

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

ACADEMIC YEAR: 2010– 2011

**PART A: GENERAL INFORMATION***Subject area and awards being examined:*

<b>School of:</b> Modern Languages and Cultures	<b>Subject(s):</b> MAAVTS MA in Audiovisual Translation Studies
<b>Programme(s) / Module(s):</b>	<b>awards: (e.g. BA/BSc/MSc etc.)</b>
MODL 5207M Monolingual Subtitling and Text Compression	MA
MODL 5203M Audiovisual Text Analysis	MA
MODL 5006M Introduction to Screen Translation	MA
MODL 5204M Film Translation and Subtitling	MA
MODL 5303M Extended Translation Project	MA

The completed report should be attached to an e-mail and sent as soon as possible, and no later than 6 weeks after the relevant meeting of the Board of Examiners, to [exexadmin@leeds.ac.uk](mailto: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.*

Over the last 4 years, the structure of the MA in Audiovisual Translation Studies (formerly MA in Screen Translation Studies) has remained stable in terms of its scope and learning/teaching provision. Teaching and learning standards have been consistently high, as confirmed by rigorous and constructive marking and feedback arrangements. My recommendation to enhance the consistency of second-marking (language-specific marking in some assignments) was promptly and efficiently taken on board. The programme is co-ordinated by a highly competent director, who provides the external examiner with full information and support to conduct the moderation of coursework and become familiar with the running of the programme.

## 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.*

As in previous years, the aims and ILOs of the programme are clearly commensurate with the level of the 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.*

With reference to the QAAHE Framework for HE Qualifications, the Intended Learning Objectives of the MA in Screen Translation Studies are appropriate and adequately defined across the range of modules which I have had the opportunity to moderate. In this respect, the structure and standards of the programme are comparable to similar programmes delivered by other British institutions.

**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.*

As in previous years, I have been provided with ample information on the assessment procedures used in this MA programme, as well as the number, type and size of assignments to be submitted by students for each of the MA course units that I have been asked to moderate. In this respect, I am satisfied that the assessment methods are fair and operate equitably; that the internal examiners applied appropriate standards in a consistent and impartial manner; and that the students' results are a fair reflection of their performance. Markers' assessment is detailed and transparent: feedback forms are highly commendable in that they deliver highly informative and itemised feedback. I have also found that markers' feedback adequately identifies weaknesses in students' essays, where necessary.

**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.*

As in previous years, and on the basis of the scripts I have moderated, students registered in the programme achieve very satisfactory academic standards, with only exceptional instances of resits. Students show (i) very good understanding of the nature and scope of the processes of intercultural and intersemiotic mediation that they are expected to carry out in working with audiovisual texts; (ii) satisfactory analytical skills in accounting for their mediation decisions; (iii) familiarity with professional and scholarly literature in their chosen field of specialisation; and (iv) proficiency in the use of technological tools required to complete the course tasks.

**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. 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 have been no enhancements relevant to this section of the report.

**7. 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 in this programme become familiar with widely held interlingual and intercultural mediation conventions in the field (informed by academic and professional research) and relevant scholarly literature in this subject area.

## **The Examination Process**

8. **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 material provided was sufficient.

9. **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?**

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

Yes, I received sufficient documentation in a timely manner.

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

As was also the case last year, due to the increased size of the cohort, this year I have assessed samples of the coursework submitted by students in the programme. On the basis of these samples, I am satisfied that the evaluation of the standard of student work is fair and rigorous.

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

The administrative arrangements for the moderation of coursework have been, as in previous years, very satisfactory. I was unable to attend the Board of Examiners due to illness, but I was informed about the date ample notice.

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

I cannot comment on this as, to the best of my knowledge, there was no need to apply any mitigating procedure during the taught component of the programme in 2010-2011.

### ***For Examiners involved in Mentoring Arrangements***

*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.

### ***Other Comments***

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

N.A.

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February 8th 2012

Dear <<>>

Thank you very much for your report on the MAAVTS programme and modules for 2010-11. Your positive comments on the teaching and assessment practices are much appreciated.

I take particular note of your praise for the professional way in which the programme is directed by the programme manager and for the quality of the feedback provided to students. I am pleased that your previous recommendation concerning second-marking has been implemented.

With kind regards

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Subject Leader for the Centre for Translation Studies  
School of Modern Languages and Cultures  
University of Leeds