

## The University of Leeds

### EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2011– 2012

#### Part A: General Information

##### Subject area and awards being examined

Faculty / School of:	Modern Languages
Subject(s):	Arabic & Arabic Interpreting & Translation Studies
Programme(s) / Module(s):	BA Arabic, Islamic and Middle Eastern Studies and related degrees; MA Translation Studies and Interpreting
Awards (e.g. BA/BSc/MSc etc):	BA, MA

##### 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 Academic Quality and Standards**  
Academic Quality and Standards Team  
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?*

Yes

##### **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.*

I am satisfied that all of the grades are appropriate to the level required in all of the modules I have examined.

**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 aims and ILOs did meet the levels of other institutions and the Framework for Higher Education Qualifications.

**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 course tutors have been consistent in the application of the marking criteria and in their feedback on the assessments, providing helpful and detailed comments. The teaching, learning and assessment methods are clearly of a high standard.

**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 academic standards demonstrated by the students were satisfactory. The overall spread of grades is appropriate and reflects the performance of the students in their assessments.

**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.*

This is my first year as external examiner. However, I was impressed by the coverage and of the programmes offered and the standard of all aspects of these programmes, which deal with key areas of cultural and linguistic aspects of the Middle East. The content of the programmes and the performance of the students in general are commendable.

**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 curriculum design in all of the programmes offered are evidently informed by current research in the subject areas taught. Regarding dissertations by students, these demonstrated an awareness of relevant current research in the particular subject areas covered.

## For Examiners involved in mentoring arrangements

**8. 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

9. **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 material provided to me was sufficient to make the required judgements.

10. **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

11. **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?**

All of the examination papers and assessments were suitable and to a high standard. Any queries I had regarding these were answered suitably.

12. **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. I was provided with all of the scripts with comments and grades necessary to provide an informed evaluation.

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

Yes. These were appropriate and the methods and standard of assessment were appropriate.

14. **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?**

Yes. This was appropriate. I was able to attend the meetings and I was satisfied with the recommendations of the Board.

15. **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**

Overall, I found the programmes, methods of assessment, and standards of the programmes and tuition excellent.

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July 17<sup>th</sup> 2012

Dear <<>>

Thank you very much for your report on the Arabic on the MA in Interpreting and Translation Studies programme for 2011-12. Your positive and constructive comments on the teaching and assessment practices are much appreciated.

I take particular note of your view that the standards of assessment and the feedback provided to students were appropriate. I was also very pleased that you found the content of the curriculum and the tuition on the programme were excellent.

With kind regards.

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School of Modern Languages and Cultures  
University of Leeds