



EXTERNAL EXAMINER ANNUAL REPORT FORM

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	For completion by External Examiner:		
Name of External Examiner:	JAYNIE BYE		
Home Institution / Employer of External Examiner:	CONSULTANT, JAYNIE BYE LIMITED		
Programme and / or Subjects Covered by this Report:	MA/DIPLOMA IN JOURNALISM (MAGAZINE)		
Academic Year / Period Covered by this Report:	2014/15	Date of Report:	07.07.15

For completion by External Examiner in the spaces provided. Please extend spaces where necessary. **Please note this Form will be published online.**

1. Programme Structure

This year again, I found the course structure to be admirably broad, ensuring that academic essentials, like Law and Public Administration, are tackled thoroughly, while still allowing students to focus in on favoured disciplines. The programme is still impressively hands-on, encouraging students to gain confidence in their ability to slot into employment at the end of the course.

In the feature-writing module, there's a good scope of genres and techniques in the lectures and workshops. Some of the higher-marked pieces were outstanding, particularly the personal experience pieces on life modelling, coming out to parents, and the visit to a medium - all delightfully-written and full of honesty, humour and warmth.

I felt a little disappointed by some of the mini-mag group work. From the brief, the students were encouraged to consider launch promotion and social media activity but I think they underachieved in this area. When I met the groups recently, and set a workshop task which involved turning around the fortunes of an ailing title, they were positively bursting with imaginative marketing and social media ideas so it's a shame that more of this wasn't evident in this task.

The students were lucky to have a great subject, in Kim Howells, for the live deadline assignment interview. Lots of the students did extremely well here -

plenty of colour and detail and some crisply-delivered, well-targeted angles to the story. Where some students didn't do so well, I felt there was fair and measured criticism of some stumbling narrative flow, confused ideas and nasty basic errors around the age and name of subject.

Inside the Industry provided some interesting accounts of student internships. This is a fantastic method of assessment and I'm a big fan of how the use of devices like the SWOT analysis really encouraged the students to tease out the value of their placement experience.

Some students seemed to struggle with the motoring journalism option and the marking reflected this. Others however did some incredible work. The high-mark pieces were enthralling. I never thought I'd find myself gripped by an article about the decline of independent garages but I was completely drawn in! Some pertinent background research on display and the writer's affection for, and interest in, her interviewee was extremely enticing. The article about the Thompson racing family also stood out - and I was pleased to discover that this piece is now an award-winner. Splendid stuff.

I thought the comments from both markers were spot-on for the magazine concept and feature series modules. The top end marks fairly reflected the quality of research, originality of vision, and well-honed writing and concepts. The course structure scores well for me in its goal of encouraging students to clearly identify reader need and develop suitably-targeted content. The breadth of subject matter chosen by the group was really interesting - clearly the course structure is not constraining the students' ideas.

2. Academic Standards

Standards seem particularly high this year. Pieces of work receiving marks at the top end of the scale were extremely accomplished and impressive.

3. The Assessment Process

I found the marking to be very thorough and fair and was impressed that the feedback given is so extensive and practical.

4. Year-on-Year Comments

Module descriptions were very well described this year, with clearly set out objectives, methods of teaching and engagement, and expected outcomes. This is supplemented by relevant and substantial reading lists.

The focus on real-world expectations around digital content is a big improvement. Students are expected to provide videos, interactive content and images as part of a complete feature package, which is consistent with requirements in a modern magazine environment. This emphasis was used to good effect in the feature writing and motoring modules. Also laudable, in the magazine concept and feature series module, was the emphasis on starting to develop a digital strategy, focussing not just on brand extensions, but also on marketing and advertising. All of this gives a high degree of employability to

the students who succeed in this area. I hope that the advice they have been given will enable them to sell these skills in future interviews and internships.

The introduction of typed comments for all feedback is much clearer.

The new format for the news course is obviously working well. The introduction of realistic deadlines and accompanying pressure is a real bonus. The result was work of a very impressive standard, with some very well-targeted and precise reporting.

5. Preparation / Induction Activity (for new External Examiners only)

6. Noteworthy Practice and Enhancement

7. Appointment Overview (for retiring External Examiners only)

8. Annual Report Checklist

Please include appropriate comments within Sections 1-7 above for any answer of 'No'.

		Yes (Y)	No (N)	N/A (N/ A)
Programme/Course Information				
8.1	Did you receive sufficient information about the Programme and its contents, learning outcomes and assessments?	Y		
8.2	Were you asked to comment on any changes to the assessment of the Programme?	Y		
Draft Examination Question Papers				
8.3	Were you asked to approve all examination papers contributing to the final award?		N	
8.4	Were the nature, spread and level of the questions appropriate?			N/A
8.5	Were suitable arrangements made to consider your comments?			N/A
Marking Examination Scripts				
8.6	Did you receive a sufficient number of scripts to be able to assess whether the internal marking and classifications were appropriate and consistent?	Y		
8.7	Was the general standard and consistency of marking appropriate?	Y		
8.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	Y		
8.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?	Y		
8.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?	Y		
Coursework and Practical Assessments				
8.11	Was the choice of subjects for coursework and / or practical assessments appropriate?	Y		
8.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?	Y		

		Yes (Y)	No (N)	N/A (N/ A)
8.1 3	Was the method and general standard of assessment appropriate?	Y		
8.1 4	Is sufficient feedback provided to students on their assessed work?	Y		
Clinical Examinations (if applicable)				
8.1 5	Were satisfactory arrangements made for the conduct of clinical assessments?			N/A
Sampling of Work				
8.1 6	Were you afforded sufficient time to consider samples of assessed work?	Y		
Examining Board Meeting				
8.1 7	Were you able to attend the Examining Board meeting?	Y		
8.1 8	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	Y		
8.1 9	Cardiff University recognises the productive contribution of External Examiners to the assessment process and, in particular, to the work of the Examining Board. Have you had adequate opportunities to discuss the Programme and any outstanding concerns with the Examining Board or its officers?	Y		
Joint Examining Board Meeting (if applicable)				
8.2 0	Did you attend a Composite Examining Board, i.e. one convened to consider the award of Joint Honours degrees?			
8.2 1	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			
8.2 2	Was the Composite Examining Board conducted according to its rules?			

Please return this Report, preferably in a Microsoft Word format, by email to:

ExternalExaminers@cf.ac.uk

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Clive Brown, Registry Officer, Registry & Academic Services, Cardiff University,
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