

The University of Leeds**EXTERNAL EXAMINER'S REPORT**

ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION*Subject area and awards being examined:***School of:****Programme(s) / Module(s):****MA Translation Studies and Interpreting
(Japanese/English)****Subject(s):****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.

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.

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.*

Fully commensurate.

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.*

I can confirm that the assessment methods test the first four of the ILOs below. I am not aware of assessment methods that test the last ILO. However, I don't see any particular problem, because I assume that the last objective is achieved during class discussions.

- to demonstrate specialist knowledge and mastery of techniques relevant to the Interpreting and Translation Studies and to demonstrate a sophisticated understanding of concepts, information and techniques at the forefront of I & T Studies;
- to exhibit mastery in the exercise of subject-specific intellectual abilities;
- to demonstrate a comprehensive understanding of techniques applicable to their own research and professional activity;
- to take a proactive and self-reflective role in working and to develop professional relationships with others, as well as to work in a team and cope under stress;
- proactively to formulate ideas and hypotheses and to develop, implement and execute plans by which to evaluate these

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.

This was my second year as external examiner of this programme. Again, I was impressed by the care with which the consecutive and simultaneous interpreting exams were conducted. The choice of texts and the use of a 'live' speaker for each student were highly professional. As for the translations, I was particularly impressed by the care with which the papers were marked. There were some minor issues with the marking spreadsheets showing some inconsistencies, but I believe that these issues have subsequently been rectified.

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 module "Methods and Approaches in Translation Studies" covers theoretical aspects of translation and interpreting.

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?**

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.

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February 8th 2012

Dear <<>>

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

I take particular note of your praise for the professional way in which the interpreting exams were conducted. I also note your identification of one or two administrative lapses in the recording of marks, and I am sure the Centre as a whole can benefit from this comment.

With kind regards

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