

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

School of:	Modern Languages & Cultures	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

The completed report should be attached to an e-mail and sent as soon as possible, and no later than 6 weeks after the relevant meeting of the Board of Examiners, to 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.

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 aims and intended learning outcomes on the BA and MA programmes were all commensurate with the level of 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.*

The aims and ILOs were broadly comparable with that at kindred institutions.

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 assessment methods were an appropriate test and reflection of the students' skills and on each individual module they met the ILOs.

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 exams and assignments gave the students adequate opportunity to demonstrate their achievement of the aims and ILOs. The range of achievement was that to be expected in this size of cohort.

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. 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.

The modules on offer continued to provide a variety of achievable intellectual challenges to the students. This is an excellent programme that offers students all sorts of valid insights into the cultures of the Middle East. The stress on a high level of linguistic competence in Arabic to an advanced standard remains one of the significant achievements of the degrees on offer.

High standards of achievement continue to be maintained on the MA in Arabic Interpreting & Translation.

7. 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 wide ranging research interests of the staff covering a broad spectrum of Middle Eastern studies continue to inform the curriculum offered. Undergraduate dissertations give students the chance to look in more depth into particular fields of interest providing a good foundation for postgraduate study should that be the chosen path and for other career specialisms.

The Examination Process

8. **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 enabled me to act effectively as an external examiner.

9. **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?**

- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

Yes.

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes. I saw most if not all of the relevant examination papers.

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

Yes.

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

Yes.

For Examiners involved in Mentoring Arrangements

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

Other Comments

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

I was brought into the process in time to look at the examination papers, dissertations and other material during the summer examinations cycle, because the newly appointed external examiner was unable to carry out the task due to ill health. Having been the previous examiner it was no problem taking on this task.

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Department of Arabic and Middle Eastern Studies

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UNIVERSITY OF LEEDS

27 February 2012

<<>>

Dear <<>>.,

I am writing to thank you for stepping in at such short notice in 2011 to again act as External Examiner for BAs in the Dept. of Arabic and Middle Eastern Studies (AMES) and AMES-based MA Translation/Interpreting modules.

We were very pleased that you found the AMES programmes satisfactory and commensurate with BA Arabic, Islamic Studies, and Middle Eastern Studies programmes at other British universities.

If you would like to add anything further regarding our programmes, please do feel free to contact me.

My thanks to you one again.

With best wishes,

<<>>

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION*Subject area and awards being examined:***School of:** Modern Languages and Cultures**Subject(s):** Translation studies**Programme(s) / Module(s):****awards: (e.g. BA/BSc/MSc etc.)** MA

MA Applied Translation Studies, MODL5001M
Methods & Approaches, MODL5000M Computer
Assisted Translation, MODL5003M Principles &
Applications of Machine Translation,
MODL5004M Technical Communication for
Translators, MODL5005M Computers & the
Translator, MODL5007M Corpus Linguistics,
MODL5301M Dissertation; MODL5018M Genres
in Translation

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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.

The arrangement to provide the examiner with hard copy scripts for the dissertation module (MODL5301M) is much appreciated. However, in reference to a specific problem this year, please ensure that posting of scripts is handled in such a way as to ensure a sufficient timeframe for the examiner.

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.

In my opinion high standards have been maintained for all aspects concerning teaching and learning. The staff members are highly commended for managing a relatively large number of students involved in the programme.

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 with the programme structure and aims in relation to ILOs. There is no concern regarding appropriateness of the standards as regards to the given 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.*

Yes, in terms of such expectations and the benchmark with which I am familiar in Ireland as well as in the UK.

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 assessment methods were appropriate in relation to the ILOs. Appropriate marking arrangements were made between two markers, providing the students with fair and helpful feedback. The students' achievements in turn suggested the extent of effectiveness of teaching. Perhaps a more explicit indication of the second marking on the marksheet for some modules would have been appreciated as it was not always evident with only the final marks and comments by one examiner shown.

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.*

Yes. In my assessment the students were given clear aims and ILOs for the modules concerned.

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. 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.

Despite some changes to administration personnel the programme admin requirements were handled admirably by all concerned. The new module (MODL5018M Genres in Translation) further enhanced the already solid make-up of the programme content.

7. 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.

As per the previous year I am under the impression that the teaching staff are well informed of good practice of teaching and learning. The modules I inspected take into account recent developments in the given field, which indicates that the teaching staff are well versed in the current research within the domain.

The Examination Process

8. **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.*

Yes.

9. **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?**

- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

Yes.

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes.

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

Yes. (apart from one issue mentioned earlier regarding the postal arrangement of scripts)

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

Yes.

For Examiners involved in Mentoring Arrangements

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

Other Comments

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

The programme content is comprehensive, current and well structured. The Exam Board further confirmed that the interests of the students are well catered to in a most professional manner.

<<>>

February 8th 2012

Dear <<>>

Thank you very much for your report on the MAATS programme and modules for 2010-11. Your positive comments on the teaching and assessment practices are much appreciated.

I take particular note of your comments on student achievement and the way in which the teaching reflects current developments in research. I am also pleased that you view the new module (Genres in Translation) so positively.

I take note of your recommendation concerning the explicit highlighting of second marks. I am also aware of the problem that arose over posting scripts to you and will ensure that this does not happen again.

With kind regards

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Subject Leader for the Centre for Translation Studies
School of Modern Languages and Cultures
University of Leeds

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2009– 2010

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

School of:	Modern Languages and Cultures	Subject(s): Translation – French
Programme(s) / Module(s):		awards: (e.g. BA/BSc/MSc etc.)
		MODL5123M French- English Specialised Translation and MODL5302M Extended Translation
MA Interpreting and Translation Studies MA Translation Studies with Interpreting		

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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.

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?

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.

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.*

Both aims and ILOs commensurate with level of 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.*

Yes

- 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.*

Assessment methods were very good, appropriate and applied consistently

Student performance indicated that the methods were of good quality

Work set was again entirely in line with the module descriptions, the assessment thorough, appropriate, consistent and fair, with good evidence of careful first and second marking.

- 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.*

Compared to other courses I am familiar with, the academic standard of the students whose work I saw were of the appropriate level

Some excellent students but a range of abilities observed

- 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. 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. 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 Examination Process

8. **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.*

Yes

9. **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?**

- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

Yes

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

Yes

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

N/A

For Examiners involved in Mentoring Arrangements

If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.

Other Comments

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

The work I saw was of a good standard, very sophisticated in some cases, and the communication with administrators and with the module leaders was full, clear and efficient.

February 29th 2012

Dear <<>>

Thank you very much for your report on the French translation modules on the MACITS and MACITS programmes for 2010-11. Your positive comments on the teaching and assessment practices are much appreciated.

I take particular note of your comments on how the students performed, and that they produced some sophisticated work, which is clearly the standard that the profession looks for.

With kind regards.

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Subject Leader for the Centre for Translation Studies
School of Modern Languages and Cultures
University of Leeds

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010–2011

PART A: GENERAL INFORMATION

Subject area and awards being examined:

School of: Languages and Cultures	Subject(s): Italian
Programme(s) / Module(s): MA in Applied Translation Studies MA in Conference Interpreting and Translation	awards: (e.g. BA/BSc/MSc etc.) MA

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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.

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?

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.

I found the programmes so impressive in my first year that I did not see how they could be improved. For that reason I have not been aware of progressive development or enhancement of the learning and teaching provision, or of the standards achieved (extremely high every year) etc.

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.*

As far as I can tell the intended learning outcomes for these programmes are highly appropriate, as are the programmes' structure and content. The standards appear to be wholly appropriate for an MA programme.

- 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 programmes compare very favourably with similar ones in other institutions.

- 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.*

Assessment consists of a balance (and I think a well-judged balance) between course work and written and oral examinations. As far as I can tell the arrangements for the assessment of modules and the classification of awards were excellent. The candidates' performance seemed to indicate a very high quality of teaching and personal attention by staff.

- 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.*

I was most impressed by the academic standards demonstrated by the candidates; as a cohort they did not display any noteworthy weaknesses, while attention to detail could be cited as a notable strength. I think the candidates were given ample opportunity to demonstrate their achievements.

- 5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum**
- 6. 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.*

- 7. 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.*

In this case I believe research includes aspects of curriculum planning. As far as I am aware some of the modules are highly original, as well as being very imaginatively and successfully designed, with excellent selection of materials.

The Examination Process

8. **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 had ample access to assessment materials and was encouraged to request additional information.

9. **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?**

- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

I received all the documentation I could have wished for. I do not perceive any incoherence in the policies or procedures relating to external examiners, which do appear to match the explicit roles they are asked to perform.

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes.

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

As far as I could tell, yes, though as I did not visit the University in this connection I cannot comment on the Board of Examiners.

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

I do not know.

For Examiners involved in Mentoring Arrangements

If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.

Other Comments

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

February 29th 2012

Dear <<>>

Thank you very much for your report on the MACITS and MAATS programmes for 2010-11. Your very positive comments on the teaching and assessment practices are much appreciated.

I take particular note of your comments on the balance achieved in the assessment and on the original nature of some of the modules, including the materials used. These are very useful for us in the future planning of our curriculum.

With kind regards

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Subject Leader for the Centre for Translation Studies
School of Modern Languages and Cultures
University of Leeds

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

School of:	Subject(s):	
Programme(s) / Module(s):	awards: (e.g. BA/BSc/MSc etc.)	MAATS MACITS
<p>MODL5118M Russian specialised translation (sem 1: journalistic and administrative text types); MODL5128M Russian specialised translation (sem 2: technical/scientific and literary text types); MODL5302M Extended translation.</p> <p>MODL5765M Consecutive and Bilateral Interpreting MODL5715M Simultaneous Interpreting MODL5010M Interpreting Skills</p>		

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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?

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.

On the whole I have had a very positive experience of the programmes that I have been asked to moderate. In the first year of my appointment I found the variety of programmes confusing, and was initially disorientated by receiving communications and work from two different centres (the Interpreting unit and GRASS). In subsequent years I became used to the system, but I would certainly recommend

briefing my successor quite carefully about the nature of the MA programmes in interpreting and translation at Leeds and the structure of their delivery. Having said this, all communications were invariably polite and helpful.

The programmes have not changed significantly over the course of the term of my examinership. One change for the better occurred in 08/09, when the Interpreting Skills module was separated out from other performance exams, thus making it easier to assess independently. In the past I had issues with the forms used for feedback to the students, or the way in which they were used, but this year I had no such issues. Generally I am very impressed by the standard of marking in terms of its conscientiousness and rigour. I am likewise consistently impressed by the technological support in recording examinations for me to moderate remotely.

The programmes themselves are very well designed. Interpreting topics are always contemporary and interesting. Translation texts are always varied and challenging. Each year one or two students perform exceptionally well, whilst the weaker students are still able to achieve within the range of what is expected of them. The programmes deliver excellent preparation for the translating and interpreting profession.

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 aims for each module as stated in the Centre for Translation Studies handbook, and the outcomes as stated in the document 'Interpreting Learning Outcomes' are appropriate for the award, as are the structure and content of the programmes and the standards expected of the students.

- 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.*

I have no experience of similar programmes, but those aims and ILOs that I have seen meet the expectations of the national subject benchmark.

- 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 assessment methods are appropriate and effective. There is an appropriate range of assessment tasks. The technological support required to deliver the assessment of the interpreting modules is excellent. All modules were marked very conscientiously; the marking process was fair and transparent.

- 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.*

Yes. I cannot comment on how the students performed in relation to those on comparable courses, but they performed within an appropriate range, and within a range comparable to cohorts on the same courses in previous years. The small number of students involved means it is difficult to comment meaningfully on strengths and weaknesses qua cohort: there were weaker and stronger performances.

- 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. 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.

There were no changes to the programmes, as far as I am aware

- 7. 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.

I am unable to comment, not being familiar with current research in translation and interpretation.

The Examination Process

8. **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.*

Yes, the material was sufficient and the programme directors very amenable to requests for extra information.

9. **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?**

- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

I received the student handbook for the MA Conference Interpreting and Translation Studies, the moderation guidelines for interpreting exams, and the programme outlines and learning outcomes for the MA interpreting programmes.

I have not seen the programme specifications for these programmes, and would find them useful in answering questions about aims and outcomes.

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes, I saw almost all of the work.

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

I was not present at the board, but communication from administrators and course convenors was satisfactory.

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

I cannot comment, as I was not present at the Board. I believe there were no mitigating circumstances and medical evidence this year, but I was not informed either way.

For Examiners involved in Mentoring Arrangements

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

Other Comments

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

February 29th 2012

Dear <<>>

Thank you very much for your report on the range of Russian modules on the MACITS and MAATS programmes for 2010-11. Your very positive comments on the teaching and assessment practices are much appreciated and on your overall experience as an external examiner. I am pleased that the technological support for the programmes met with your approval.

I take particular note of your comments on the need for detailed briefing for the benefit of your successor on the CTS programmes and how they relate to other parts of the School, and I will pass this suggestion on to those responsible.

With kind regards and sincere thanks for your contribution to the University of Leeds.

<<>>

Subject Leader for the Centre for Translation Studies
School of Modern Languages and Cultures
University of Leeds

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

School of: Modern Languages and Cultures Programme(s) / Module(s): Extended Translations MODL5302M Specialised Portuguese - English Translation A MODL5117M Specialised Portuguese - English Translation B MODL5127M Interpreting Skills - 1 lang MODL5031M Interpreting Skills - 2 lang MODL5032M	Subject(s): Portuguese awards: (e.g. BA/BSc/MSc etc.)
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The completed report should be attached to an e-mail and sent as soon as possible, and no later than 6 weeks after the relevant meeting of the Board of Examiners, to 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.

There are no areas requiring urgent attention.

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.

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 courses programmed are very relevant and directly linked to instructor's research areas and expertise, providing students with the opportunity of acquiring a solid knowledge basis. Courses are well designed, and tests are demanding. I am impressed by the quality achieved in the majority of the cases. I have never had reason to disagree with the marking which appears to me consistent, fair and objective. The possibility of having the students' oral performance available via links is a plus. Even though sometimes there were some technical difficulties, I think these were invariably the result of a software problem that was solved. Even in the case of one student whose performance was somewhat lower than that of the others, my impression still was that the level of competence reached was high.

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.*

Based on my knowledge of similar problems in the UK and Europe I find that the programme has high standards and compares well with other similar programmes. Courses are directed to a variety of interests and address contemporary issues allowing students to have excellent practice that is relevant not only in terms of abstract competence but especially in relation to the needs of possible employers

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.*

Courses were well structured. Having the opportunity to access recorded materials allows for a good picture of how students perform. Students are allowed a good scope in which to demonstrate their skills and knowledge.

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.*

Indeed, judging by student performance it is obvious that materials provided in courses had been well assimilated. There were a few outstanding students and majority performed at good or very good level, which is satisfying. Language skills were of very good quality.

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. 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.

The programme was not changed from previous year and with good reason as it is a very good programme, allowing students to acquire a sound base of knowledge and this comes clear in the quality of the results achieved.

7. 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.

It is clear that the programme is up to date on research and methods as well as the use of technology.

The Examination Process

8. **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.*

Full access to all materials was provided. The availability of audio materials via links and on cd-rom is excellent

9. **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?**

- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

I received all pertinent documentation

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes, I had full access to all scripts and recordings.

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

The administrative arrangements were very efficient and I was received with great cordiality. The final meeting is a model of efficiency and collegiality.

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

This was not applicable.

For Examiners involved in Mentoring Arrangements

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

Other Comments

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

The process of external examining is costly and above all time consuming and yet fundamental. The high level of efficiency demonstrated by the Department make it a joy to participate in the process and the level of collegiality also make it a very rewarding experience.

February 29th 2012

Dear <<>>

Thank you very much for your report on the Portuguese translation modules on the MAATS and MACITS programme for 2010-11. Your positive comments on the teaching and assessment practices are much appreciated.

I take particular note of your comments on how the students performed, on the general quality of the programme and its foundation on research and up-to-date methods. As manager of the technical services, I was also pleased to read your praise for the way in which our technological support has enabled you to view students' oral performance online.

With kind regards.

<<>>

Subject Leader for the Centre for Translation Studies
School of Modern Languages and Cultures
University of Leeds

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

School of: Modern Languages/Cultures	Subject(s): Translation
Programme(s) / Module(s): MODL511M Translation MOD5129M Translation MODL5302 Extended Trans	awards: (e.g. BA/BSc/MSc etc.) MA

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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?

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.

I have found that the programme has improved over my period of appointment: although standards were already high when I began, my strong impression from student work is that the learning and teaching processes have matured considerably with a higher level of guidance and feedback offered to students leading to a noticeable rise in standards.

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 are wholly commensurate with the level of the award. Programme structure and content are both robust. Component courses are strong on content and delivery and were clearly the product of meticulous planning. The standards achieved reflect these organizational strengths.

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 programme compares favourably with similar programmes at other institutions and complies with the national benchmarks and the criteria identified in 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.*

Assessment methods were carefully calibrated and wholly appropriate. Feedback was constructive and detailed and marks awarded were consistent. There was a clear commitment to fairness in the assessment processes with borderline cases accorded particular attention. An example of good practice that I have encountered at another institution might be considered: an assessment sheet, confidential to markers, entitled 'Rationale for the agreed overall total mark where marks awarded by individual examiners cross a band or diverge by 5% or more'. This would ensure due consultation between markers and further reinforce consistency.

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.*

Papers were carefully selected so that both strong and average candidates were able to demonstrate their relative strengths. In the Spanish-English specialized Translation both texts chosen were appropriate but one was more challenging than the other, so ensuring that stronger students were extended. Students performed favourably in relation to those on comparable courses. One small matter might be given further consideration: since translators' notes were not allowed, students provided clarification in the text, which was not as well managed as other aspects of the translation.

5. **For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum**

6. **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.

Areas of Good Practice: as last year, I commend the Extended Translation Feedback sheet which provides students with an incisive review of their work, including detailed feedback on specific translation issues, often supported by examples. In some cases, clarity might have been improved by providing a list of symbols such as ø for omissions.

7. **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.

Students displayed skilful handling of critical and theoretical opinions in their commentaries, much of them drawn from recently published work. Their bibliographies showed awareness of current trends and emphases in the research field.

The Examination Process

8. **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.*
Entirely adequate
9. **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?**
- *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 saw no inconsistencies or any other weakness here.
10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**
Yes
11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**
Totally satisfactory. I am not required to attend the Board of Examiners.
12. **Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?**
Yes.

For Examiners involved in Mentoring Arrangements

If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.

Other Comments

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

My period of tenure has been wholly rewarding and pleasurable owing both to the unfailingly cooperative attitude of academic colleagues who have always shown themselves responsive to suggestions and also to the efficiency of administrative staff.

February 29th 2012

Dear <<>>

Thank you very much for your report on the Spanish translation modules on the MAATS programme for 2010-11. Your positive and constructive comments on the teaching and assessment practices are much appreciated.

I take particular note of your comments on how procedures have improved during your period of appointment. I am also very pleased with your praise for the quality of the planning, the constructive feedback provided to students. I also note your recommendation with regard to consultation between markers and the way in which student clarification on their translations is managed. I will ensure these are passed on to module convenors.

With kind regards and sincere thanks for your contribution to the University of Leeds.

<<>>

Subject Leader for the Centre for Translation Studies
School of Modern Languages and Cultures
University of Leeds

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

School of:	Subject(s): translation
Programme(s) / Module(s):	awards: (e.g. BA/BSc/MSc etc.) MA
MODL5302M Extended translation (Ch-En)	
MODL5302M Extended translation (En-Ch)	

Name and home institution/affiliation of examiner:

The completed report should be attached to an e-mail and sent as soon as possible, and no later than 6 weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

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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.

There are no marking criteria for the commentary portion of the assignment.

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?

Not that I recall

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.

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.*

Students seem to come away from this module with little theoretical knowledge of the subject, which seems unusual at the MA level.

- 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.*

Although I am not familiar with MA programmes at all institutions in the UK, the level of engagement with secondary literature and theoretical models in translation studies is not anywhere near as high as at Manchester

- 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 assessment was perhaps appropriate for the modules as currently designed, but again show little attempt to make the students think critically about the translation process

- 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.*

yes

- 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. 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. 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.

None that I could determine

The Examination Process

8. **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.*

It took several emails to more than one individual to determine that there were no marking criteria for part of the assessment. In the absence of such criteria, it was difficult to determine the appropriateness of the marks, and in the end I had to recommend that they all be adjusted down by a full 10 marks because in the absence of such criteria, the markers seemed to allow the mark for the translation to determine the mark for the commentary, although it was clear that the standard of the commentaries was much lower than that of the translations.

9. **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?**

- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

See above.

It was also not made clear that I was supposed to file this report separately from the one I was asked to file for the UG programme, which is why the report is late.

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

I was not invited to the Board of Examiners, so cannot comment

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

Yes, as far as I can tell

For Examiners involved in Mentoring Arrangements

If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.

Other Comments

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

March 6th 2012

Dear

Thank you very much for your report on the Extended Translation modules on the MAATS programme for 2010-11.

Firstly, I must apologise for the delay in formally responding to your report. I have been brought in as caretaker subject leader for CTS, and it has taken me some time to become familiar with the range of specialised learning and teaching issues in CTS.

The School takes seriously your comments on the assessment procedures for these modules, and module tutors, leaders and the Director of Student Education have been consulted to identify the best measures to resolve the issues you have raised.

As I understand it, <<>> responded to you earlier this academic year in connection with the marking matrix used for the commentary, and it has been agreed that work will be done on providing marking criteria in time for the 2011-12 assessment round.

As for the theoretical grounding and the ILOs, there appears to be some disagreement among the current external examiners for related modules on the value of this content. I am confident that CTS are continually reviewing the content and objectives of their modules in the light of examiners' comments.

With kind regards.

Subject Leader for the Centre for Translation Studies
School of Modern Languages and Cultures
University of Leeds

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

School of: Modern Languages and Cultures	Subject(s): Translation (German)
Programme(s) / Module(s):	awards: (e.g. BA/BSc/MSc etc.)
MODL 5114M Specialised German-English Translation A	MA
MODL 5124M Specialised German-English Translation B	
MODL 5302M Extended Translations	

Name and home institution/affiliation of examiner:

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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?

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.

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.*

Both the programme aims and the intended learning outcomes were fully commensurate with the level of award and in keeping with practice across the sector.

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.*

Yes.

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 assessment methods were challenging, well-conceived and particularly useful in terms of enhancing future employability. The arrangements for marking etc were appropriate. Students had clearly been well briefed and the performance was, on the whole, extremely good.

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 students had, for the most part, attained a high level of achievement in keeping with national standard. Indeed, the performance would compare favourably with that in other institutions. The cohort was generally very strong.

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. **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 (first year as external)

7. **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.

n/a

The Examination Process

8. **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.*

There was sufficient material provided.

9. **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?**
- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

Yes. Procedures were clearly outlined.

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes.

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

I was not required to attend the Board of Examiners.

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

No circumstances were declared to me.

For Examiners involved in Mentoring Arrangements

If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.

Other Comments

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

The standard of the work I saw suggests to me that this is an excellent course which allows students to prepare at the highest level for employment.

February 29th 2012

Dear <<>>

Thank you very much for your report on the German translation modules on the MAATS programme for 2010-11. Your positive and constructive comments on the teaching and assessment practices are much appreciated.

I take particular note of your comments on how the programme provides excellent professional training for translators and that they produce excellent performance on the course.

With kind regards.

<<>>
Subject Leader for the Centre for Translation Studies
School of Modern Languages and Cultures
University of Leeds