

The University of Leeds
EXTERNAL EXAMINER'S REPORT
 ACADEMIC YEAR: 2015– 2016

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

Faculty / School of:	School of languages, cultures and societies
Subject(s):	
Programme(s) / Module(s):	MA in Professional Language & Intercultural Studies
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 gat@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

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?

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.*
- Yes, the standards are appropriate for the level and award and well aligned with those in other institutions or above. The team is clearly committed to delivering a high quality learning experience for the students.
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 as above.
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 is well designed and the students have the opportunity to work on issues that provide them space to draw on materials covered in class but also beyond. The structure and spread of assessment is appropriate and the students receive very good feedback and input that allows the further development of skills and competences.
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 expected, cohorts are always mixed in terms of the students' level but it is good to see that both strong and weaker students produce work showing engagement with the programme and critical thinking. The student performance is appropriate for the level and it is good to see that both strong and weaker students showing improvement in the course of the programme. It is also good to see that colleagues use marks at the higher end and I would encourage the full use of marks range across all modules.
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 curriculum is timely and interesting-all modules are well designed and presented, as an example modules like Writing for Professional Purposes (MODL5050) provide the students with opportunities for applying theory to practice.
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 Research Methods/Dissertation module are particularly good examples of the input the students get as well as their engagement with the programme.
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

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 was provided with a proper sample and access to all information on student work across the programme.

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, everything has been excellently organised.

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 relevant material was sent in good time and colleagues have always taken any feedback into serious consideration.

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 a proper sample and access to all information on student work. The students receive excellent feedback across all modules. This applies to both strong and weaker work. The feedback is detailed and consistent.

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

Yes, it was good to see that the students carry out research in core areas of their programme. This reflects their engagement and drive to explore further issues covered in the various modules.

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, everything was very well organised and run according to the University's regulations.

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

No issues to raise, the colleagues are clearly committed to the programme and provide the students with an excellent learning experience.

Dear <<>>

Many thanks for your report on our MA in Professional Language & Intercultural Studies for 2015-16.

I am glad that you found the design and structure of our assessments, as well as our arrangements for marking, to be appropriate. I am delighted by your comments on the quality of feedback and the high standard of achievement by our students.

I have noted your comments regarding the use of the full range of marks and to see that your suggestions from last year have been successfully implemented.

I am glad that you have found communication with colleagues on matters academic and procedural to be excellent and that you find the provision of documentation appropriate.

I would like to thank you for your ongoing commitment to supporting the quality of our programmes and their assessment.

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

With kind regards,

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Director of Translation Studies

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