

1	Awarding Institution	University of Newcastle upon Tyne
2	Teaching Institution	University of Newcastle upon Tyne
3	Final Award	M.A. / Diploma
4	Programme title	Translating and Interpreting
5	Programme Accredited by:	N/A
6	UCAS Code	N/A
7	QAA Subject Benchmarking Group(s)	N/A
8	Date of production/revision	September 2004

9	Programme Aims:	
	<i>The broad educational aims of the programme are:</i>	
	- to provide students with knowledge of what it means to be a translating/interpreting professional in terms not only of practical techniques, but also of attitudes and ethics.	
	- to provide students with substantial translating and interpreting experience to reach starter-professional level standard.	
	-to provide students with advanced language training in both source and target languages.	
	- to provide students with training in a range of research methodologies specific to translating and interpreting.	
	- to develop and widen students' knowledge and understanding of translating and interpreting both as a profession and an academic discipline.	
	- to address national and international needs for cross-cultural communication.	
	<i>The programme aims to produce graduates with the following qualities:</i>	
	-competence in the skills of translating and interpreting which they will be able to consolidate and develop further in their professional field as translators and /or interpreters.	
	-the ability to exploit available resources such as internet information, library books, and informants to solve problems specific to both language and subject areas.	
	-proficiency in both source and target languages	
	-competence in critical analysis of translating and/or interpreting work, and the application of theory into practice.	
	-the ability to develop an interest in translating or interpreting as a topic of academic study and research.	

10(a) Programme Intended Learning Outcomes:**A Knowledge and understanding of**

1. the generic skills appropriate to advanced study in arts and humanities, both theoretical and practical, at Masters level.
2. the demands of a wide range of translating or interpreting situations, and the various strategies and approach that can be taken to meet these demands.
3. the key concepts in translating and/or interpreting theory, criticism, processes and professional practice
4. the aspects of an independent and self-chosen study.

B Subject-specific/professional skills

1. the language proficiency to undertake translating and interpreting tasks to starter-professional standard (Language B to Language A), and to a good non-native professional standard (Language A to Language B).
2. the skills to complete and analyse translating tasks in a wide range of text types to starter-professional standard, and to a good non-native professional standard (Language A to Language B).
3. the starter-professional skills in consecutive and/or simultaneous interpreting in a wide range of text types.
4. the ability to choose from and use a wide range of strategies and approaches to tackle different translating and interpreting tasks.
5. the ability to employ the help of informants to improve translation/interpreting output.
6. the familiarity with using interpreting equipment.
7. the key aspects of career management in translating and/or interpreting.

C Cognitive skills

The ability to

1. gather data, synthesise and evaluate complex information.
2. undertake independent, critical analysis, and make optimal decisions.
3. identify key issues, organise and present ideas convincingly, and draw well-reasoned conclusions.
4. apply appropriate methodologies to specific areas of study.

D Key (transferable) skills

The ability to

1. independently manage one's time, make plans, and set priorities to achieve a complex objective.
2. exploit library, bibliographic research resources.
3. use email, databases, and information-technology as research and professional tools.
4. identify and solve problems.
5. communicate.
6. work with others as part of a team to achieve an objective.

10(b) Programme Intended Learning Outcomes:**Teaching and Learning Methods and Strategies****A Knowledge and understanding**

The primary means of imparting knowledge and understanding is by a mix of lectures, seminars, and tutorials. Lectures will provide students with basic background knowledge, which will be explored further in seminars, and will direct them toward further reading and study material which they will use to consolidate and develop their knowledge and understanding. Seminars follow up the lectures and focus on specific topics to provide opportunities for further discussion and exchange of ideas. Tutorials provide students with opportunities for in-depth guidance on self-study.

B Subject-specific/professional skills

These skills will be developed through translating/interpreting, language, and information technology classes. Students will be enabled to develop their translation and interpreting skills through private study which is normally in the form of tandem learning, the use of Open Access Centre self-study facilities, and the use of informants in both language and subject areas.

C Cognitive skills

These skills will be developed through seminars with associated reading. The assessed pieces of work combining practical translating/interpreting tasks and essays also provide a significant further opportunity to develop cognitive skills. The dissertation or translating/interpreting projects consolidate and reinforce students' cognitive skills through undertaking independent and in-depth research in a specific area.

D Key (transferable) skills

Lectures, seminars, tutorials, with the associated reading and study encourage the acquisition of key skills. Practical translating/interpreting tasks, classroom presentations, assessed work, and finally the project/dissertation will further develop the students' key skills.

10(c) Programme Intended Learning Outcomes:	Assessment Strategy and Methods
A Knowledge and understanding	
	A1-4 are assessed by means of continuous assessment in the form of seminar presentations, submitted written translation with commentary and interpreting tasks (formative), and by means of translating examination and live panel examination of interpreting, and the final translating/interpreting project or dissertation (summative).
B Subject-specific/professional skills	
	B1 is assessed by formative written assessment and oral presentations. B2-7 are assessed by formative and summative assessment
C Cognitive skills	
	C1-4 are assessed formatively by continuous assessment and summatively by submitted written work, examination and the final translating/interpreting project or dissertation.
D Key (transferable) skills	
	D1-4 are assessed through submitted written assignments and translating/interpreting projects or dissertation. D5-6 are not specifically assessed, but their development contributes towards obtaining higher-level results in assessment.

11 Programme Curriculum, Structure, and Features:				
Units of Study (modules)	Credits	Learning outcomes	Progression Requirements	Com Core Opt
Either CHN818/JPN818 Or LCE804	10	A1, B1-3, B5, C1-2, D1-4		Core
CHN803/JPN803	20	A1-4, B2, B4&5, B7, C1-4, D1-6		Core
CHN807/JPN807	20	A1-4, B4&5, B7, C1-4, D1-6		Core
Either CHN806/JPN806 Or	40	A1-4, B4, B7 D1, D3-6		Core

CHN814/JPN814			A1-4, B3, B6&7 D1, D3-6	
CHN805	10		A1-A1-4 , B4, B7 C1-4, D1-4	
CHN812	10		A1, A3-4, C1-4, D1-6	
CHN813	10		A1-4, B4-5, B7, C1-4, D1-6	
Either CHN898 Or CHN899	60		A1-4, B1-7, C1-4 D1-5	Core
Total	180			

12 Criteria for Admission:

1. All candidates who are not native speakers of English must have achieved a level of proficiency in English of at least IELTS grade 7.0 or its equivalent.
2. All candidates must hold one of the following:
 - (a) the Graduate Diploma in Translating offered by this University and must also produce evidence to the satisfaction of the Degree Programme Director of their ability in interpreting;
 - (b) a first degree in a relevant area from a recognized institution of higher education of at least upper second class or its equivalent.

13 Support for Students and their Learning:

Induction

An induction programme is held in the first week to familiarise the students with the programme, the Section's and School's staff and facilities. The Faculty of Humanities and Social Sciences also offers an induction programme. Students proceeding to MA degrees from the Diploma year are offered a separate induction session.

Study skills support

It is assumed that postgraduate students will already have adequate general study skills. Study Skills and IT Skills materials are available from the library if required.

All students are required to take a research training module on the programme.

For those who are seeking for the advancement of their language proficiency, the Open Access Centre offers a series of language learning skills sessions.

Students are paired up (where possible) to do tandem learning by language exchange.

Academic support

In addition to support available at seminars, individual tutorials provide students with individual academic support and feedback. Teaching assistants also provide students with feedback on their homework and assist them with their practice. Each student's progress is monitored and guided by the degree programme director.

Pastoral support

Each student is allocated a personal tutor who is one of the lecturers on the course. The Director of Postgraduate Studies of the School of Modern Languages also has oversight of individual students' welfare. Students may also call on the services of the Student Advice Centre, Student Counselling Service, Student Progress Office (Welfare), and, where relevant, the Mature Student Support Service.

Support for special needs

The Disability Unit offers advice and support regarding the particular needs of individual applicants.

Learning Resources

The Robinson Library holds a good collection of materials relevant for postgraduate level language, translating and interpreting studies.

The Open Access Centre holds a collection of resources such as books, audio-visual resources specifically for the self-study of students on the programme.

The T&I Resource Room also has holdings of general and subject-specific dictionaries, glossaries, and mainstream news magazines.

Room 3.21 is a custom-designed resource room installed with a cluster of computers for students' self study in translating and interpreting through accessing digitalised materials. A cluster of computers located in Room 4.2 is installed with native Chinese Windows operating system, providing a platform for students to use Chinese software. Specialist software for translation management is also available.

Room 3.12 on the 3rd level of the Old Library Building is a custom-designed interpreting suite for the teaching and students' self-study of interpreting.

Support for career development

Arrangements are made to provide students with internship job opportunities (where available). The Faculty training unit also provides training sessions targeted at career development. Certain modules are relevant to the needs of career development.

14 Methods for evaluating and improving the quality and standards of teaching and learning:

Module reviews

Modules will be reviewed each year by module leaders in the light of staff and student evaluation.

Programme reviews

The programme is regularly reviewed at the Board of Studies, which includes student representatives, in order to monitor achievement of programme aims and learning outcomes, identify good practice and areas in need of enhancement or of radical change. These reviews serve to maintain the currency of the programme.

External examiner reports

The university has guidelines for external examination and an introductory letter is sent to the external examiner through the Student Office at the point of the appointment. The degree programme director sends a programme handbook to the external examiner to familiarize him/her with the programme.

The content, teaching, and assessment of the programme as well as output standards are regularly reviewed in the light of the Board of Examiners' meetings. External examiners' reports are reviewed by the Board of Studies.

Accreditation reports

N/A

Student evaluations

On completion of each unit of the teaching programme, questionnaires are issued to students for them to evaluate individual modules and its teaching quality.

Feedback Mechanisms

Postgraduate staff-student committee meetings are held once per semester. The minutes are reviewed at the Board of Studies and posted on the bulletin board. Actions are reported to Faculty Teaching and Learning Committee.

Faculty and University Review Mechanisms

Subject Review

Consideration of external examiner's reports

Consideration of salient minutes of the Board of Studies

Scrutiny and approval of new modules

Scrutiny and approval of substantial changes to degree structure

15 Regulation of Assessment*Pass Marks*

50

Course Requirements

Students are required to complete satisfactorily the modules chosen according to the programme requirements (see11)

Weighting of Stages

N/A

Common Marking Scheme

Distinction: 70 and above

Merit: 60-69

Pass: 50-59

FAIL 49 and below

Role of the External Examiner

The external examiner is appointed by Faculty Teaching Committee and is a distinguished member of the academic community.

The external examiner acts as moderator by approving examination questions, attending the Board of examiners, and reporting to the University on the comparability of output standards.

16 Indicators of Quality and Standards:*Professional Accreditation Reports*

N/A

Internal Review Reports

Previous QAA Reports

N/A

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

The University Prospectus

The Departmental Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

QAA Subject Review Report