



EXTERNAL EXAMINER ANNUAL REPORT FORM

Guidance notes are available to support the completion of this Report and are available at <http://learning.cf.ac.uk/quality/review/external-examiners/reports/>.

	For completion by External Examiner:		
Name of External Examiner:	Prof Andrew ROTHWELL		
Home Institution / Employer of External Examiner:	Swansea University		
Programme and / or Subjects Covered by this Report	BA in Translation		
Academic Year / Period Covered by this Report:	2015-16	Date of Report:	16/07/2016

For completion by External Examiner in the spaces provided. Please extend spaces where necessary. **Please note this Form will be published online and should not make any reference to any individual students or members of staff.**

1. Programme Structure

The BA Translation has been well designed to integrate professionally-relevant modules into the traditional BA in Modern Languages structure.

2. Academic Standards

Standards have again been high and consistent with previous years, as well as with norms applied elsewhere.

3. The Assessment Process

As in previous years, I have found the detailed and highly formative marking of both language and content work to be absolutely exemplary. Appropriate use is now made of the higher First bands.

4. Year-on-Year Comments

My suggestion last year about criteria for translation assessment has been implemented (see 6, below).

The innovation this year of concentrating the external's scrutiny of work into a single day on site, rather than sending scripts through the post, was I think quite successful, although a certain pressure to get through all the work was felt. Since I had no substantive queries there was in the end no problem about doing this, but I do wonder, if a major problem had presented itself, whether there would have been time to find a principled solution with an MA board looming the same afternoon, and

BA boards the following morning. If greater use is to be made of electronic marking in the future (see 8, below), then there is no reason why some of the work should not be carried out by the external remotely in advance, without the need to send packets through the post. Another university for which I am external examiner has developed what seems to me the very good idea of creating a single 'Samples' module of Blackboard for each external examiner, into which samples of assessed work for the different modules are uploaded. This means I can scrutinise them at my leisure as they come in, without needing to be given access to the 'live' data on Turnitin or wherever. I would recommend looking into this as an option for taking some of the pressure off the External's day.

As I (and I believe other programme externals) pointed out last year, the secondary classification rule is applied in Cardiff in a totally mechanical manner which, in my view, disadvantages a significant number of borderline students. One case in point among others this year: a student with an overall average of 69.6% was denied a First on the preponderance principle, with no fewer than three module marks of 69%. If the University wishes to continue with the entirely mechanical application of the preponderance principle, with the Board having no discretion to override the computer's decision, then I would recommend in the strongest possible terms that module marks which aggregate to 69% should be looked at again, in advance of the Board, with a view to resolving them up or down into an unambiguous class. I was told at the Board that once marks are entered into the system they cannot be changed, so my advice would be to delay input of components until the overall outcome has been calculated internally and a principled view can be taken of the students' overall performance.

5. Preparation / Induction Activity (for new External Examiners only)

N/A

6. Noteworthy Practice and Enhancement

As in previous years, I have found the detailed and highly formative marking of both language and content work to be absolutely exemplary. In response to a suggestion I made last year, an excellent set of criteria for assessing translations have been developed and applied. In my experience these are sector-leading and will definitely enhance the consistency of marking and the feedback value to students of the marks and comments.

7. Comments on the Examination of Master's Dissertations (External Examiners for postgraduate Master's Programmes only, see also 9.23-9.29 below)

N/A

8. Appointment Overview (for retiring External Examiners only)

The BA in Translation has evolved over a number of years to become a model for this type of professionally-focused languages degree. Year 2 contains the foundational modules Principles of Translation Theory and Translation as a

profession, as well as introducing Specialised Translation, and these skills are developed to a more advanced level in final-year modules in both general and specialised translation. Since the BA in Translation is a variant of a standard Modern Languages BA programme, the external sees modules corresponding to only part of the students' degree, but the professional focus these add to the work students do is coherent and substantial.

One tricky issue for the near future, which applies across the board and has no doubt already given rise to reflection, is how best to implement electronic marking. I saw a wide variety of practices in the assessment of both the BA and the MA which seem to risk confusing students about how and where they will receive feedback. I will comment on this at greater length in my report on the MA in Translation Studies. I remain very concerned about the inflexible application of the secondary classification rule in very borderline cases (see 4, above).

I am most grateful to the programme team for their constructive dialogue with me over the years about any issues that arose, and for responding quickly and reflectively to any suggestions I have made. It has been a pleasure working with them.

9. Annual Report Checklist

Please include appropriate comments within Sections 1-8 above for any answer of 'No'.

		Yes (Y)	No (N)	N/A (N/A)
Programme/Course Information				
9.1	Did you receive sufficient information about the Programme and its contents, learning outcomes and assessments?	Y		
9.2	Were you asked to comment on any changes to the assessment of the Programme?	Y		
Draft Examination Question Papers				
9.3	Were you asked to approve all examination papers contributing to the final award?	Y		
9.4	Were the nature, spread and level of the questions appropriate?	Y		
9.5	Were suitable arrangements made to consider your comments?	Y		
Marking Examination Scripts				
9.6	Did you receive a sufficient number of scripts to be able to assess whether the internal marking and classifications were appropriate and consistent?	Y		
9.7	Was the general standard and consistency of marking appropriate?	Y		
9.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	Y		
9.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?	Y		
9.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?	Y		
Coursework and Practical Assessments				
9.11	Was the choice of subjects for coursework and / or practical assessments appropriate?	Y		
9.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?	Y		
9.13	Was the method and general standard of assessment appropriate?	Y		
9.14	Is sufficient feedback provided to students on their assessed work?	Y		
Clinical Examinations (if applicable)				
9.15	Were satisfactory arrangements made for the conduct of clinical assessments?			N/A
Sampling of Work				
9.16	Were you afforded sufficient time to consider samples of assessed work?	Y		
Examining Board Meeting				

		Yes (Y)	No (N)	N/A (N/A)
9.17	Were you able to attend the Examining Board meeting?	Y		
9.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	Y		
9.19	Cardiff University recognises the productive contribution of External Examiners to the assessment process and, in particular, to the work of the Examining Board. Have you had adequate opportunities to discuss the Programme and any outstanding concerns with the Examining Board or its officers?	Y		
Joint Examining Board Meeting (if applicable)				
9.20	Did you attend a Composite Examining Board, i.e. one convened to consider the award of Joint Honours degrees?		N	
9.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			N/A
9.22	Was the Composite Examining Board conducted according to its rules?			N/A
Examination of Master's Dissertations (if applicable)				
9.23	Did you receive a sufficient number of Dissertations to be able to assess whether the internal marking and classifications were appropriate and consistent?			N/A
9.24	Was the sample in accordance with the University's sampling guidelines (guidelines provided below)?			N/A
9.25	Were you satisfied with the standard and consistency of marking applied by the Internal Examiners?			N/A
9.26	Were you able to attend the Master's Degree (Dissertation) Stage Examining Board?			N/A
9.27	If so, was the Examining Board conducted properly and in accordance with established procedures?			N/A
9.28	Were the schemes for marking and classification correctly applied?			N/A
9.29	Were the standards of the awards recommended appropriate?			N/A

Please return this Report, preferably in a Microsoft Word format, by email to:

ExternalExaminers@cf.ac.uk

Your fee and expenses claim form and receipts, should be sent electronically to the above email address or in hard copy to:

External Examiners, Registry, Cardiff University, McKenzie House, 30-36 Newport Road, Cardiff, CF24 0DE

SAMPLING OF TAUGHT MASTER'S DISSERTATIONS BY EXTERNAL EXAMINERS

External Examiners shall be expected to see prescribed numbers and ranges of Dissertations, but not to mark them, on the following basis:

At least 10% of Dissertations for a postgraduate taught Master's Programme, or a minimum of 10 (whichever is the higher figure) must be seen by the External Examiner(s). Where the total number is less than 10, all Dissertations must be seen by the External Examiner(s) #.

Dissertations seen by External Examiners should include examples from across the whole range of achievement (i.e. Pass with Distinction, Pass, Fail).

External Examiners will retain the right to see other Dissertations at random.

Where more than one External Examiner is appointed on a Programme, at least 10% of Dissertations, or a minimum of 10 (whichever is the higher figure), should be seen collectively by the External Examiners.