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Sent by email to Karen.Lury@glasgow.ac.uk

06 February 2020

Dear Professor Lury,

Re: Institutional Response: External Examiner Annual Report 2018/19

I am writing further to the receipt of your report for BA in Journalism, Media and Cultural Studies, BA in Journalism and Culture, BA in Journalism and Communications, BA in Media and Communications.

Your report has been considered by colleagues in the School and is the basis of this Institutional Response on behalf of the Vice-Chancellor. The School will also use its contents to help inform their [Annual Review and Enhancement](#) process and where appropriate, [Periodic Review](#).

The University is pleased to note your positive comments including:

1. Your positive indications regarding the programme structure, academic standards and assessment process.
2. 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.
3. A real attention to innovatory modes of assessment. In addition to the 'wiki' (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.).
4. The continued excellent support of the programme administrators who make the whole process as seamless as possible.



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Issues highlighted in your report and response provided by the School:

1. **Programme Structure:** *Several points for consideration, including:*
 - *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;*
 - *Distinctiveness of the different pathways/degree programmes offered to students;*
 - *How to ensure that the critical analysis modules also inform practice;*
 - *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;*
 - *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.*

The first three points relate to module overlap and fit, and programme distinctiveness, and these issues principally reflect the young age of the three degrees. Over time, each programme will be developing a stronger individual identity with more visibly unique and non-overlapping features. The examiners’ observations about programme distinctiveness/similarity and criteria for including module topics will feed into all future considerations in these two regards.

The second three points reflect the examiner’s observation that close textual analysis is not foregrounded in many modules. These points will be carried forward into BA boards and borne in mind in relation to the points related to programme and module design. However, the examiners should also be aware that several modules that focus closely on textual analysis did not run last year because of sabbaticals (e.g., Film and Cultural Theory) and new modules are coming online this year which also foreground textual analysis (e.g., Body/Image).

2. **The Assessment Process:** *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.*

The examiners’ comments highlighting examples of good and best practice are shared with the BA board and factored into school discussions about how to improve practice.

3. **Year-on-Year comments:** *Reading material given to External Examiners in preparation for the Examining Boards.*

JOMEC is happy to liaise with examiners in advance of boards to establish how they would prefer to receive samples, documents, and how to approach their reviews of the materials.

We hope that you will find this response satisfactory and thank you for your continued support of the programme.

In order to meet the expectations of the [QAA Quality Code](#), both the External Examiner Annual Report and this Institutional Response will be published on the University's [Public Information website](#) and will be available to all students and staff.

We are most grateful for your comments and for your support in this matter.

Yours sincerely,



Mr Simon Wright
Academic Registrar