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Sent by email to s.maitland@gold.ac.uk

06 February 2020

Dear Dr Maitland,

Re: Institutional Response: External Examiner Annual Report 2018/19

I am writing further to the receipt of your report for BA and MA in Translation Studies.

Your report has been considered by colleagues in the School and is the basis of this Institutional Response on behalf of the Vice-Chancellor. The School will also use its contents to help inform their [Annual Review and Enhancement](#) process and where appropriate, [Periodic Review](#).

The University is pleased to note your positive comments including:

1. Your positive indications regarding the programme structure, academic standards and assessment process.
2. The diverse range of methods of teaching and learning continues to be commendable, enabling students to benefit from a broad range of approaches to translation, and the content across the programme is varied, enabling students to develop skills in a wide range of relevant areas of professional practice.
3. The prevalence of team teaching, which is to be applauded. This gives students the opportunity to experience a variety of approaches and ensures sustainability of delivery. I do recommend that this team-teaching schema is supported to continue.
4. There is a very high level of engagement in evidence on the part of markers, with a clear desire to develop students' capabilities. Tutors across the programme are highly committed, and this is in clear evidence in students' writing.



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Issues highlighted in your report and response provided by the School:

1. ***The Assessment Process:*** *Differences in approach to feedback across the various modules and, moving forward, recommend a coordinated and singular approach both to moderation and the provision of feedback on assessment*

We have module team meetings prior to marking and there is usually an agreement to include one or two strong points and three points the students have to action upon and improve on. As an action point, programme directors will be asked to have a meeting with module convenors to try and harmonise the marking and feedback process as much as possible. It will also be suggested that, apart from the dissertation module, the rest should be moderated rather than second marked.

2. ***The Assessment Process:*** *Consider differentiating dissertation assessment content, approach and structure in the BA Translation Studies from provision on the MA Translation Studies, ensuring that students continuing from BA to MA are supported with material and structures that both build on and differ from their studies at undergraduate level.*

The two programmes (BA and MA in TS) will take this into consideration, and discussions will take place with the corresponding dissertation module convenors to think of ways to show differentiation and progression at both stages.

3. ***Year on Year comments:*** *It would be ideal if exam scripts could be presented in the Board pack in numerical order by mark achieved, so as to facilitate scrutiny ahead of the Board. On the day of the Boards, I recommend that material presented on screen to Board members is anonymised.*

The first point mentioned can be easily done, and we take note of that. I will inform module convenors to include samples arranged from top marks to bottom marks for the scrutiny of the external examiner. Regarding anonymisation, this idea will be presented to the School's Director of Learning and Teaching for discussion more widely across the School.

4. ***Year on Year comments: MA Translation:*** *Recommendation that harmonised approaches to language marking be shared across the marking team, through enhanced recourse to team meetings commissioned by the School and through School-level fora such as MATLC.*

In the Specialised Language modules, we have module team meetings prior to marking and there is usually an agreement to include strong points of plaudit for the students and three points the students have to action upon. Some of our modules are taught by external contributors, some

even from outside the United Kingdom. They are shown the marking criteria and feedback forms to familiarise themselves with them and informed of our marking system and policies. Some of these external contributors tend to write more in their feedback forms and annotate less on the script and this may give the impression that some students received more feedback than others. As an action point, programme convenors will be asked to have a meeting with module convenors to try and harmonise the marking and feedback process as much as possible. This information should then be cascaded down to the marking team.

5. **Year on Year comments:** *External examiner's continued support for a first marking and moderation model, in line with the sector, rather than a double marking model.*

Following the external examiner's recommendations, the section will prepare a moderation rota to apply to all PGT modules. All modules, except for the dissertation and the ATP, will be moderated from 2019/2020.

6. **Preparation for the role of External Examiner:** *External Examiners accommodation and travel expenses.*

The School will be able to support external examiners with this. Next session, the School will revert to organising accommodation for external examiners and will claim back costs through an internal IDT.

We hope that you will find this response satisfactory and thank you for your continued support of the programme.

In order to meet the expectations of the [QAA Quality Code](#), both the External Examiner Annual Report and this Institutional Response will be published on the University's [Public Information website](#) and will be available to all students and staff.

We are most grateful for your comments and for your support in this matter.

Yours sincerely,



Mr Simon Wright
Academic Registrar