

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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UNIVERSITY OF LEEDS

27 February 2012

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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,

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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.

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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