

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

ACADEMIC YEAR: 2014– 2015

**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):	MODL5006M Introduction to Screen Translation MODL5207M Monolingual Subtitling module MODL5025M Audiovisual Translation: Processes, Strategies and Industry-Driven Practice MODL5303M Subtitling Projects
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](mailto: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*

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 programme outcomes remain appropriate and correspond to FHEQ Level 7 requirements. Standards are entirely appropriate for the award. The structure and content of the programme will enhance students' profiles and their future career prospects.

### 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 definitely comparable with similar programmes at other institutions and is in line with 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 combination of theory, practice and project management fit together well and correspond to the programme outcomes of this vocational programme. Students need to be able to apply their theory in practical situations if they are to pursue successful careers in the industry when they graduate. The assessment methods have been designed with this in mind and they also map onto the ILOs appropriately.

### 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.*

Throughout, the feedback that is provided to students is helpful and encouraging, with sufficient detail. It is appropriate that the projects are supervised and marked by language specific tutor who are also usually freelance subtitlers themselves. Some excellent work was submitted for the Subtitling Project (MODL5303M) this year. The project is a crucial part of the programme and to a certain extent, it is a culmination of everything that students have learnt during the programme. As this takes place towards the end of the year, it provides students with a good opportunity to fully display the theoretical knowledge and skills they have acquired during their studies.

### 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.*

A new module was introduced this year, merging two separate modules: MODL5204M Film Translation and Subtitling and MODL5203M Audio-Visual Text Analysis. The title of the new course, L5025M Audiovisual Translation: Processes, Strategies and Industry-Driven Practice signposts the students very clearly in terms of course content and outcomes. Also, it is appropriate that "audiovisual translation" is referred to rather than "film translation". Audiovisual translation is the recognised terminology that is currently widely used in the discipline. The new course ran well during its first year of operation and the range of assessments measure the outcomes nicely. These include:

- a case study which simulates a request for a subtitling job from a potential client (15%)
- a team project (35%)
- students subtitle approximately 15 minutes of a clip and write a commentary (50%)

### 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 programme team are research active and this informs the curriculum (please see comments above regarding the new module introduced this year). There are also close links with practitioners and this helps students as they explore the links between research and practice, within the broader context of audiovisual translation and industry requirements.

### 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.*

I received the University's 2014-15 External Examiner Handbook which clearly presents guidance to External Examiners. This is supplemented by programme and course documentation provided by the Programme Leader. The material is easily accessible with zipped files that are nicely labelled. This allows me to cross-reference the grades against the feedback sheets and the spreadsheet where all grades for the full cohort are recorded.

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, I received appropriate documentation to cover the range of assessments on the MA programme. Communication with the Programme Leader is excellent and she is quick to provide any clarifications or further information as required.

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?

The assessment for the MA programme is through coursework and there are no examinations. The nature and level of the questions, and the topics for the project work and commentaries, were certainly appropriate.

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?

I received a representative sample of work and where the cohort was smaller, all scripts were submitted. I was also sent all borderlines, distinctions and any failures. The marking remains fair, thorough and constructive. All feedback is typed and provided electronically providing students with a clear record. First and second marking procedures are clearly evidenced. For the subtitling project, I noticed the use of the first person in places and there was some variation in terms of tutors commenting on this. I would suggest that it is preferable to use the third person, except in situations where there is a self-reflective component where students are specifically required to provide a personal opinion.

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

Students complete a Subtitling Project rather than a dissertation and the topics for the projects were entirely appropriate and at the correct level.

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?

I attended the MAPLIS Classification Board on 6 November 2015 where awards were confirmed. All student profiles were carefully considered. Borderline cases were discussed, referring to the regulations as appropriate. External Examiners provided verbal commentary at the meeting and I have included my own comments in the current report. As usual, administrative arrangements were excellent, the Board ran smoothly and the live recording of student results as grades and awards were confirmed, works extremely well.

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

Yes, all procedures were appropriate and students with mitigating circumstances were duly considered.

## Other comments

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

N/A

15 July 2016

Dear <<>>,</p></div>
<div data-bbox="114 191 714 207" data-label="Text">
<p>Many thanks for your report on our MA in Audiovisual Translation for 2014-15.</p>
</div>
<div data-bbox="114 218 879 268" data-label="Text">
<p>I am glad that you found the design and structure of our assessments, as well as our arrangements for marking, to be appropriate. I am delighted by your comments on the quality of feedback and the high standard of achievement by our students.</p>
</div>
<div data-bbox="114 278 876 345" data-label="Text">
<p>In terms of innovations in the 2013-14 session, I note your enthusiasm for the module MODL5025M and you find that the range of assessments measure the outcomes nicely. I have also noted your comments regarding the variation between tutors in the use of the first person. We will make every effort to be more consistent in this matter.</p>
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<div data-bbox="114 356 874 390" data-label="Text">
<p>I am glad that you have found communication with colleagues on matters academic and procedural to be excellent and that you find the provision of documentation appropriate.</p>
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<div data-bbox="114 400 883 467" data-label="Text">
<p>I would like to thank you for your ongoing commitment to supporting the quality of our programmes and their assessment. Finally, I thank you also for agreeing, in principle, to extend your appointment for an additional year. I have completed the necessary paperwork and we hope to have formal approval for this soon.</p>
</div>
<div data-bbox="114 478 811 495" data-label="Text">
<p>In the meantime, if there is anything I can do to help, please do not hesitate to get in touch.</p>
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<div data-bbox="114 505 260 521" data-label="Text">
<p>With kind regards,</p>
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<div data-bbox="114 612 160 626" data-label="Text">
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<div data-bbox="114 638 367 654" data-label="Text">
<p>Exams Tutor, Translation Studies</p>
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