to the Programme Director, Head of School, Dean of Faculty, and Dean of Quality and Standards or nominee for appropriate action to be taken. A copy of the final report of an external examiner will also be passed to his or her successor.

Payment of fees will be authorised once the report has been received.

(PLEASE DO NOT REFER TO STUDENTS OR STAFF BY NAME ANYWHERE IN THIS REPORT)

Report

1. EXAMINER DETAILS

Please ensure you complete **all** sections.

Name of Module External Examiner:	Stephen Jacobs							
Programme(s) to which the examined modules contribute:	MA Cultural Astronomy and Astrology							
Faculty/School/Centre:	Humanities							
Level: <i>(please tick)</i>	Undergraduate				Postgraduate		☒	
Includes Level 7 dissertations/projects	Yes	☒	No	If "Yes", please complete the Report on Level 7 Dissertations/Projects				
Year of appointment	2016/17							
Year of tenure: <i>(please tick)</i>	1st		2nd	☒	3rd		Final	
Date of related Examining Board:	15/06/2018							

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Comments within this report regarding teaching quality information may be made publicly available through the University website or other selected means.

2. GENERAL ISSUES

Undergraduate and postgraduate modules excluding Level 7 dissertation/project modules

Please respond to the following questions by ticking the appropriate box. You may wish to expand on your answers in the box provided. You can provide more details in the relevant parts of Section 3.

- | | Yes | No | N/A |
|--|-------------------------------------|--------------------------|--------------------------|
| 2.1 Programme materials | | | |
| a. Did you have access to all relevant programme handbooks and regulations at an appropriate time? | ☒ | ☐ | ☐ |

Comments:

All relevant programme handbooks and regulations were supplied in plenty of time. Both academic and administrative staff were extremely quick and efficient in replying to any questions that I had.

(this box will expand as you type)

2.2 Approval of assessment for modules for which you are responsible

- | | | | |
|--|-------------------------------------|--------------------------|--------------------------|
| a. Were you asked to approve all the assessments for modules which you are responsible? | ☒ | ☐ | ☐ |
| b. Were the nature and level of the assessments appropriate? | ☒ | ☐ | ☐ |
| c. Were the methods of assessment well-balanced and fair? | ☒ | ☐ | ☐ |
| d. Did the assessments reflect the intended learning outcomes? | ☒ | ☐ | ☐ |
| e. Did you receive appropriate responses to any comments you may have made on assessments? | ☒ | ☐ | ☐ |

Comments:

The assessments are all carefully considered and appropriate for Level 7 work. All assessments are fair and clearly linked to the learning outcomes of both the modules and the overall aims and expected outcomes of the programme.

(this box will expand as you type)

2.3 Sample of examinations

- | | | | |
|--|--------------------------|--------------------------|-------------------------------------|
| a. Were suitable arrangements made for you to have access to a sufficient number of examination scripts? | ☐ | ☐ | ☒ |
| b. Was the general standard and consistency of marking appropriate? | ☐ | ☐ | ☒ |
| c. Was there clear evidence of an internal verification/moderation process? | ☐ | ☐ | ☒ |
| d. Was the work marked in such a way as to enable you to see the reasons for the award of given marks? | ☐ | ☐ | ☒ |

Comments:

(this box will expand as you type)

2.4 Sample of coursework/continuously assessed work

- | | | | |
|--|-------------------------------------|--------------------------|--------------------------|
| a. Were suitable arrangements made for you to have access to a sufficient amount of coursework? | ☒ | ☐ | ☐ |
| b. Was the general standard and consistency of marking appropriate? | ☒ | ☐ | ☐ |
| c. Was there clear evidence of an internal verification/moderation process? | ☒ | ☐ | ☐ |
| d. Was the work marked in such a way as to enable you to see the reasons for the award of given marks? | ☒ | ☐ | ☐ |

Comments:



The use of Moodle made it very easy for me to look at an appropriate and sufficient sample across all grades for all the modules. Marking was clear and consistent for all the assessments, and markers provided extremely thorough and extensive comments and feedback – both annotations in the text and general comments. There is clear evidence that all work was moderated, and it is good to see that moderators also made comments about the assignments.

(this box will expand as you type)

	Yes	No	N/A
2.5 Sample of performances/recitals/appropriate professional placements			
a. Were suitable arrangements made for you to have access to a suitable sample of performances / recitals / appropriate professional placements?	☐	☐	✓
b. Was the general standard and consistency of marking appropriate?	☐	☐	✓
c. Was there clear evidence of an internal verification/moderation process?	☐	☐	✓
d. Was the work marked in such a way as to enable you to see the reasons for the award of given marks?	☐	☐	✓

Comments:

(this box will expand as you type)

2.6 Undergraduate dissertations/project reports			
a. Was the choice of subjects for dissertations appropriate?	☐	☐	✓
b. Was the general standard and consistency of marking appropriate?	☐	☐	✓
c. Was there clear evidence of an internal verification/moderation process?	☐	☐	✓
d. Was the work marked in such a way as to enable you to see the reasons for the award of given marks?	☐	☐	✓

Comments:

(this box will expand as you type)

2.7 Examining Boards			
a. Were you able to attend the appropriate External Examining Boards?	✓	☐	☐
b. Was (Were) the Examining Board(s) conducted properly and in accordance with the University's regulations?	✓	☐	☐
c. Were you satisfied with the recommendations and decisions of the Examining Board(s)?	✓	☐	☐

Comments:

The Examining Board was conducted extremely efficiently in accordance with the University's regulations.

(this box will expand as you type)

Signature: S.B.Jacobs

Date: 25/06/18

3. GENERAL REPORT

Undergraduate and postgraduate modules excluding Level 7 dissertation/project modules

In compiling this report you are asked to include specific comments on the following points:

(PLEASE DO NOT REFER TO STUDENTS OR STAFF BY NAME)

3.1	Matters concerning assessment - <i>in particular</i>:
• The structure, organisation, design, links to learning outcomes and marking • The consistency and rigour of marking • The appropriateness of the assessment strategies	
Comments on undergraduate modules: (this box will expand as you type)	
Comment on postgraduate modules: The programme is, by the nature of its subject matter, interdisciplinary and attracts students with a wide variety of different academic backgrounds and interests. The assessments for all the modules are carefully considered to ensure that they are appropriate for the diversity of students taking the course. Students are provided with good support material for the assignments. Although the marking criteria could be more explicitly detailed on some of the assignment instructions. It is good to see that students are provided with detailed information about what is expected from assessments, such as critical reviews, research proposals etc. Marking is fair and consistent. Markers provide excellent, full and constructive feedback. It is good to see that markers provide annotations on the scripts as well as general comments. However, it would be useful if all markers provide two or three bullet points indicating both where students can improve their work and strengths of the assignment at the end of the general comments. Feedback could sometimes be more explicitly related to the marking criteria. The range of assignments are well designed to assess both academic skills, such as research methods and critical engagement with the literature, and subject knowledge and understanding. It was very useful to have a spread sheet of the grades sent for all of the modules, as well as being able to access the grades on Moodle. (this box will expand as you type)	

3.2	The standards of knowledge, understanding and skills demonstrated by students:
• In relation to the award to which modules under consideration contribute • In relation to those in previous years • In relation to national frameworks and/or professional body standards • The strengths and weaknesses of the cohort	
Comments on undergraduate modules: (this box will expand as you type)	

Comments on postgraduate modules:

At the higher end of achievement students demonstrated extremely high levels of academic skills and sophisticated theoretical analysis. Even at the lower end of achievement students demonstrated some understanding and engagement with theory.

Overall, there was a good range of grades achieved, which is consistent with last year's achievement.

(this box will expand as you type)

3.3 The comparability of standards with those at other similar institutions with which you are familiar.

Comments on undergraduate modules:

(this box will expand as you type)

Comments on postgraduate modules:

The work is clearly consistent with MA work, and if anything much of the work that I looked at, as last year, was well above the standard for comparable MA courses. At the top end students clearly demonstrated the potential to continue to PhD level.

(this box will expand as you type)

3.4 The conduct and operation of the Examining Board.

Comments:

The Examining Board was conducted extremely efficiently. The process of examination and the remit of the Examining Board was well explained. It is clear that both academic staff and support staff are scrupulous in ensuring a rigorous and fair process.

(this box will expand as you type)

3.5 Any general observations (including examples of good practice) which you deem appropriate based on the experience of examining. Constructive suggestions and recommendations for future action are particularly welcomed.

Comments on undergraduate modules:

(this box will expand as you type)

Comments on postgraduate modules:

The modules are extremely well organised and designed. As a distant learning course the use of the virtual learning environment Moodle is critical. All the academic staff provided a wealth of resources on Moodle. It is also clear that the students had ample opportunity to (virtually) interact with members of the teaching team, with the use of video conferencing, informal forums etc. I particularly like the use of the short introduction videos used in the modules. The effective use of Moodle provides a personal aspect that is often missing in distant learning courses. This exemplary use of the VLE is reflected in the students' obvious passion and engagement with the subject.

The communication between myself and the Course Leader has again this year been extremely good, which makes my role as external easier, more effective and more enjoyable. I particularly appreciate that the Course Leader has contacted me on a number of occasions with a query, for example, to arbitrate between first and second markers. The opportunity to have some time to discuss any issues with the Course Leader on the day of the Examining Board is much appreciated. In other words, very good use is being made of the External Examiner role, and it is not simply a tick-box exercise.

I must note particular appreciation of all the administrative support team, who are extremely efficient, and have always been very quick to respond to any questions that I had.

(this box will expand as you type)

3.6 New / Continuing / Ending appointment.

- For new appointments; please comment on the opportunities to view reports from previous external examiners and whether recommendations have been acted upon;
- For continuing appointments; please comment on whether the points raised by you or other relevant external examiners in the previous year have been responded to satisfactorily;
- For appointments which are ending; please provide any general observations which you deem appropriate based on your experience of examining the programme.

Comments:

The points that I raised in last year's report have been addressed.

(this box will expand as you type)

Signature:

S.B. Jacobs

Date:

25/06/18

Please return the completed Module External Examiner's Report Form to:

Academic Office
(Ref: Module External Examiner's Report)
University of Wales Trinity Saint David
College Road
Carmarthen
SA31 3EP

Email: quality@uwtsd.ac.uk
(Subject: Module External Examiner's Report)

REPORT ON LEVEL 7 DISSERTATIONS/PROJECTS

Where the appointment includes responsibility for Level 7 dissertation/project modules worth 60 credits or more, module external examiners are required to complete the report below.

	Yes	No	N/A
a. Was the choice of subjects for dissertations appropriate?	✓	☐	☐
b. Was the general standard and consistency of marking appropriate?	✓	☐	☐
c. Were all dissertations/projects marked by two internal examiners?	✓	☐	☐
d. Was the work marked in such a way as to enable you to see the reasons for the award of given marks?	✓	☐	☐

Comments:

The dissertations, as one would expect for this programme, covered a wide range of topics, theoretical frameworks and methodological approaches.

It is clear that all the dissertations are double marked. There is no doubt that students will be able to understand the reasons for the grade that they achieved.

(this box will expand as you type)

Please provide specific comments on the following points:

D1	Matters concerning assessment - <i>in particular</i>:
- The structure, organisation, design, links to learning outcomes and marking - The consistency and rigour of marking - The appropriateness of the assessment strategies	
Comments: All the dissertations topics were well chosen and clearly linked to the learning outcomes. Marking was consistent and rigorous. Both the markers provided extensive and constructive feedback. and feedback was both extensive and constructive. It was good to see that comments both indicated the strengths of weaker dissertations and areas that could be improved in the very accomplished dissertations One dissertation was given graded as a marginal fail (48%), yet the feedback suggested that the student needed to make substantial changes in order to pass. This is an issue that needs to be discussed by the teaching team. On the one hand there should be a consistency between the achieved grade and the comments, and using the lower end of the fail grades should be considered, giving a clear indication of the amount of work required to pass. On the other hand, it could be argued that a very low grade could dissuade a student from resubmitting. (this box will expand as you type)	
D2	The standards of knowledge, understanding and skills demonstrated by students:
- In relation to the award to which the dissertation/project module contribute - In relation to those in previous years - In relation to national frameworks and/or professional body standards - The strengths and weaknesses of the cohort	

Comments:

At the top end of the achievement, I saw a couple of really innovative and interesting dissertations. All students who passed gained either merit or distinction. However, this year there were 3 dissertations that failed. I was consulted on these, and had to agree with the markers that these did not achieve the threshold required for MA dissertations.

All of the dissertations, including the weaker ones, included some primary research, which is good to see.

(this box will expand as you type)

D3 The comparability of standards with those at other similar institutions with which you are familiar.

Comments:

The standards of dissertations are comparable with other HE institutions. The best of the dissertations are, if anything, of a higher standard than many other MA programmes, and demonstrate the potential of students to undertake PhD research

(this box will expand as you type)

Signature:

.....

Date:

.....

Supplementary Reports

Supplementary Report for Partner Institutions, Multiple Locations or Modes of Study

For programmes of study which are delivered at more than one location or through more than one mode of study, module external examiners are required to complete the supplementary report below, highlighting any location/mode specific matters.

S1	Please summarise your findings in respect of provision offered at a partner institution, other location or different mode of study.
	- Note where any issues or examples of good practice identified in the General Report above are linked to a particular partner institution, a particular location of delivery or mode of delivery; - Note where there are perceptible differences between partner institutions, locations of delivery or modes of delivery. Comments on undergraduate modules: (this box will expand as you type)
	Comments on postgraduate modules: (this box will expand as you type)

Signature:

Date:

Supplementary Report on professionally accredited or recognised awards

For programmes of study which are professionally accredited or recognised, and where the module external examiner is required to specifically comment on delivery and/or achievement, the following section should be completed.

S1	Matters concerning professional accreditation or recognition:
Comments: (this box will expand as you type)	

Signature:

Date:

Supplementary Report on Teaching Practice

For programmes of study with one or more teaching practice modules, module external examiners are required to complete the supplementary report below, highlighting any matters concerning teaching practice modules.

S1	Matters concerning teaching practice modules:
Comments: (this box will expand as you type)	

Signature: _____

Date: _____