

The University of Leeds**EXTERNAL EXAMINER'S REPORT**

ACADEMIC YEAR: 2011– 2012

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

Faculty / School of:	School of Modern Languages and Cultures/Centre for Translation Studies
Subject(s):	<i>MAAVTS MA Audiovisual Studies</i>
Programme(s) / Module(s):	MODL5207M Monolingual Subtitling & Text Compression MODL5204M Film Translation and Subtitling MODL5203M Audio-Visual Text Analysis MODL5303M Subtitling Project
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?

Yes, I was provided with both the report and the response.

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.*

The learning outcomes were appropriate to the level of the award and the assessment measured the outcomes well. The courses have been designed to ensure that students gain specialist knowledge and practical experience of audiovisual translation within the wider framework and methodologies of translation studies as a discipline.

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.*

The MA programme is clearly comparable with similar programmes at other institutions and meet the requirements of the FHEQ.

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 have been designed to ensure that students' achievement of the learning outcomes are measured effectively. The guidelines for assessment are clear and well-thought through with detailed marking criteria which allow the student to understand how the marking scale relates to the quality of work. The marking criteria have been tailored to the subject area. For example, concepts such as source text and target text are referred to as well as translation strategies and specific reference to Translation Studies literature. This is entirely appropriate and allows students to have a clear idea what is expected of them in relation to their specialism. External professional subtitlers with teaching experience contribute to the programme and provide students with a valuable insight into the profession which will stand them in good stead regarding future employment. Customised feedback sheets are helpful and allow students to recognise strengths and address areas for improvement.

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.*

Assessment has been designed to allow students to demonstrate achievement of the learning outcomes. In the small number of cases where there were failures, students were provided with a resit opportunity. However, overall, attainment is strong and included a number of grades in the 70 or higher band.

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.

This is my first year of appointment. No enhancements were required as a result of the previous external examiner's report.

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 curriculum has been designed to ensure that students acquire knowledge of the theory and its practical application. The programme is clearly informed by research and students benefit from an experienced Programme Manager and teaching team within the Centre for Translation Studies. Reading lists are current and take account of new developments.

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.*

This is my first year as External Examiner at the University of Leeds. I received the University's very useful External Examiner Handbook which clearly sets out the overall policies and procedures in operation. The Programme Director also provided detailed information when I took on the role. The material provided most definitely allows me to have a clear idea of my role and responsibilities.

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.*

I received all the necessary documentation relating to the programme. The Programme Leader was also quick to respond to any queries.

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. The topics chosen for assessment were appropriate and pitched at the right level in terms of the award.

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?

I received a sample which included a representative range of marks to assist with the confirmation of standards. Scripts were very clear as all marking was made available electronically. Excellent detailed feedback. I was also consulted regarding borderline cases.

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

Students complete a subtitling project. Topics, methods and standards were entirely appropriate.

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 able to attend the Board which was professionally and competently managed. All external examiners were invited to contribute to discussions in addition to the programme teams. Administrative arrangements were excellent, with live recording of student results as the Board as the grades and awards were confirmed.

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

At the exam board some students with mitigating circumstances were discussed. It was clear that due consideration had taken place prior to the Board and procedures were both fair and appropriate.

Other comments

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

N/A

School of Modern Languages and Cultures

FACULTY OF ARTS



UNIVERSITY OF LEEDS

23 April 2013

Dear .

Many thanks for your report on our postgraduate audiovisual translation programme for 2011-12.

I am glad that you find that our intended learning outcomes are appropriate, that our assessment methods are effective and that overall attainment is strong. I am also pleased to read your favourable comments on the guidelines for assessment and tailored marking criteria. I am particularly delighted to note your observations on the value to students of the contributions to the programme made by professional subtitlers and on the balance between theory and its practical application.

Of course, I will be pleased to share your very positive comments about responsiveness to queries and administrative arrangements with the programme manager and colleagues in the Programme Support team.

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