

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):
Programme(s) / Module(s): BSL/English Interpreting Conference Interpreting	awards: PG Cert/Pg Dip/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.

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.

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 intended learning outcomes were of a standard expected at the postgraduate level both at the module and programme 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.*

The aims and ILO's are equivalent to other postgraduate courses in BSL/English Interpreting as well as standards for Conference Interpreting.

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 indeed reflective of the expectation for working professional interpreters. The marking is consistent across the programmes and it is clear that the standards for passing are appropriate for entry into the profession. It is obvious that members of the academic staff are highly proficient teachers as well as practitioners who hold themselves and their students to the highest professional standards.

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.*

Overall the students were of a good standard. For those students who did not pass (either at the module or the programme level) the deficiencies were clear and reasons for not passing were appropriate and clearly articulated. In addition, alternate progression routes (e.g. exit/fall back awards) are clearly mapped out.

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 use of live interpretation as an assessment is a good reflection of actual working conditions in the profession and can be a good way to ascertain a student's skill set.

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 curriculum reflects current work in the field and students are given opportunities to be exposed to those doing cutting edge 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.*

The access I was given allowed me to see the range of student performance across the programme.

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.*

The materials I were given were helpful and accurately reflected the programme.

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?**

Yes. It was clear that staff are aware of how mitigating circumstances can affect student performance and are clearly sensitive to such issues.

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 board was run very efficiently and examiner's comments were sought and taken seriously. As was stated at the board, it is a loss to the profession that the MA in BVSL/English interpreting will not continue; it was truly an important course that helped to further the profession. The course team should be commended for its superb work on this programme.

Dear

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

I take particular note of your comment on the future of BSL at Leeds "As was stated at the board, it is a loss to the profession that the MA in BVSL/English interpreting will not continue; it was truly an important course that helped to further the profession. The course team should be commended for its superb work on this programme." I have passed this on to the Programme Manager.

With kind regards

Subject Leader for Translation Studies and MAPLIS

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

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

School of:	Centre for Translation Studies, School of Modern Languages and Cultures	Subject(s):	Italian
Programme(s) / Module(s):	Conference Interpreting and Translation Studies Translation Studies with Interpreting Conference Interpreting -- 1 language	awards: (e.g. BA/BSc/MSc etc.)	MA MA PG Dip

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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.

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?

Both the previous External Examiner's report and the school response to this were made available to me.

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.*

Yes, aims, outcomes and structure of the Interpreting programme are entirely appropriate. Material covered is authentic, stimulating, demanding, and highly topical.

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, aims and outcomes are consonant with subject-level expectations, and comparable, to the best of my knowledge, with similar programmes offered elsewhere.

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.*

Methods of assessment are clear, appropriate for the level, and conducted fairly, efficiently and professionally. Standards and expectations are high, and students' performances showed awareness of these requirements.

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 examined in the summer performed creditably and professionally, in some cases demonstrating a high degree of competence and evident flair. While it is clearly more straightforward to assess students at the lower and upper ends of the scale, criteria to award all grades were carefully considered and rigorously applied. Students graduating with distinctions from Leeds will be well qualified to meet the challenges of a professional career as an interpreter, a distinct advantage in a climate where there is a dearth of appropriately qualified English mother-tongue interpreters at EU level.

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.

I believe interpreting research and professional demands have informed the curriculum.

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. All guidance provided is informative, helpful, and 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. All information provided is clear and appropriately detailed.

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

Yes. Student recordings and marking proformas were made available to me for perusal, in a timely and efficient manner.

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

Administrative arrangements have been entirely satisfactory, and staff (despite several changes) extremely helpful and prompt in replying to my several queries.

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.

N/A

Other Comments

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

N/A

February 8th 2012

Dear<<>>

Thank you very much for your report on the MACITS programme and Italian 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 professional preparation they receive on the programme for what is a very demanding career. I also note your praise for the stimulating nature of the materials used in the module.

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):	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

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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.

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.

School of Modern Languages and Cultures
Department of Arabic and Middle Eastern Studies

University of Leeds
Leeds LS2 9JT
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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 and Interpreting
Programme(s) / Module(s): English/German Interpreting	awards: (e.g. BA/BSc/MSc etc.) MA

Name and home institution/affiliation of examiner:

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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.*

The ILOs are appropriate for 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.*

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 are appropriate for this type of award. The quality of teaching and learning enabled the students to demonstrate that they had achieved 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.*

Academic standards were in line with comparable courses.

- 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.

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 information provided was sufficient.

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?**

n/a

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

Yes. I did not attend the Board.

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.

February 29th 2012

Dear <<>>

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

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: 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.

<<>>

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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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

<<>>

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>		

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.

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	Subject(s): Portuguese
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	awards: (e.g. BA/BSc/MSc etc.)

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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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 and Cultures – Centre for Translation Studies Programme(s) / Module(s): MACITS/MATSI	Subject(s): SPANISH awards: (e.g. BA/BSc/MSc etc.) MA
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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.

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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 were no areas of 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?

Yes, I was provided with a copy of the previous examiner's report, as it was my first year of appointment.

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.

Unfortunately I was unable to attend in person during the two assessment periods moderated. I was therefore unable to comment on arrangements in situ. However, I received materials (recordings) for moderation via satisfactory electronic means.

Standards of teaching and learning provision were high, and outcomes satisfactory. I was not aware of changes in relation to previous year, as this was my first year of moderation.

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 programme's aims and outcomes were in line with the level of the award. The standards were appropriate to the award and they reflect satisfactorily the level students are expected to attain to fulfil future employment opportunities as professional interpreters.

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, to the best of my knowledge.

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 design and structure of the assessment methods were appropriate, and in line with what would be expected of students at accreditation tests for work in international institutions or similar.

Student's overall performance indicated that the quality of teaching, learning and assessment methods were also appropriate.

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, students were given appropriate and relevant tasks to demonstrated achievement of the ILOs. There were some variations of standard within the cohort, but students performed well in general. The standards reached compared favourably with those of students on similar courses.

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.

I am not aware of any changes since previous year.

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.

To the best of my knowledge, the curriculum is in line with current research on the subject.

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 recorded materials received were satisfactory.

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?**

As far as I am aware, appropriate procedures were in place, although I am not aware that there were any mitigating circumstances cases last year.

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.

April 19th 2012

Dear

Thank you very much for your report on the Spanish modules on the MA in Interpreting and Translation Studies programme for 2010-11. Your positive and constructive comments on the teaching and assessment practices are much appreciated.

I take particular note of your view that the standards achieved by students match those expected in their future employment as professional interpreters.

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:	Subject(s):
Programme(s) / Module(s):	awards: (e.g. BA/BSc/MSc etc.)
MA in Interpreting & Translation Studies (Chinese)	MA degree

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:

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Academic Quality and Standards Team,
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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.

No.

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.

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 structure and content of the training programmes are complete and appropriate. It covers all the necessary interpreting techniques and major domain topics that an interpreter should be familiar with. The examination standards of the all the modules being moderated are appropriate and consistent.

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 products of the interpreting training programmes at Leeds University are very competitive compared with students from similar programmes offered by other universities both in China and in the UK. Leeds programme aims and intended learning outcomes are in accordance with professional benchmarks for conference interpreters both in China and 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 method is carefully designed and is easy to work with. Leeds interpreting standards are also well accepted by international organizations and interpreting practitioners. The marking of modules are well organized. From moderating the exam results, I could clearly see the steady progress of the students throughout the training programmes. Many of them were showing solid or promising performances to professional standards. Only a small number of students were struggling in their exams and performing not very well.

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, students are given different speeches or topics to work on, but the speeches are generally at the same degree of difficulties. Most students have accurate and coherent messages with very comfortable delivery in their consecutive exams, but there is more room for improvement in terms of language use and the techniques of simultaneous interpreting

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

Not quite clear about this part.

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.

It is my first year being Leeds external examiner. So I can really compare.

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.

Not quite sure about this part.

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?**

I can't say much for this part. I was not present the Examiners' Board Meeting.

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.

April 19th 2012

Dear <<>>

Thank you very much for your report on the Chinese modules on the MA in Interpreting and Translation Studies 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 interpreters and that they produce performances on the course which meet exacting international standards.

I also note that there is room for improvement in terms of students' language use and techniques in simultaneous interpreting. I'll make sure that these comments are passed on to <<>>.

With kind regards.

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