

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>German/ Translation</i>
Programme(s) / Module(s):	MODL 5114M Specialised German-English Translation A MODL 5124M Specialised German-English Translation B MODL 5302M Extended Translations
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

None

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.*

The programme aims and the intended learning outcomes are fully commensurate with the level of award. They are in keeping with practice across the sector and in line with other institutions with which I am familiar.

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.*

The assessment methods are challenging. Students are tested and encouraged to show the full range of their abilities. The work produced in many cases attains professional standard. Marking methods and feedback are appropriate. Students appear well-prepared and engaged with the course.

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.*

The students have generally attained a high level of achievement in keeping with national standard, some attaining professional standard. Marks covered a broad range with both exceptional and lower marks, although the lower range was less apparent.

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.

The programme was largely unaltered. It is currently of a very high standard so I see no need for any changes to be made.

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.

Students are engaging with high-level translation theory as well as complex target texts of a complex nature, thus enabling progression to both PhD and career level translation.

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.*

Dialogue with the school has been very effective and I was given access to the full range of material.

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

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?

The choice of material for Extended Translation (equivalent to dissertation in this case) was entirely appropriate and challenging.

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?

Procedures seem appropriate and efficient. I was not required to attend the Board.

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

As in previous years, I was very impressed by the level of attainment. Students taking this course are being well-prepared for the world of work and those intending to go onto further study are also well-served. I have no criticisms to raise.

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 German for 2012-13.

Your very positive comments on the standards of our programmes and, especially, of the attainment of our students are welcome. I am glad that you find our assessment methods challenging and that these allow students to demonstrate the full range of their abilities – and that, in many cases, their work is of professional standard.

I was particularly pleased to read your observation that our students demonstrate effective engagement with translation theory and the handling of complex texts, thus preparing them both for progression to research careers and professional practice.

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