

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

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

<b>School of:</b>	Modern Languages & Cultures	<b>Subject(s):</b>	Arabic & Arabic Interpreting & Translation Studies
<b>Programme(s) / Module(s):</b>	BA Arabic, Islamic and Middle Eastern Studies and related degrees; MA Translation Studies and Interpreting	<b>awards: (e.g. BA/BSc/MSc etc.)</b>	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](mailto:exexadmin@leeds.ac.uk).

Alternatively you can post your report to:

**Head of Academic Quality and Standards,  
Academic Quality and Standards Team,  
Room 12:81, EC Stoner Building,  
The University of Leeds, Leeds LS2 9JT**

**PART B: COMMENTS FOR THE INSTITUTION ON THE EXAMINATION PROCESS AND STANDARDS*****Matters for Urgent Attention***

*If there are any areas which you think require urgent attention before the programme is offered again please note them in this box.*

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**

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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:*

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

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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.*

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 19<sup>th</sup> 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