

Guidance notes are available to support the completion of this Report via the Cardiff University Intranet [here](#) and from ExternalExaminers@cardiff.ac.uk.

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	For completion by External Examiner:		
Name of External Examiner:	Professor Karen Lury		
Home Institution / Employer of External Examiner:	University of Glasgow		
Programme and / or Modules Covered by this Report	BA in Journalism, Media and Cultural Studies, BA in Journalism and Culture, BA in Journalism and Communications, BA in Media and Communications		
Academic Year / Period Covered by this Report:	2018-2019	Date of Report:	6.9.2019

Please complete all information in the spaces provided and submit within **six weeks** of the Examining Board (the dissertation stage Examining Board in the case of postgraduate Master's programmes).

Please note this form will be published online and should not make any reference to any individual students or members of staff in accordance with the General Data Protection Regulation (2018).

Please extend spaces where necessary.

1. Programme Structure (curriculum design, programme structure and level, methods of teaching and learning)

Overall, the programmes offer a wealth of interesting and relevant options and several modules display innovation in terms of delivery and provide students opportunities to develop a wide range of transferable skills built up through a variety of assessment models and learning activities.

However, looking at the range of modules I was asked to examine and in discussion with my fellow externals, there are some points that the department might want to consider:

- overlap in terms of content between modules (across one year or from one year to another, so thinking about choice and about progress)
- how modules fit into the programme overall and how niche or relevant they are (for instance while I quite liked the idea I wasn't sure the module that focused on the TV series Black Mirror and digital media really offered more or anything distinctive other modules also looking at digital media)
- distinctiveness of the different pathways/degree programmes offered to students (this relates in part to the point above)
- how to ensure that the critical analysis modules also inform practice.

- There is a lot of good work here, however the analytical insights, knowledge of how texts 'work' that might be provided by a grounding in textual analysis (the critical reading of media forms, aesthetics etc) is notably lacking from the students work even when it would seem to be an essential aspect of their assessment.
- I would strongly suggest that training in textual analysis should become more overtly part of their skill set and recognised as a mode of analysis that can inform all aspects of their work.

2. Academic Standards (comparability with other UK HEIs, achievement of students, any PSRB requirements)

The standard of work and the grades awarded are very much in line with work at my own institution and other equivalent HEI I have examined.

3. The Assessment Process (enabling achievement of aims and learning outcomes; stretch of assessment; comparability of standards between modules of the same level)

The variety of assessments offered to students is very good, feedback is in most options good and detailed (though the format used can sometimes feel that comments are a little generic) and in certain options there is clear evidence that a mix of formative and summative assessment underpins the students learning journey. Innovations such as a 'wiki' indicate that staff are forward thinking in terms of engaging students and providing a range of assessments.

It would be nice to know that colleagues are actively sharing innovations in terms of assessment and again that the 'whole' curriculum for the student and the kinds of assessment they are undertaking are being reviewed/understood so that students are 'joining the dots' of their own curriculum.

4. **Examination of Master's Dissertations (if applicable)** (sample of dissertations received, appropriateness of marking schemes, standard of internal marking, classification of awards)

[Where possible please complete this section following the dissertation examining board determining the final award.]

n/a

5. Year-on-Year Comments

[Previous External Examiner Reports are available from the Cardiff University Website [here](#).]

My last report had indicated some concerns about the duration of the exam board, as it left little time for discussion and even for the proper processing of student marks. I am glad to report that this has been properly addressed, with the exam board starting earlier and the chair having space in his diary to allow for examiners to make oral reports and for all at the board to feel that each degree award had been fairly scrutinised.

As ever, whilst I appreciate the fact that the reading is set up to be read in one day with hard copies (which makes the process easier and much more do-able at a busy time of year) there still needs to be a more ruthless 'edit' of material that we are expected to read. It might be for instance, that some assessed work (dissertation perhaps) could be released to examiners before the examiners come on site.

I would also like to note the continued excellent support of the programme administrators who make the whole process as seamless as possible.

6. **Preparation for the role of External Examiner (for new External Examiners only)** (appropriateness of briefing provided by the programme team and supporting information, visits to School, ability to meet with students, arrangements for accessing work to review)

n/a

7. **Noteworthy Practice and Enhancement** (good and innovative practice in learning, teaching and assessment; opportunities for enhancement of learning opportunities)

One of the exciting things about many of the modules I examined is a real attention to innovatory modes of assessment. In addition to the 'wiki' mentioned earlier (Telefictions) I liked a model of asking students to read and summarise readings week by week (Media and Gender) and the opportunity for critical self-reflection/autoethnography encouraged in some modules (for example Mediating Childhood.)

8. Appointment Overview (for retiring External Examiners only) (significant changes in standards, programme/discipline developments, implementation of recommendations, further areas of work)

This is my third year so not sure if I will be retained for a fourth, however, I am happy to continue if desired.

9. 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				
9.1	Did you receive sufficient information about the Programme and its contents, learning outcomes and assessments?	x		
9.2	Were you asked to comment on any changes to the assessment of the Programme?			x
Commenting on draft examination question papers				
9.3	Were you asked to approve all examination papers contributing to the final award?			x
9.4	Were the nature, spread and level of the questions appropriate?			x
9.5	Were suitable arrangements made to consider your comments?			x
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?	x		
9.7	Was the general standard and consistency of marking appropriate?	x		
9.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	x		
9.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?	x		
9.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?	x		
Coursework and practical assessments				
9.11	Was the choice of subjects for coursework and / or practical assessments appropriate?	x		
9.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?	x		
9.13	Was the method and general standard of assessment appropriate?	x		
9.14	Is sufficient feedback provided to students on their assessed work?	x		
Clinical examinations (if applicable)				
9.15	Were satisfactory arrangements made for the conduct of clinical assessments?			x
Sampling of work				
9.16	Were you afforded sufficient time to consider samples of assessed work?		x	
Examining board meeting				
9.17	Were you able to attend the Examining Board meeting?	x		
9.18	Was the Examining Board conducted properly, in accordance with	x		

	established procedures and to your satisfaction?			
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?	x		
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?			x
9.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			x
9.22	Was the Composite Examining Board conducted according to its rules?			x

Please return this Report, **in a Microsoft Word format**, by email to:
externalexaminers@cardiff.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