



## 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:	JAYNIE BYE LTD; IMMEDIATE MEDIA		
Programme and / or Subjects Covered by this Report:	MA/DIPLOMA IN JOURNALISM (MAGAZINE)		
Academic Year / Period Covered by this Report:	2013/14	Date of Report:	26.06.14

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

The course covers a wide area, taking a well-structured, hands-on approach which allows the students to develop independence and journalistic confidence, encouraged by excellent support from the tutors. There is a clear focus on employability, with an appropriate split between traditional magazine and digital content, which seems wholly sensible.

### 2. Academic Standards

It is clear from the direct feedback given to students by tutors that expectations are high on this course and many students achieve a very high standard. A few students appeared to find certain modules problematic. The news press conference modules, for example, had a very clear brief but a number of the students struggled with the basic news story structure, despite the helpful prompt on the brief: "Remember this is a news exercise, so your story has to be newsworthy." A number of more successful students, however, clearly understood and responded to the news brief very well, indicating that the issue is not related to the tools provided by the tutors but by how well an individual uses those tools.

### 3. The Assessment Process

Across all modules, I found the briefs to be thorough and clearly expressed. The marking was fair and consistent with student performance, with very detailed, helpful written feedback from the tutors.

Assessment procedures appear to be rigorous and appropriate. The news exam, for example, sensibly covers both print and online stories. The emphasis on accuracy is encouraging, as is the need to remember SEO for the online items. One student in particular was heavily penalised for a number typo which was critical to the sense of the piece. Students tackled the test with a wide range of success. I found it surprising that three students appeared to have misread the clear brief and chose US magazines. Students at the lower /middle end of the marking spectrum played it surprisingly safe, sticking to the basic story, instead of teasing out an angle better suited to their chosen target readership. The top performers produced some excellent work. I felt that the marking was appropriate for the level achieved by each student and there was extensive explanation commentary.

There was another wide-ranging spectrum of marks for the interview module, which I feel accurately and appropriately rewarded each student's efforts. I agreed with the subsequent marking down of the one paper which was queried. I find it unusual that no student dug for more information about Huw's partner Natasha at the interview session but I was very impressed with the standard of work produced by those students with marks of 69+. All four produced well-structured pieces, packed with colour.

For the feature exam, I was again very impressed by the detailed additional comments to support the students' grade allocations. There was a very high standard of work produced by many of the students. Some of the higher-marked features were extremely good. In particular, the Future publishing story, the Laura Bates interview, the blogging piece and the fashionable dogs feature were a pleasure to read.

The magazine concept or feature series modules produced an interesting crop of ideas. The higher marked submissions were notable for their more detailed market and reader profile analysis.

The mini-mag module is a sound, creative way to introduce the students to magazine teamwork. The limited pagination encourages discipline and I was impressed with the students' work, particularly the retro feel to the design of Café Scene.

Again, a very clear brief for the interview assignment. The lower marked students were obviously off-brief so deserved their lower grades. The top-end students were very impressive, adept at adding colour and texture to their writing, with a keen visual eye for the composition of the supporting photographs.

I admire the concept and scope of alt.cardiff, another clever way for students to learn by working on practical, live projects - a particular strength of this course. Likewise, the magazine craft project, which clearly illustrates how students are developing and adapting their magazine idea in a very 'real world' way. It was exciting to see how *Grill & Barrel* magazine evolved in response to the extensive feedback from tutors.

#### **4. Year-on-Year Comments**

Last year, the bar for written student feedback which accompanies the marking was set very high, but the tutors have clearly spent even more time this year providing clear, balanced and detailed written feedback on each piece of work. This must be invaluable to the students.

**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)
<b>Programme/Course Information</b>				
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?		N	
<b>Draft Examination Question Papers</b>				
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
<b>Marking Examination Scripts</b>				
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		
<b>Coursework and Practical Assessments</b>				
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		

		<b>Yes (Y)</b>	<b>No (N)</b>	<b>N/A (N/ A)</b>
8.1 3	Was the method and general standard of assessment appropriate?	<b>Y</b>		
8.1 4	Is sufficient feedback provided to students on their assessed work?	<b>Y</b>		
<b>Clinical Examinations (if applicable)</b>				
8.1 5	Were satisfactory arrangements made for the conduct of clinical assessments?			<b>N/A</b>
<b>Sampling of Work</b>				
8.1 6	Were you afforded sufficient time to consider samples of assessed work?	<b>Y</b>		
<b>Examining Board Meeting</b>				
8.1 7	Were you able to attend the Examining Board meeting?	<b>Y</b>		
8.1 8	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?			
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?			
<b>Joint Examining Board Meeting (if applicable)</b>				
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](mailto: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:

Clive Brown, Registry Officer, Registry & Academic Services, Cardiff University,  
McKenzie House, 30-36 Newport Road, Cardiff, CF24 0DE