



EXTERNAL EXAMINER ANNUAL REPORT FORM

Guidance notes are available to support the completion of this Report and are available at <http://learning.cf.ac.uk/quality/review/external-examiners/reports/>.

	For completion by External Examiner:		
Name of External Examiner:	Jeanette Steemers		
Home Institution / Employer of External Examiner:	University of Westminster		
Programme and / or Subjects Covered by this Report	UG Programmes Cardiff School of Journalism, Media and Cultural Studies		
Academic Year / Period Covered by this Report:	2015/2016	Date of Report:	22 June 2016

For completion by External Examiner in the spaces provided. Please extend spaces where necessary. **Please note this Form will be published online and should not make any reference to any individual students or members of staff.**

1. Programme Structure

This was my third year as external examiner at Cardiff. The programme structure and content of the programmes offered by Cardiff are very good with a strong focus on developing critical skills. The programmes more than meet stated aims, learning outcomes and programme specification, and the transition towards differentiated degrees, offering students more choice seems to be working well. Combinations with politics and sociology are very welcome in providing media and journalism students with knowledge beyond their field.

This year I was sent work from 11 modules - MC3517; MC3603, MC2616, MC3457, MC2621, MC3596, MC3710, MC3608, MC3614, MC3577 and MC3593. I was supposed to see MC3612 but this was not in the package I was given. I received a box of half the sample, the evening before on 21 June, and looked through these early in the morning; and then popped in to look at the other half between 9am and 11am on 21 June. There was a slight mix up in booking my train possibly a little too late the day before, but this was sorted out well and I managed to do what I needed to do.

Much of the work I have seen is very impressive, and in the time I was given I was able to get an overview of the coherency of the current programmes.

2. Academic Standards

Academic standards are consistent and high across all programmes. For most modules assessment is appropriately designed and applied. It measures student attainment well and is assessed fairly against learning outcomes.

The range of methods and volume of assessment is appropriate and sometimes very innovative. Assessment criteria and marking schemes are set at the appropriate level in most cases.

Much of the marking is shifting over to Grademark. It might be a good idea to have consistency on this – so that students know what to expect.

Academic standards and student achievement are certainly comparable with those in other UK higher education institutions.

3. The Assessment Process

The assessment process is mostly good. Written Feedback to the students is mostly impressive across all modules.

The use of peer review and critical reflection is good.

Different assessment/grading sheets are used – there might be an argument for some consistency.

There seems to be a shift to grade mark, so it will be interesting to see how that works out long term. It's good that you can annotate the scripts, and mostly the summary feedback is very good and useful, but the standard feedback sheets are a bit more nuanced. I understand that Grademark is likely to include more flexibility to given an indication of performance against specific assessment criteria – and this would be beneficial for students

Moderation has taken place and there is a report usually at the front. Some of these are very detailed; others less so. There is no list of first and second marker marks and then the final mark to see the degree of difference on marking, and then agreement on the final mark. So that means that moderation is a little opaque in this instance, I have no doubt that it takes place, but I wonder whether that could be made a clearer. I have mentioned this before (2013) On Popular Culture – I think I got given everything rather than a sample, but I understand that this module is not running any more.

Across all the modules I think that some demand rather more from the students (presentations, essays, reports;) than others (exam, maybe an emphasis on one final piece of work). This might be worth looking at. Essays are clearly important, but it's good to see variety in the types of assessments in some instances.

4. Year-on-Year Comments

This continues to be a well run programme and staff are to be commended on their efforts.

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

Not applicable

6. Noteworthy Practice and Enhancement

Team to be congratulated on high standard of feedback.

7. Comments on the Examination of Master's Dissertations (External Examiners for postgraduate Master's Programmes only, see also 9.23-9.29 below)

8. Appointment Overview (for retiring External Examiners only)

9. Annual Report Checklist

Please include appropriate comments within Sections 1-8 above for any answer of 'No'.

		Yes (Y)	No (N)	N/A (N/A)
Programme/Course Information				
9.1	Did you receive sufficient information about the Programme and its contents, learning outcomes and assessments?	Y		
9.2	Were you asked to comment on any changes to the assessment of the Programme?		N	
Draft Examination Question Papers				
9.3	Were you asked to approve all examination papers contributing to the final award?		N	
9.4	Were the nature, spread and level of the questions appropriate?			N/A
9.5	Were suitable arrangements made to consider your comments?			N/A
Marking Examination Scripts				
9.6	Did you receive a sufficient number of scripts to be able to assess whether the internal marking and classifications were appropriate and consistent?	Y		
9.7	Was the general standard and consistency of marking appropriate?	Y		
9.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	Y		
9.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?	Y		
9.10	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				
9.11	Was the choice of subjects for coursework and / or practical assessments appropriate?	Y		
9.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?	Y		
9.13	Was the method and general standard of assessment appropriate?	Y		
9.14	Is sufficient feedback provided to students on their assessed work?	Y		

		Yes (Y)	No (N)	N/A (N/A)
Clinical Examinations (if applicable)				
9.15	Were satisfactory arrangements made for the conduct of clinical assessments?			N/A
Sampling of Work				
9.16	Were you afforded sufficient time to consider samples of assessed work?	Y		
Examining Board Meeting				
9.17	Were you able to attend the Examining Board meeting?	Y		
9.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	Y		
9.19	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)				
9.20	Did you attend a Composite Examining Board, i.e. one convened to consider the award of Joint Honours degrees?			N/A
9.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			N/A
9.22	Was the Composite Examining Board conducted according to its rules?			N/A
Examination of Master's Dissertations (if applicable)				
9.23	Did you receive a sufficient number of Dissertations to be able to assess whether the internal marking and classifications were appropriate and consistent?			N/a
9.24	Was the sample in accordance with the University's sampling guidelines (guidelines provided below)?			N/A
9.25	Were you satisfied with the standard and consistency of marking applied by the Internal Examiners?			N/A
9.26	Were you able to attend the Master's Degree (Dissertation) Stage Examining Board?			N/A
9.27	If so, was the Examining Board conducted properly and in accordance with established procedures?			N/A
9.28	Were the schemes for marking and classification correctly applied?			N/A N/A
9.29	Were the standards of the awards recommended appropriate?			N/A

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

ExternalExaminers@cf.ac.uk

Your fee and expenses claim form and receipts, should be sent electronically to the above email address or in hard copy to:

External Examiners, Registry, Cardiff University, McKenzie House, 30-36 Newport Road, Cardiff, CF24 0DE

SAMPLING OF TAUGHT MASTER'S DISSERTATIONS BY EXTERNAL EXAMINERS

External Examiners shall be expected to see prescribed numbers and ranges of Dissertations, but not to mark them, on the following basis:

At least 10% of Dissertations for a postgraduate taught Master's Programme, or a minimum of 10 (whichever is the higher figure) must be seen by the External Examiner(s). Where the total number is less than 10, all Dissertations must be seen by the External Examiner(s) #.

Dissertations seen by External Examiners should include examples from across the whole range of achievement (i.e. Pass with Distinction, Pass, Fail).

External Examiners will retain the right to see other Dissertations at random.

Where more than one External Examiner is appointed on a Programme, at least 10% of Dissertations, or a minimum of 10 (whichever is the higher figure), should be seen collectively by the External Examiners.