

**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:	Arts/ School of Languages, Cultures and Societies
Subject(s):	<i>Postgraduate Translation and Interpreting (German modules)</i>
Programme(s) / Module(s):	MODL5114M Specialised German-English Translation A MODL5124M Specialised German-English Translation B MODL5039M Interpreting Skills – German MODL5762M Consecutive and Bilateral Interpreting: German MODL5712M Simultaneous Interpreting: German MODL5302M Extended Translations (with German)
Awards (e.g. BA/BSc/MSc etc):	MA (various courses)

**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*

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*

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 ILOs as described in module outlines, course overviews and online sources were entirely appropriate to Masters level translation/ interpreting courses. The ILOs, the range of skills they implied, and the standards met on the German modules I observed were all of good quality, robust and commensurate with 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.*

Having taught on the German-English component of two MAs in Translation in the UK, I can confirm that the aims, ILOs and course content meet admirably the FHEQs specifically, and national benchmarks and standards more generally.

### 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 range of modules I covered examined performance across a range of vocationally relevant and intellectually challenging skills, including written translation, oral interpreting and extended, reflective project work. The range of tasks, teaching and assessments allow for students of all ability to take part, though the project works serves as a good differentiator for the more able students. I rate student performance relative to other MA courses at Russell Group universities.

### 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.*

See above (3). Also: in keeping with the culture and practices of the School generally, colleagues gave particularly rich and helpful feedback to lower and mid range achievers, and demonstrate a value added element on the modules I considered.

### 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.*

n/a

### 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 modules I saw were delivered by a range of staff from across the School. Within this context, it was particularly effective having colleagues working out of the Centre of Translation Studies, whose current and up-to-date research expertise in comparative translation and translation studies directly informs their work in delivering technical translation and summer project work with a cultural bias.

### 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

**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.*

The centrally generated documentation from the university was shared in good time, was clear and tallies with QA expectations for the scope and nature of external examiner roles nationally.

**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. As I was also performing UG external duties for German within the School, it was at times confusing to receive batches of work from the same support staff dealing with UG work, without any 'flagging up' of otherwise acontextual batches of material. It would be helpful to have had one central calendar of timeline of duties for both programmes I was overseeing, which could combine milestones for both programmes and thus also distinguish between the two.

**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?**

I did not see any assessment in advance, presumably as I came on stream as external part way through a cycle and was dealing with marked work from the outset. I look forward to being sent projects and work for approval next cycle.

**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?**

The clarity and quality of the feedback was good. The marking was, I felt, uniformly fair, carefully moderated and met national standards.

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

The 'Summer Projects' work I examined in October showcased a range of work, high standards of achievement, and excellent and full feedback informing solid and reliable assessment. I felt this component of the course allowed students to showcase their strengths and enhanced differentiation in marking.

**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?**

The administrative support was good throughout, though please see my response to '11' above. I was not able to attend the examiners meeting, but communication was good and I was able to pass on my comments electronically to relevant colleagues.

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

Yes, these processes are centralized, efficient and robust at Leeds.

**Other comments**

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

When staff send me audio-visual files of examined assessments it would be much easier if they emailed files directly in zipped format, or quick links to recognized file-sharing services. Links to files saved within the Leeds VLE, which are then embedded in attached documents, make for a rather clunky process, and I had repeated difficulty accessing these.

15 July 2016

Dear <<>>

Many thanks for your report on our postgraduate modules in translation and interpreting involving German for 2014-15.

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.

I regret that you feel that the method followed to send documentation was at times confusing and troublesome in the case of audio-visual files. Please be assured that we will endeavour to send work in clear manner this year and that we are trying to find another system to make recordings available to external examiners.

I would like to thank you for your ongoing commitment to supporting the quality of our programmes and their assessment. Please do not hesitate to get in touch with me directly, should you seek clarification at any point.

With kind regards,

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Exams Tutor, Translation Studies

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