

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

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?

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 and Cultures**Subject(s):** Translation studies**Programme(s) / Module(s):****awards: (e.g. BA/BSc/MSc etc.)** MA

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

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

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

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

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

N/A

For Examiners completing their term of appointment

Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School.

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

Standards

1. Please indicate the extent to which the programme aims and intended learning outcomes (ILOs) were commensurate with the level of the award?

- *The appropriateness of the intended learning outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

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

2. Did the aims and ILOs meet the expectations of the national subject benchmark (where relevant)?

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

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

3. Please comment on the assessment methods and the appropriateness of these to the ILOs?

- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
- *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

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

4. Were students given adequate opportunity to demonstrate their achievement of the aims and ILOs?

- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
- *The strengths and weaknesses of the students as a cohort.*

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

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

N/A

6. The nature and effectiveness of enhancements to the programme(s) and modules since the previous year

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

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

7. The influence of research on the curriculum and learning and teaching

This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.

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

The Examination Process

8. **The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner?**

- *Whether external examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.*

Yes.

9. **Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks?**

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

Yes.

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

Yes.

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

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

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

Yes.

For Examiners involved in Mentoring Arrangements

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

N/A

Other Comments

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

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

<<>>

February 8th 2012

Dear <<>>

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

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

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

With kind regards

<<>>

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	Subject(s): French
Programme(s) / Module(s): English / French Consecutive French / English Simultaneous	Awards: MA Conference 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.

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?

Not applicable

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.

2011 was my third and final year as external at Leeds. My contacts with the MA conference Interpreting team were both interesting and enjoyable and I would like to thank everyone, and in particular the programme director, for making it so.

My situation at <<>> have become rather challenging for me with my faculty being restructured as a result of a merger with another faculty and my department undergoing a review of undergraduate and postgraduate courses. As a result of these stressful and time consuming

processes I have had to end my external activities to be able to focus on the internal changes we are going through.

In the course of my three years as external examiner I moderated the main assessments in January and May as well as the resit exams for simultaneous and consecutive interpreting (French /English) and felt that the process was conducted fairly and professionally. My comments were taken into account by the programme director and <<>> offered convincing explanations every time I asked for clarification about a particular aspect of the assessment process.

I was present at the exam session in my first year and was satisfied that the process was conducted efficiently and that the results were fair to all candidates. I then asked for all assessments to be sent to me in electronic format. These were of excellent audio and visual quality, and this meant that I did not have to attend the exam sessions and could do my moderating work in less constraint conditions.

I remarked that the implementation of marking criteria was not immediately obvious to me and that comments on individual students were rather brief to for me to make a clear idea of how marks were awarded. Last year I was sent a new set of marking criteria which will allow internal markers external examiners to be more aware of the aspects taken into account by internal markers to reach their final decision about the strengths and weakness of students' performances and the final marks awarded to them.

I also remarked that the fail rate in the January exam were sometimes relatively high, but I understand that the achievement aims are set very high given that one of the objectives of the programme is to ensure that students reach the right level to be considered for employment by the interpreting services of the European commission or the European Parliament.

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 objectives of the assessment I have dealt with are entirely appropriate and the structure and content of the assessment are both interesting, challenging and in tune with the programmes aims and outcomes

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 are comparable and if anything higher than those of similar HE institutions with which I am familiar

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 methods of assessment are appropriate and comparable to other institutions with which I am familiar. The level reached by students and exhibited during the examinations was of high quality and at times I remarked that internal markers could have been more lenient considering the good performance of some students.

However, I felt that all students were treated equally and the level of grading was consistent and the same level of severity was applied for all students.

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 level at which students were working was comparable and perhaps higher than the HE institutions with which I am familiar. My overall impression is that of students who were well taught and who were generally confident in their subject.

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.

N/A I am involved in the assessment of the conference interpreting component for which students do not need to undertake 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.*

I was provided with all the necessary information to carry out my duties effectively
The course director has always been available to provide any further information I needed.

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 was sent all the relevant documentation concerning the parts of the assessment programme that I was required to moderate

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

I was sent electronic audio visual recordings of the interpreting assessments and resit exams and given the excellent quality of the recordings, I am confident that I had all the conditions to carry out my duties appropriately.

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

N/A I was not required to attend the Board of Examiners

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

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.

I have been asked to act as a mentor to <<>> from the <<>> who was newly appointed to deal with Chinese interpreting.

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 French modules on the MA in Conference 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. I'm reassured that you found the assessments challenging and that the markers are applying criteria in a strict manner in order to maintain these standards. I'm also pleased that the audio-visual material was of good quality and that access to it from a distance worked well.

Finally, I would like to thank you for your contribution to the quality assurance procedures at Leeds and I'm very grateful for your willingness to act as a mentor for the new external examiner.

With kind regards and wishing you well for the future.

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

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

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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 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