

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2013– 2014

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

Faculty / School of:	School of Languages, Cultures and Societies
Subject(s):	<i>Translation Studies (German)</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

Name and home Institution / affiliation of Examiner**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 Quality Assurance**
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

I have been very happy with what I have seen of the MATS at Leeds. Students are tested rigorously and will graduate from the programme with a range of skills which will make them very employable in the current market. Both written and oral/aural skills in the field of translation are addressed. I have been particularly impressed with the way in which students are encouraged to engage with the theoretical aspect of the discipline while at the same time applying that to the more practical side. Marking procedures have been consistent throughout with very little to pick up on.

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 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 remain 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. Once again, the 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.

As in previous years, 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.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

N/A

For Examiners involved in mentoring arrangements

9. 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

10. 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.

11. 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.

12. 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.

13. 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.

14. 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.

15. 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.

16. 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 Languages, Cultures and Societies

FACULTY OF ARTS



UNIVERSITY OF LEEDS

02 March 2015

Dear

Many thanks for your report on our postgraduate modules in translation and interpreting with German for 2013-14.

I am glad to hear that, while fully commensurate with the level of award, you found our assessment methods to be both rigorous and challenging, and that marking was consistent. I am delighted that you note that our graduates are equipped with skills for employment in the current market, with some students attaining professional standards. I am also very pleased to read that you find that our programmes also provide adequate theoretical preparation to enable students to progress to PhD. It is particularly heartening to read that you found the material chosen by students for their Extended Translation projects to be appropriate and challenging.

Finally, I wish to thank you once again for your ongoing support in ensuring the quality of our programmes and the assessment of our students.

With kind regards,

Exams Tutor
Translation Studies