

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2012– 2013

Part A: General Information**Subject area and awards being examined**

Faculty / School of:	Modern Languages and Cultures
Subject(s):	<i>Translation Studies</i>
Programme(s) / Module(s):	MODL5001M Methods & Approaches; MODL5000M Computer-Assisted Translation; MODL5003M Principles & Applications of Machine Translation; MODL5005M Computers & the Translator; MODL5301M Dissertation; MODL5018M Genres in Translation
Awards (e.g. BA/BSc/MSc etc):	MA

Completed report

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

Alternatively you can post your report to: **Head of Academic Quality and Standards**
Academic Quality and Standards Team
Room 12:81, EC Stoner Building
The University of Leeds, Leeds LS2 9JT

Part B: Comments for the Institution on the Examination Process and Standards**Matters for Urgent Attention**

If there are any areas which you think require urgent attention before the programme is offered again please note them in this box

N/A

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

N/A

For Examiners completing their term of appointment

Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School

N/A

Standards

1. Please indicate the extent to which the programme Aims and Intended Learning Outcomes (ILOs) were commensurate with the level of the award

- *The appropriateness of the Intended Learning Outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

I am satisfied that the programme aims and ILOs are well aligned and appropriate both at the programme and the module level. There is no concern regarding appropriateness of the standards in relation to the given award.

2. Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

Yes, in terms of such expectations and the benchmark with which I am familiar in Ireland as well as in the UK.

3. Please comment on the assessment methods and the appropriateness of these to the ILOs

- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
- *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

The assessment methods were appropriate in relation to the ILOs. Appropriate second marking arrangements were in place to ensure that the students would receive fair and consistent feedback. My comment made on the new feedback sheet for a particular module possibly being too detailed to be practical has been addressed by the module leader concerned. The students' achievements demonstrated the extent of effectiveness of teaching and commitment by the staff.

4. Were students given adequate opportunity to demonstrate their achievement of the Aims and ILOs?

- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
- *The strengths and weaknesses of the students as a cohort.*

Yes. In my opinion the students were given appropriate opportunity to demonstrate their achievement through well-designed, relevant assessment.

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

N/A

6. Please comment on the nature and effectiveness of enhancements to the programme(s) and modules since the previous year

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

A slight overlap issue of assessment between two modules, which was pointed out in my comments in the previous year has been addressed. The programme maintains high standards and technology components are kept up-to-date to be relevant to today's translation workplace and research contexts.

7. Please comment on the influence of research on the curriculum and learning and teaching

This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.

As noted above, teaching and the curriculum are well-informed by the current research, indicating the staff are actively engaged in research relevant to their areas of teaching.

For Examiners involved in mentoring arrangements

8. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

N/A

The Examination/Assessment Process

9. The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner.

- *Whether External Examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.*

Yes. In particular I found the additional 'information booklet' which I received recently particularly helpful, detailing specific structures and procedures used in the School of Modern Languages and Cultures.

10. Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks, marking criteria?

- *The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.*

Yes.

11. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

Yes. Some suggestions were made and which were duly considered and incorporated.

12. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

Yes to all the questions.

13. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

Yes to both questions.

14. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

I attended the meeting. All was well organised and the meeting was conducted in a professional and efficient manner.

15. Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?

Yes.

Other comments

Please use this box if you wish to make any further comments not covered elsewhere on the form

The programme content is comprehensive, current and well-structured. The students' achievements illustrated at the Exam Board further confirmed that the teaching is effective with assessments allowing students to demonstrate their learning well. The programme seems to be serving the practical and intellectual needs of the students in a professional and innovative manner. To this end the commitment of the staff is highly commended.

School of Modern Languages and Cultures

FACULTY OF ARTS



UNIVERSITY OF LEEDS

18 March 2014

Dear

Many thanks for your report on our core and optional postgraduate modules in translation studies for 2012-13.

I am delighted that you find that our programmes deliver well against the stated intended learning outcomes, as well as national and international benchmarks. It is gratifying to read that you feel we cater well to both the intellectual and practical needs of students on our professional preparation MA programmes. Your comments on the effectiveness of our teaching and commitment of staff are particularly pleasing. The same is true of your observation that our curriculum and teaching are well informed by current research.

More specifically, I am glad that you find that comments made previously have been suitably addressed and also that you found the information and administration provided in support of the examination processes to be helpful and professional.

Finally, I would like to take this opportunity to thank you for your contribution to ensuring the ongoing quality of our programmes and for having agreed to serve an extra year this current session.

With kind regards,

Director of Translation Studies

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2012– 2013

Part A: General Information**Subject area and awards being examined**

<i>Faculty / School of:</i>	Modern Languages and Cultures
<i>Subject(s):</i>	Translation Studies
<i>Programme(s) / Module(s):</i>	MODL5302M Extended Translations (Spanish), MODL5303M Subtitling Project (Spanish), MODL5119/5129M Specialised Spanish-English Translation
<i>Awards (e.g. BA/BSc/MSc etc):</i>	MA

Completed report

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Part B: Comments for the Institution on the Examination Process and Standards**Matters for Urgent Attention**

If there are any areas which you think require urgent attention before the programme is offered again please note them in this box

n/a

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

n/a

For Examiners completing their term of appointment

Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School

Standards

1. Please indicate the extent to which the programme Aims and Intended Learning Outcomes (ILOs) were commensurate with the level of the award

- *The appropriateness of the Intended Learning Outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

ILOs and standards were very appropriate. Marking is fair and very consistent.

2. Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

yes

3. Please comment on the assessment methods and the appropriateness of these to the ILOs

- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
- *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

Appropriate assessment methods were used and student performance reflects good teaching practice.

4. Were students given adequate opportunity to demonstrate their achievement of the Aims and ILOs?

- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
- *The strengths and weaknesses of the students as a cohort.*

Students are generally producing good quality work at MA level and their performance is certainly comparable to that of students on similar courses across the country.

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

n/a

6. Please comment on the nature and effectiveness of enhancements to the programme(s) and modules since the previous year

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

There seem to be more agreement between internal markers.

7. Please comment on the influence of research on the curriculum and learning and teaching

This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.

There's clear evidence that teaching is research-informed.

For Examiners involved in mentoring arrangements

8. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

n/a

The Examination/Assessment Process

9. The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner.

- *Whether External Examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.*

Yes

10. Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks, marking criteria?

- *The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.*

Yes

11. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

No draft papers/assessments were submitted but the nature and level of questions was appropriate.

12. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

Yes

13. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

Yes

14. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

I attended one meeting, arrangements were satisfactory, the board operated very efficiently and the recommendations were appropriate.

15. Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?

Yes, the lecturers seemed very aware of the individual circumstances of the students involved.

Other comments

Please use this box if you wish to make any further comments not covered elsewhere on the form

I am generally very satisfied with the range of assessments and the marking of the coursework I've seen. My only suggestions would be to provide the marking in electronic format wherever possible to make sure it is always legible to students and external examiners.

School of Modern Languages and Cultures

FACULTY OF ARTS



UNIVERSITY OF LEEDS

18 March 2014

Dear

Many thanks for your report on the postgraduate translation modules involving Spanish for 2012-13.

I am glad that you find our learning outcomes and methods and standards of assessment to be appropriate. Your observations that student performance reflects good teaching practice, and that teaching is research-informed are, once again, particularly welcome. I was also pleased to note that you observe greater agreement among our internal markers – and hope that this will further improve consistency across the assessment for these modules.

With regard to your comment about electronic feedback, as an institution, Leeds is currently looking at ways to encourage and improve the provision of feedback online and I very much hope that these bear fruit. In the meantime, I am sure you will appreciate that requiring this across the large and varied team of markers required for our various language combinations in translation studies does present particular challenges.

Finally, I would like to take this opportunity to thank you for your contribution to ensuring the ongoing quality of our programmes.

With kind regards,

Director of Translation Studies