

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

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