

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:	School of Modern Languages and Cultures
Subject(s):	<i>MA Applied Translation Studies (Italian)</i>
Programme(s) / Module(s):	MODL5115M MODL5125M MODL5302M
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?

NO

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

NA

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.*

This is a challenging programme with appropriate ILOs. I am very satisfied with the design of the programme and the high quality of work which the students produce

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. The course is clearly comparable with others with which I am familiar (e.g. <>, <>)

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.*

In relation to 5115M and 5125M I was very impressed with the accuracy of the marking and the care that was taken in reaching a final decision. The translations were both difficult pieces and most of the time the students handled the challenges before them. There was one student who had an overall mark of 54, which is lower than I have seen previously for work on this course, but was a fair reflection of the performance. The rest of the marks ranged from 61 to 67. It was a pity that no student made it to an overall 70 but there were no real outstanding cases. An excellent model translation of the 'needle' piece was provided by one of the tutors.

5302M is an extended translation, where students choose a text and devote a considerable amount of time to producing a professional standard translation. It was noticeable that in all cases students performed rather better in this module than in 5115M and 5125M. In part this is down to the nature of the exercise, but is also a clear reflection on the excellent quality of the teaching they receive and the detailed feedback offered by tutors. I made a few adjustments to marks, in each case raising. This meant that 50% of the cohort achieved a final mark of 70 or above in this module.

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. Please see 3 for more detailed comments. I would add that on the basis of this year's performance students clearly develop their skills as the course progresses

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

NA

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.

NA

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.

The link between research and learning and teaching was less evident than last year. I do not see this as an issue, however.

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

NA

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. The materials are very clear and most helpful.

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. This is an aspect which merits particular praise – the quality of written feedback is extremely high and reflects the care and attention to detail which has consistently characterised the Italian staff at Leeds.

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

See above comments on 5302M

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 was unable to attend the Board of Examiners this year, as it clashed with our own Board at <>. I would add that all communications I had were very efficient and professional

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

NA

Other comments

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

I have no further comments except to congratulate all colleagues at Leeds for their thorough and professional approach. It is evident that all staff work together in an efficient and collegiate manner.

School of Modern Languages and Cultures

FACULTY OF ARTS



UNIVERSITY OF LEEDS

18 March 2014

Many thanks for your report on our postgraduate translation modules involving Italian for 2012-13.

I am glad to read your comments on our assessment methods and, in particular, on the accuracy of the marking and the care taken by the team in reaching internal agreement. I am also pleased that you observe an upward trajectory in the performance of our students through the 12-month programme – and that this improvement reflects the quality of teaching and feedback provided by tutors.

I will be sure to share your praise with other colleagues who contribute to the delivery of these modules.

With regard to your comment about adjusting marks, I note that you did have access to the work of the full cohort and made suggestions in this context. These suggestions were taken on board by the tutors involved in marking the work internally. As you will know from the documentation made available to External Examiners, the primary focus of the role at Leeds is to ensure the effectiveness and consistency of our arrangements for assessment overall, rather than to contribute to the assessment of individual students.

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