

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 Languages, Cultures and Societies
<i>Subject(s):</i>	M.A. Conference Interpreting and Translation Studies
<i>Programme(s) / Module(s):</i>	M.A. Conference Interpreting: Interpreting Skills; Chinese/English Consecutive/Bilateral Interpreting; English-Chinese Simultaneous Interpreting
<i>Awards (e.g. BA/BSc/MSc etc):</i>	M.A.

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

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 Intended Learning Outcomes for the modules are appropriate and the structure and content of the modules are well designed.

The standards of students' performance are appropriate for the level of award.

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

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

The aims and ILOs are comparable with similar programmes in interpreting at other top universities in the world.

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.*

To my general impression about the programme, the design and structure of assessment activities has been carefully chosen and when taken together both provide a rounded picture of the student's competence and also contribute to the development process of the programme as a whole. The processes for assessment, examination and the determination of scores are sound and fairly conducted. The assessment designer(s) can be commended for the meticulous preparation of the exams. I am also impressed by the way that careful marking and comprehensive feedbacks are provided to 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.*

To my observation, students were given adequate opportunity in the assessment to demonstrate their achievement of the Aims and ILOs.

I am generally satisfied with the standard of most students and impressed by some performances present at the higher levels. I feel that the level of their work is comparable to that of students on similar programmes in other institutions.

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

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 standards of the structure, design and marking of all the assessments are generally high.

The assessments are designed well. They draw on current affairs, employ language and topics that will be of use to students personally and professionally and encourage the development of transferable skills. They allow students the opportunity to show their skills and competence that they have developed.

The marking is carried out in accordance with the criteria set and is generally appropriate. The feedback is excellent and shows real engagement with students' progress.

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 believe that the curriculum design and the assessment criteria are well informed by relevant research in the interpreting training and interpreting studies, esp. by the programme leader's research in relevant fields.

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

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 have sufficient access to the material needed 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. I have received appropriate documentation related to the programmes including the marking criteria of the modules.

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. I was provided with all draft examination recordings and assessments.
The nature and level of the assessments are 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, it is sufficient. The students' performances were clearly marked.

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

Yes, the method and standard of assessments are 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, the administrative arrangements are satisfactory for the whole external moderation process. Although I was not able to attend the Board of Examiners' Meeting due to the rather long distance between my home institution and Leeds, I communicated with the programme leader frequently via e-mails concerning the moderation matter.

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

In summary, I am deeply impressed by the quality of the Programme of MA in Conference Interpreting in the Centre for Translation Studies at the University of Leeds. The standard of this course is on a par with other top programmes that I have examined elsewhere. In terms of the subject area, this particular programme, in my judgement, is one of the leading programmes in the UK. The courses that I have been examining and the degree standards consistently meet their highly stated aims and objectives. It is clear that the standards set are not only appropriate for the programme but that the teaching process, curricular experiences and assessment arrangements support these standards as well.

I have enjoyed enormously my engagement with the programme. I look forward to further collaboration as an External Examiner.

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 conference interpreting involving Chinese for 2013-14.

I am delighted to hear that you find our provision to rank well among similar programmes offered by leading institutions internationally.

I am also very glad to read your comments on the care with which assessments have been designed, the fairness with which they are conducted and the quality of feedback returned to students. In particular, given the professional focus of the programme, it is heartening that you also recognize the benefit in the use of research to inform curriculum development and the design of assessment criteria. I have shared this feedback with the programme manager.

Thank you also for agreeing, in principle, to take on additional responsibilities for the programme as a whole. I have completed the necessary paperwork and we hope to have formal approval for this soon.

With kind regards,

Exams Tutor
Translation Studies