

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2013– 2014

Part A: General Information**Subject area and awards being examined**

<i>Faculty / School of:</i>	Arabic and Middle Eastern Studies
<i>Subject(s):</i>	Arabic & Arabic Interpreting & Translation Studies
<i>Programme(s) / Module(s):</i>	BA Arabic, Islamic and Middle Eastern Studies and related degrees; MA Translation Studies and Interpreting
<i>Awards (e.g. BA/BSc/MSc etc):</i>	BA, MA

Name and home Institution / affiliation of Examiner**Completed report**

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

Alternatively you can post your report to: **Head of Quality Assurance**
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

There are no matters for urgent attention.

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.*

I am satisfied that all of the grades are appropriate to the level required in all of the modules I have examined.

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.*

I am satisfied that the aims and ILOs met the levels of other institutions and the Framework for Higher Education Qualifications.

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 course tutors have been consistent in the application of the marking criteria and in their feedback on the assessments, providing helpful and detailed comments. Comments provided this year were more thorough than in previous years. The teaching, learning and assessment methods are of an excellent standard.

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 academic standard of the students was overall very good. The courses are clearly attracting high-calibre students. The overall spread of grades is appropriate and reflects the performance of the students in their assessments.

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. Please comment on 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 AMES is an excellent department with dedicated, skilled and highly motivated staff. The decisions made to expand and develop the programmes offered draw upon the expertise and talents of the academic staff, and these programmes are clearly attractive to a wide range of students. In general I have noted an improvement in the programmes with respect to content and attention to detail in the assessment of students. The Department of AMES is to be commended.

7. Please comment on 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 curriculum design of the programmes is informed by current research and issues in the subject areas taught. In general the students' research projects were of a good standard.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

N/A

For Examiners involved in mentoring arrangements

9. 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

The Examination/Assessment Process

10. 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 to me was sufficient to make the required judgements.

11. 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, marking criteria?

The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.

Yes

12. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

All of the examination papers and assessments were suitable and to a high standard. Any queries I had regarding these were adequately responded to by members of staff.

13. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

Yes. I was provided with all of the scripts with comments and grades necessary to provide an informed evaluation.

14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

Yes. These were appropriate and the methods and standard of assessment were appropriate.

15. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

Yes. This was appropriate. I was able to attend the meetings and I was satisfied with the recommendations of the Board.

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

Yes.

Other comments

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

The Department of AMES programmes and modules which cover a wide range of subject areas. The courses are informed by cutting edge research and are taught by a dedicated team of academic staff. The Department is maintaining excellent standards and as such is to be commended.

Arabic, Islamic and Middle Eastern Studies

School of Languages, Cultures and Societies



UNIVERSITY OF LEEDS

04 August 2014

Dear

I am writing to formally thank you for externally examining our SH BA Programmes in Arabic and Middle Eastern Studies, Arabic and Islamic Studies, Islamic Studies and Middle Eastern Studies and for your very positive External Examiner's Report 2013-2014. We are pleased to read that yet again no concerns were raised about the examination process, the assessment methods used and the grades given and thank you for rating our subject area so highly for its dedicated and skilled staff, the quality of the UG programmes we offer and the overall academic standard of our students. We noted with particular delight your positive commentary on our written feedback provisions, which you defined as 'helpful', 'detailed' and 'thorough'. Indeed, over the past academic year we worked hard on improving our written feedback provisions, amongst others through the introduction of a thoroughly revamped feedback proforma.

Thank you again for your report, but please do not hesitate to contact me should you like to add anything further regarding our programmes.

With best wishes,

Director of Arabic, Islamic and Middle Eastern Studies
School of Languages, Cultures and Societies
University of Leeds
Leeds LS2 9JT

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2013– 2014

Part A: General Information**Subject area and awards being examined**

<i>Faculty / School of:</i>	School of Modern Languages and Cultures
<i>Subject(s):</i>	Russian
<i>Programme(s) / Module(s):</i>	MA Conference Interpreting and Translation Studies; PG Diploma Conference Interpreting
<i>Awards (e.g. BA/BSc/MSc etc):</i>	MA

Name and home Institution / affiliation of Examiner**Completed report**

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six 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

There are no matters requiring urgent attention .

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.*

I do not believe that I received the programme Aims and ILOs.

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.*

I have been external examiner at many UK (and Irish) HE institutions; on the basis of this extensive experience and my own experience within the subject I am confident that the programme is fully comparable with equivalent programmes at other 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.*

In terms of the work I had to moderate I found the design and structure of the assessments, and the arrangements for the marking of the modules entirely appropriate. I found the quality of the student work very good indeed, and infer that the quality of the teaching was very high.

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.*

See 3 above. In addition to my comments there, I would also note that the level of linguistic attainment by some students was outstanding, with the marks in some modules being exceptionally high.

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. Please comment on 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.

Nothing to note.

7. Please comment on 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 was not aware of this influence as such; this said, by its very nature purely language programmes do not reveal the influence of research with the same transparency as those dealing with culture, politics, history etc.

For Examiners involved in mentoring arrangements

8. 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

The Examination/Assessment Process

9. 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 have received sufficient guidance to perform my role effectively.

10. 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, marking criteria?

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

I do not feel that I received sufficient documentation.

11. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

I received draft assessments, and was able to comment on them as relevant. The assignments were appropriate.

12. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

Sufficient assessed work was made available to me to enable me to have confidence in my evaluation of the standard of student work.

13. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

N/A

14. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

I was informed of the examiners' meeting rather late in the day. More significantly, it was arranged on a day in the week that I was already due to be in Leeds for two days, but with a 3-day gap between the two. Perhaps efforts could be made to dovetail these meetings?

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

I have no information about this either way.

Other comments

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

As will be evident from the above, I have two rather contradictory impressions from my involvement with this programme:

1 The performance of the students has been very high, from which I infer commitment on their part and on the part of staff who taught them, as well as high professional standards in the delivery of the programme.

2 On the other hand, the administrative arrangements have been weaker; more broadly, it has been somewhat difficult to form an overview of the overall arrangements for this programme.

School of Languages, Cultures and Societies

FACULTY OF ARTS



UNIVERSITY OF LEEDS

25 Feb 2015

Dear

External Examiner Report – 2013-14

Many thanks for your External Examiner report and helpful feedback on our modules and procedures. We are pleased to hear that once again the procedures at each stage of the year's activities ran smoothly and that once again you were impressed by the achievements of our students.

We are also very pleased that you were able to attend the Final Year Orals: we are delighted that you would hold them up as a paragon of good practice; this is particularly valued given your extensive experience as an External Examiner. I am sorry that you felt your suggestion for all School External Examiners to be invited to attend orals at least once during their tenure was not given due consideration. I am assuming that this oversight was simply due to the multi-faceted challenges of co-ordinating a large team of External Examiners across a School of our size. I will ensure that your suggestion is passed on to the School Exams and Assessment Officer for consideration for 2014-15.

Thank you also for noting the improvements and enhancements made in our modules and procedures, such as the typed feedback and the updates to modules. It is helpful to know that the impact of these changes is beneficial.

We are particularly gratified to hear your opinion that those areas with the greatest level of student autonomy are where there are the highest levels of excellence. This is especially important for us in our efforts to develop skills of independent learning and critical enquiry in the curriculum.

Thank you for sharing your concerns with us. With regard to the structure of modules in relation to semesters, we will bear your comments in mind. Some modules we feel are not best suited to single semester patterns; however, for 2014-15 there will be two level 3 modules running as 'short-fat' single semester modules, one in the first semester and one in the second semester. Also, the Russian team is considering a revision of the first year non-language modules and we will investigate whether the use of single semester modules may be appropriate here. With regard to the range of module topics, again we acknowledge that greater diversity would be ideal, but we are constrained both by staff and student numbers and have so far been unsuccessful in seeking shared teaching opportunities with units outside the School, as the larger subject areas such as History have less need of such initiatives. On the 20-90 scale, we note your concerns; as this is a University-level issue, I will draw your comments to the attention of our central Quality Assurance Team.

On behalf of the whole of GRASS I would like to thank you for your useful comments on draft assessments sent during the year, your careful scrutiny of student work and our practice as well as your particular attention to individual cases on which we have asked for your special input. We look forward to working with you again during the next academic year and to seeing you again next summer.

Best wishes,

Director of Russian
School of Languages, Cultures and Societies
University of Leeds
Leeds LS2 9JT

Email
Tel:

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2013– 2014

Part A: General Information**Subject area and awards being examined**

Faculty / 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 / PG Dip

Name and home Institution / affiliation of Examiner**Completed report**

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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

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?

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

My experience over the four years has been very positive, particularly those years in which I was able to be present at the interpreting exams and thus witness at first hand the students' final performances. I have generally been impressed with their professional focus and abilities – which reassures me as to the quality of the training they have received, the teaching methods and materials. Marking and assessment has been very fair, although I feel less able to comment on the School's procedures in this respect.

<>. 22 October 2014

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.*

Aims, objectives, structure and content are commensurate with Master's level, as are the high standards expected by teachers and examiners.

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.*

All aspects are satisfactory.

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.*

As far as I am aware, students were able to demonstrate their levels of achievement. I am unable to comment on the cohort as a whole.

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

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6. **Please comment on 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.

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7. **Please comment on 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 course is informed by research and the demands of professional practice.

8. **Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD**

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For Examiners involved in mentoring arrangements

9. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

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The Examination/Assessment Process

10. 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, I received all the information I needed

11. 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, marking criteria?

The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.

Yes, I received the documentation necessary to my role.

12. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

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13. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

Yes.

14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

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15. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

Arrangements were satisfactory. I did not attend the Board of Examiners meeting this year.

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

Other comments

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

With thanks to all those who have responded to my requests for information or clarification, including in relation to software issues.

School of Languages, Cultures and Societies

FACULTY OF ARTS



UNIVERSITY OF LEEDS

25 Feb 2015

Dear

Many thanks for your report on our postgraduate modules in conference interpreting involving Italian for 2013-14.

I am delighted that you have found your experience over the past four years to be so positive. I am especially pleased that you have been impressed with the professional focus and abilities of our students and to read your comments that this reflects on the quality of our teaching, which as you note is informed by both research and professional practice.

Finally, I wish to thank you for your support for our programmes and in ensuring the quality of our assessment procedures during your time as external examiner.

With kind regards,

Exams Tutor
Translation Studies

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2013– 2014

Part A: General Information

Subject area and awards being examined

<i>Faculty / School of:</i>	Modern Languages and Cultures – Centre for Translation Studies
<i>Subject(s):</i>	Consecutive and Simultaneous Interpreting: Spanish
<i>Programme(s) / Module(s):</i>	MACITS, MATSI
<i>Awards (e.g. BA/BSc/MSc etc):</i>	MA

Name and home Institution / affiliation of Examiner

Completed report

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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

In my opinion, there are no areas of urgent attention.

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?

I was the external examiner the previous year and I had the previous report.

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

I normally receive materials for moderation via electronic means (word documents including comments and links). Although in January and May I did not encounter any problems to see the recorded files, with the September reassessments I was unable to watch the relevant videos (my usual browser would not open any of them). I am not sure if there have been any changes in format, but it would be good to be notified of how files are formatted/saved, in case software needs to be adjusted.

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 learning outcomes were in line with the level of the award. The standards were appropriate to the award and they reflect well 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.

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 organisms.

Students' overall performance indicated that the quality of teaching, learning and assessment methods were 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 (very current) to demonstrate achievement of the ILOs. The standards reached were in line with those of students on similar courses.

The cohort included students of various abilities and this was reflected on the different marks awarded.

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. **Please comment on 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. **Please comment on 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 curriculum is in line with current research on the subject.

8. **Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD**

I am not aware of the programme being part of a PhD.

For Examiners involved in mentoring arrangements

9. **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

10. 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 materials were given to me at the beginning of my external examiner turn. Since then, I have not had access to any other materials. Perhaps it would be good to reissue the materials on an annual basis, in case they include any amendments.

11. 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, marking criteria?

The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.

As above. I was given materials at the beginning of my external examiner turn. Since then, I have not been given any other materials. It would be good to reissue the materials on an annual basis, in case they include any amendments.

12. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

I was not given any drafts, as speeches are delivered "live", but I did receive the recordings of the speeches. However, I was unable to access the resits speeches recordings.

13. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

The amount of assessed work available to me was fine.
I would have liked to see copies of the actual feedback mark sheets given to students, though.

14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

N/A

15. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

The administrative arrangements experienced during the year were satisfactory, but due to other commitments, I was unable to attend meetings in person.

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

I am not aware of any mitigating circumstances applications for the cohort during this academic year.

Other comments

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

During the past four years, I have had the pleasure of moderating the Spanish consecutive and simultaneous assessments for this programme and I have been pleased with administration and logistics in general, in spite of the odd flaw in technology.

The Spanish programme is sound and it is obvious that staff make efforts to use current and relevant materials year on year, which is an excellent practice and should be continued.

School of Languages, Cultures and Societies

FACULTY OF ARTS



UNIVERSITY OF LEEDS

25 Feb 2015

Dear

Many thanks for your report on our postgraduate modules in conference interpreting with Spanish for 2013-14.

I am delighted that you find our intended learning outcomes and assessment design appropriate to the level of award and commensurate with the expectations placed on candidates seeking accreditation for entry into the conference interpreting profession. I am also pleased to read your comments on the use of current, relevant materials and that you find the curriculum to be in line with current research in the field.

I have noted the concerns you raise about changes in the format in which recordings are provided. I trust that these are now resolved. I also note that you wish to be provided with current documentation.

The current Handbook for External Examiners is published here:

<http://www.leeds.ac.uk/qat/externalexaminers/>

While there have been no substantive changes to their syllabus or assessment, there has been some restructuring of our modules in interpreting for the current session. For convenience, I reproduce links to the relevant module catalogue entries here:

<http://webprod3.leeds.ac.uk/catalogue/dynmodules.asp?Y=201415&F=P&M=MODL-5042M>
<http://webprod3.leeds.ac.uk/catalogue/dynmodules.asp?Y=201415&F=P&M=MODL-5716M>
<http://webprod3.leeds.ac.uk/catalogue/dynmodules.asp?Y=201415&F=P&M=MODL-5766M>

Please also note that _____ has taken over as convenor for these modules.

Finally, I thank you also for agreeing, in principle, to extend your appointment for an additional year. I have completed the necessary paperwork and we hope to have formal approval for this soon.

In the meantime, if there is anything I can do to help, please do not hesitate to get in touch.

With kind regards,

Exams Tutor
Translation Studies

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2013– 2014

Part A: General Information**Subject area and awards being examined**

Faculty / School of:	School of Languages, Cultures and Societies
Subject(s):	<i>Translation Studies (German)</i>
Programme(s) / Module(s):	MODL 5114M Specialised German-English Translation A MODL 5124M Specialised German-English Translation B MODL 5302M Extended Translations
Awards (e.g. BA/BSc/MSc etc):	MA

Name and home Institution / affiliation of Examiner**Completed report**

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

Alternatively you can post your report to: **Head of Quality Assurance**
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

I have been very happy with what I have seen of the MATS at Leeds. Students are tested rigorously and will graduate from the programme with a range of skills which will make them very employable in the current market. Both written and oral/aural skills in the field of translation are addressed. I have been particularly impressed with the way in which students are encouraged to engage with the theoretical aspect of the discipline while at the same time applying that to the more practical side. Marking procedures have been consistent throughout with very little to pick up on.

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.*

As in previous years, the programme aims and the intended learning outcomes are fully commensurate with the level of award. They are in keeping with practice across the sector and in line with other institutions with which I am familiar.

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.*

The assessment methods remain challenging. Students are tested and encouraged to show the full range of their abilities. The work produced in many cases attains professional standard. Marking methods and feedback are appropriate. Students appear well-prepared and engaged with the course.

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 have generally attained a high level of achievement in keeping with national standard, some attaining professional standard. Once again, the marks covered a broad range with both exceptional and lower marks, although the lower range was less apparent.

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. Please comment on 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.

As in previous years, the programme was largely unaltered. It is currently of a very high standard so I see no need for any changes to be made.

7. Please comment on 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.

Students are engaging with high-level translation theory as well as complex target texts of a complex nature, thus enabling progression to both PhD and career level translation.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

N/A

For Examiners involved in mentoring arrangements

9. 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

The Examination/Assessment Process

10. 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.

Dialogue with the school has been very effective and I was given access to the full range of material.

11. 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, marking criteria?

The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.

Yes.

12. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

Yes.

13. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

Yes.

14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

The choice of material for Extended Translation (equivalent to dissertation in this case) was entirely appropriate and challenging.

15. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

Procedures seem appropriate and efficient. I was not required to attend the Board.

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

Yes.

Other comments

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

As in previous years, I was very impressed by the level of attainment. Students taking this course are being well-prepared for the world of work and those intending to go onto further study are also well-served. I have no criticisms to raise.

School of Languages, Cultures and Societies

FACULTY OF ARTS



UNIVERSITY OF LEEDS

02 March 2015

Dear

Many thanks for your report on our postgraduate modules in translation and interpreting with German for 2013-14.

I am glad to hear that, while fully commensurate with the level of award, you found our assessment methods to be both rigorous and challenging, and that marking was consistent. I am delighted that you note that our graduates are equipped with skills for employment in the current market, with some students attaining professional standards. I am also very pleased to read that you find that our programmes also provide adequate theoretical preparation to enable students to progress to PhD. It is particularly heartening to read that you found the material chosen by students for their Extended Translation projects to be appropriate and challenging.

Finally, I wish to thank you once again for your ongoing support in ensuring the quality of our programmes and the assessment of our students.

With kind regards,

Exams Tutor
Translation Studies

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2013– 2014

Part A: General Information**Subject area and awards being examined**

Faculty / School of:	Modern Languages and Cultures
Subject(s):	Interpreting/Translation
Programme(s) / Module(s):	MACITS
Awards (e.g. BA/BSc/MSc etc):	PG Cert/Pg Dip/MA

Name and home Institution / affiliation of Examiner**Completed report**

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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

Overall, my experience has been generally positive. Both the Academic and Administrative staff have all been incredibly open to feedback and supportive of me in my role. The standards remain appropriately high amongst the Academic staff and the depth and range of assessments are impressive. In a time of uncertainty and questions about the HE sector they are to be commended for keeping their standards and commitment to the students high. <> should also be commended for <> excellent leadership of such a fine team. I was honoured to serve as External Examiner for these outstanding programmes, As mentioned in previous years, the main negative area was the closing of the MA in BSL/English Translation, truly a loss to both the University and the profession.

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 intended learning outcomes are of a standard expected at the postgraduate level both at the module and programme level.

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 ILO's are equivalent to other postgraduate courses Interpreting as well as standards for Conference Interpreting.

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 are indeed reflective of the expectation for working professional interpreters. The marking is consistent across the programmes and it is clear that the standards for passing are appropriate for entry into the profession. As stated previously, it is obvious that members of the academic staff are highly proficient teachers as well as practitioners who hold themselves and their students to the highest professional standards; they should be commended for this.

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.*

Overall the students were of a good standard. For those students who did not pass (either at the module or the programme level) the deficiencies were clear and reasons for not passing were appropriate and clearly articulated. In addition, alternate progression routes (e.g. exit/fall back awards) are clearly mapped out.

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. Please comment on 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. Please comment on 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 curriculum reflects current work in the field and students are given opportunities to be exposed to those doing cutting edge research.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

N/A

For Examiners involved in mentoring arrangements

9. 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

The Examination/Assessment Process

10. 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.

11. 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, marking criteria?

The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.

The materials I were given were helpful and accurately reflected the programmes.

12. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

Yes

13. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

Yes

14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

Yes

15. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

Yes; the staff communicated with me clearly and in a timely manner.

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

Yes

Other comments

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

I have enjoyed my tenure serving as External Examiner.

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2013– 2014

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Languages, Cultures and Societies
Subject(s):	Spanish/English and English/Spanish Translation
Programme(s) / Module(s):	MODL5302M MODL5119M MODL5129M
Awards (e.g. BA/BSc/MSc etc):	MA

Name and home Institution / affiliation of Examiner

Completed report

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Alternatively you can post your report to: **Head of Quality Assurance**
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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?

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 Aims and ILO are very appropriate for the modules and standards are also appropriate.

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 modules compares with to those provided by similar 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.*

Appropriate assessment methods are used, reflecting a realistic level of difficulty, student performance keeps reflecting good teaching practice.

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.*

Students produce good quality work at MA level and their performance is comparable and on occasion superior to that of students on similar courses across the country.

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. **Please comment on 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.

There have been no significant changes.

7. **Please comment on 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.*

There is evidence that teaching is informed by up to date research.

8. **Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD**

For Examiners involved in mentoring arrangements

9. 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

The Examination/Assessment Process

10. 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

11. 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, marking criteria?

The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.

Yes

12. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

No draft papers/assessments were submitted but the nature and level of questions was consistently appropriate.

13. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

Yes, I felt confident evaluating the standard of student work. I have mentioned to markers and programme leaders that handwritten comments are not always very legible.

14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

Yes, I enjoyed reading the dissertations and thought the marks had been carefully considered.

15. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

Yes.

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

Yes.

Other comments

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