PROGRAMME SPECIFICATION INTEGRATED PHD

1   Teaching Institution(s)University of Newcastle upon Tyne

2   Strand Title   INTERPRETING AND TRANSLATING STUDIES

3   Strand Aims

To allow students:

   i. to gain an advanced knowledge and independent research ability in interpreting and translating studies, with Chinese and English as working languages.
   ii. to undertake a general training in research methods and professional expertise within interpreting and translating studies.
   iii. to undertake a specific training in research methods and techniques relating to an approved research project.
   iv. to undertake a research project which will make an original contribution to knowledge and understanding in the subject area.
   v. to gain a range of professional and key skills which will enable students to engage in research at an advanced level in higher education and in a senior professional capacity in other fields of employment.
   vi. to gain a range of professional and key skills which will enable students, depending on module choice, to engage in teaching and training at an advanced level in higher education, research or professional training institutes.

   The Programme will conform to the Higher Education Qualifications Framework and to the University policies and procedures.

4   Strand Learning Outcomes:

A   Subject Knowledge and Understanding

Knowledge and understanding of:

A1   Practice of interpreting and translating
A2   The major contemporary theories in interpreting and translating

B   Research Skills, Techniques and Issues

A detailed understanding of and ability to apply techniques for research and advanced academic study including:

B1   Understanding and ability to identify the major issues in the disciplines of interpreting and translating studies.
B2   Detailed analysis of the processes, products, and/or theories of interpreting and translating by applying appropriate research tools, methodologies and theories.
B3   Generic skills required to conduct original discipline-specific research.

C   Research Project Management

The ability to:

C1   Establish a suitable research project
C2   Produce a research proposal and plan
C3   Manage the project
C4   Write up the project

D   Personal Research Project

The completion of a PhD thesis in the field of Interpreting and Translating Studies which constitutes an original contribution to knowledge and understanding and which contains material worthy of publication. *(PhD)*

E   **Professional and Key Skills**

The acquisition of a range of professional and key skills including:

E1   Communication
E2   Presentations
E3   Library skills and IT
E4   Referencing to a professional standard
E5   Teaching and conducting training courses
E6   Preparation of teaching materials
E7   Skills required to work as a professional

5   Strand Learning Outcomes, Teaching and Learning Strategies and Methods

A   Subject Knowledge and Understanding

Acquisition of professional expertise and basic knowledge (fundamental concepts, principles and practice) is achieved through a combination of lectures, seminars, practical classes. Students must be able to demonstrate professional ability in either interpreting or translating, or both, and be familiar both with the research methods associated with interpreting and translating studies, and with the basic theories and methodologies underpinning current development in interpreting and translating studies. As the formal teaching is in essence small group practice class (practicum), this facilitates acquisition of professional skills and expertise that is required of a qualified professional. The students practice the application of concepts in both interpreting and translating and gain experience in the analysis and interpretation of raw data collected by either themselves or a third party and published work. Students are expected to undertake independent reading and practice to supplement and consolidate the practice and material provided in lectures, seminars etc and to broaden their individual knowledge and improve their professional skills and expertise. They are given extensive support and guidance on reading materials and how to use them as well as on methods and practice material and how to improve their professional expertise.

B   Research Skills, Techniques and Issues

Research techniques are formally taught in lectures, supported by syndicate practicals to test acquisition of techniques and analytical ability in interpreting and translating process and final products. They are in addition developed through practice and independent reading and seminar discussion (B1 and B2). B3 is developed through generic research modules ART800, SML800 and CHN704, reinforced throughout the Programme.

C   Research Project Management

Research project management is taught by lectures and seminars given on the research training programme (CHN812, CHN813, and CHN821), and through individual and group supervision sessions. Students are encouraged to learn by reading successful theses, and evaluating research proposals and plans. Through their research project, students gain first-hand understanding of how to formulate and test hypotheses. They also gain an understanding of how research programmes are designed, implemented, adjusted and managed.

D   Personal Research Project

The main vehicle for the learning outcome of the creation and interpretation of new knowledge through original research is the personal research project. This is supported through individual and group supervision. Students are expected to undertake independent reading in order to understand the relationship of their work and its themes to a wider field of knowledge

E   Professional and Key Skills

The rationale is to provide opportunities for 'hands-on' development of the skills within an explicit conceptual framework, underpinned by formative feedback. Communication skills are developed in seminars and workshops (E1, E2, E4) throughout the programme. Library and IT skills are taught in the initial research training (CHN812) and reinforced throughout the remaining modules. Special research skills relevant to Interpreting and Translating Studies are taught in CHN812 and CHN813. There is also a module option in Information Technology for Translators and Interpreters (CHN704) specifically tailored for translators and interpreters as professionals. Teaching skills are taught on the optional Postgraduate Certificate in Academic Practice, although students who do not take this option within the programme may well be offered teaching for which they will be monitored (although not assessed). This element of the programme is intended to enable individual students to select and tailor learning experiences in accordance with their own professional/personal needs and may therefore vary from student to student. Teaching/learning methods include: workshops; formal training sessions; videoed exercises; group work; simulations; presentations; practical exercises; case studies; interactive seminars/tutorials, mini-conferences, peer practicing and role-play. E7 is developed through individual and syndicate work on dedicated machines. Small group teaching and practice allow professional and critical appraisal skills to be taught, discussed informally and assessed through case studies.

6   Strand Learning Outcomes and Assessment Strategies and Methods

A   Subject Knowledge and Understanding

Assessment of the knowledge base is achieved through a combination of assessed coursework:. essays, practical write-ups, reports and oral presentations.

B   Research Skills, Techniques and Issues

The main strategy is to test acquisition of the necessary practical techniques/skills and conceptual understanding that underpins effective project design etc. This is achieved through a variety of methods including assignments, case studies, presentations, and practicals. A group element may be present to test the ability to work collaboratively. The final *viva* assesses the contribution of the research work to the field of study and also assesses the level of competence and mastery in relation to specific techniques, procedures and methodologies.

C   Research Project Management

The Interpreting and Translating Project module, whose focus is a 'literature review' and a first attempt to identify a worthy and manageable research area, functions as the first attempt to delineate the thesis topic. This learning outcome is assessed through the timely submission of the thesis.

D   Personal Research Project

The Graduate School has a commitment to the delivery of Postgraduate Training of the highest possible quality which includes the aim of monitoring the progress of each research student. This is achieved through a standard set of guidelines for the assessment of student's progress. Candidates will be assigned a supervisor (in some cases two) by the Programme Director to provide guidance and advice throughout their studies.

The essay relating to the Interpreting or Translating Research Project (CHN821) is submitted at the beginning of semester 1 year 2. It is reviewed by the School of Modern Languages Postgraduate Board of Studies. The essay, accompanied by a statement of progress by the student, forms the basis of a viva voce panel assessment undertaken as part of the School's monitoring procedures for postgraduate students by research. The assessors will provide a written assessment of the project report and of the assessment interview, together with a recommendation as to whether or not the postgraduate should continue his/her studies.

Students are also required to submit a specimen chapter from the thesis and progress report in a similar July monitoring meeting, and thereafter annually in January and July. These documents will form the basis of a further independent assessment to ensure that the student's progress continues to be satisfactory.

The learning outcome is assessed by the examination and defence of the thesis in a *viva voce* examination conducted by an internal and external examiner.

E   Professional and Key Skills

The assessment strategy is to provide formative feedback to the student as the skills develop rather than summative assessments, although where students elect to take QSU801-3, teaching skills (including oral presentation skills, preparation of materials, classroom management) are assessed summatively as part of the Institute of Learning and Teaching's accreditation.

7   Strand Framework

The Integrated PhD will provide broad-based research training in Interpreting and Translating Studies. It will contain a significant, specifically tailored, taught component, continuous and annual assessment and original research culminating in a thesis. The Integrated PhD comprises 540 credits of which 200 are taught modules covering professional training, subject knowledge; research techniques; and professional/key skills, and 60 are from a compulsory research module.

The rationale for the proposed Integrated PhD is to allow students who wish to combine professional expertise with academic research ability in interpreting and translating studies to become a highly qualified practitioner, or a trainer/educator in further or higher education or research and training institutes.

The programme begins with a combination of compulsory taught modules and discipline-specific research training. The research training modules comprise generic skills (IT and library skills, thesis management), general theoretical discourses, and discipline-specific skills. In the case of the discipline-specific skills, some flexibility is offered depending on prior learning and candidates' preference with a choice between more theoretical modules for candidates who have an inclination for an academic-oriented career path in this area, and more professionally oriented module for those candidates whose prefer a more professional-oriented career. The taught modules are normally taken over Years 1 and 2 of the programme.

The aim of this structure is to establish a progress-based programme with a firm foundation in both professional training and research skills and broad knowledge of interpreting and translating studies which will form the basis for extended research beginning in Year 2 of the programme. The fully research-focused part of the programme is introduced by an Interpreting and Translating Project whose topic will normally be that of the thesis.

It is recognised that a doctoral thesis should be a piece of work which a capable, well-qualified and diligent student, who is properly supported and supervised, can produce within three to four years of commencing the Integrated PhD programme. The thesis should constitute an original contribution to knowledge and understanding and contain material worthy of publication. The thesis will normally be 40,000-60,000 words in length.

In years 2-4 of the Integrated PhD programme candidates will be subject to the School of Modern Languages assessment procedures, i.e. two annual monitoring panels comprising written work and an interview with two independent assessors. The credits towards the thesis will be automatically accrued when candidates pass the annual assessments. The final award of the degree will be dependent on submitting a satisfactory thesis and undergoing a *viva voce* examination with two examiners (one internal and one external).

Students who decide not to proceed to year 2, or whose progress is deemed to be unsatisfactory, may be considered for the award of Masters in Translating and Interpreting.

The taught element of the programme shall consist of modules to a value of 200 credits selected with the agreement of the Degree Programme Director and normally taken over Years 1 and 2 of the programme.

Schedule

(a)
i) In Year 1 candidates will take modules to the minimum value of 120 credits, made up as follows:

From LIST A below, 30 credits in three compulsory modules; from LIST B below, 60 credits in the module combinations indicated; from LIST C below, at least 30 credits and no more than 60 credits.

LIST A
CHN812   Research Methods in Translating and Interpreting (10)
CHN813   Professional Issues in Translating and Interpreting (10)
CHN805   Translation Studies II (10)

LIST B
With the agreement of the Degree Programme Director, students will take the combination of

Either
CHN806   Professional Translation Seminar (40) AND CHN803 Translating II (20)
Or
CHN814   Professional Interpreting Seminar (40) AND CHN807 Interpreting II (20)

LIST C
ART800   Research Methods (10)
CHN704   Information Technology for Translators and Interpreters (10)
CHN705   Translation Studies (10)
CHN803   Translating II (20)
CHN807   Interpreting II (20)
CHN818   Advanced Chinese for Translators and Interpreters (10)
LCE804   Advanced English for Translators and Interpreters (10)
QSU801   Postgraduate Certificate in Academic Practice (Module 1 (15): Introduction to Academic Practice
QSU802   Postgraduate Certificate in Academic Practice (Module 2 (30): Supporting Learners, Supporting Research)
QSU803   Postgraduate Certificate in Academic Practice (Module 3 (15): Developing Academic Practice)
QSU804   Introduction to Academic Practice and Peer Review (20)
SML800   Research Methods in Cultural Studies, Film Studies and Linguistics (10)
SML804   Literary Translation (10)

Candidates may substitute taught modules to a maximum value of 20 credits for a module or modules in this list from those offered by other schools within the Faculty of Humanities and Social Sciences, subject to the approval of the Degree Programme Director.

ii) In the research semester (Junn-September), candidates will take the following compulsory research module:

CHN821 Interpreting or Translating Research Project (60)

(b)
i) In Year 2 Candidates shall select additional taught modules from LIST C above to a total value for Years 1 and 2 of 200 credits in taught modules (and excluding CHN821) in order to proceed to the research stage. As in Year 1, taught modules offered by other schools within the Faculty of Humanities and Social Sciences may be substituted up to a maximum value of 20 credits, subject to the approval of the Degree Programme Director

ii) Candidates must normally have satisfied the examiners in all modules by the end of year 2.

(c)

i) Candidates must normally submit a thesis proposal by the end of semester 1 of Year 2. The proposal must be approved by the Degree Programme Director.

ii) At the end of semester 2 of Year 2, candidates must normally submit a chapter of the proposed thesis. The subject of the chapter must be approved by the candidate's supervisor and by the Degree Programme Director.

6. Taught modules in translating, translation studies and research methodologies, and other content modules will normally be assessed by submitted essays, case studies or final examinations. Taught modules in interpreting shall be assessed *viva voce* at a panel consisting of two or more members of staff. Candidates shall normally be required to pass all modules, including the Research Project with a minimum of 50% and to have satisfactorily completed the agreed chapter of their thesis in order to continue with the programme.

7. Candidates who fail to satisfy the examiners in the assessment of the modules referred to in Section 6 may be re-assessed on one further occasion, as determined by the Degree Programme Director.

8. Candidates who are unable to progress to Year 2 of the programme, or whose progress is deemed to be unsatisfactory may be considered for the award of Masters in Translating and Interpreting, in accordance with regulation 15 of the University Regulations for the Degree of Doctor of Philosophy (Integrated).

9. The thesis for the degree of Doctor of Philosophy in Interpreting and Translating Studies (Integrated) will normally be 40,000-60,000 words long. In accordance with the general regulations of the degree, it may be submitted no earlier than the beginning of the last term of the minimum period of study (three years full-time).

8   Strand Learning Outcomes and Curricula

A   Subject Knowledge and Understanding

The core skills, interpreting, translating, translation studies (A1) are taught in CHN803, CHN806, CHN807, and CHN814 according to the student's chosen specialism. The major contemporary interpreting and translating theories (A2) are taught principally in CHN805, CHN812, CHN813.

B   Research Skills, Techniques and Issues

Research skills and issues are taught principally in CHN812 and additionally in CHN805, CHN806, CHN814.

C   Research Project Management

Students learn research project management skills through the preliminary Translating and Interpreting Research Project by the end of Year 1 (CHN821) as well as by taking research modules in CHN805, CHN812, CHN813, and, optionally, SML800. These skills are further developed in the personal research project/thesis in years 2-4 of the programme through supervision covering how to produce a research proposal and plan; managing the project; and writing up the project. The learning outcomes of the ability to produce a research proposal and plan and how to manage the project are also taught in the Faculty training unit on managing a PhD which forms part of SML800 and which supervisors will normally require their students to attend.

D   Personal Research Project

The learning outcome of the completion of a thesis in the field of Interpreting and translating Studies is achieved through the personal research project undertaken in years 2-4 of the programme.

E   Professional and Key Skills

Communication skills (E1) are core to CHN807 and CHN814 and Presentation skills (E2) are developed in CHN818, LCE804, SML800. Library skills and IT (E3) and referencing to a professional standard (E4) will be taught in ART800, SML800, CHN704, CHN812 and CHN813, and reinforced passively in the majority of the modules. Teaching small groups (E5) and Preparation of Teaching Materials (E6) will be taught in QSU801-3 as an option and reinforced in Mini-conference in CHN807 and CHN803. Professional skills for work (E7) are developed through CHN806, CHN807, CHN813, CHN814, CHN818, LCE804

9   Support for Students and Their Learning

All students are registered in the Graduate School which has the infrastructure to support postgraduate students and their learning.

A   Induction Programmes for New Research Students

The Graduate School organises an induction event for all new research students which includes introductions to key figures and services in the Faculty and University, such as the Careers Service. This is followed by a reception which provides an early opportunity for students to interact socially. In addition, students on the Integrated PhD programme will have their own specifically tailored induction event when the programme content will be explained in detail. Candidates are provided with a Degree Programme Handbook detailing curricular assessment methods, degree regulations, and sources of help and support.

B   Study Skills Support

Training in professional and key skills is an integral part of the programme. Students with less experience of academic English language usage are also directed to attend in-sessional English classes at the Language Centre.

C   English Language Support and Other Language Support

For students whose native language is not English, there is a specifically designed English language course for students working in the arts, humanities and social sciences. For students who require language improvement in their target languages, there are tailored advanced language courses available for students to select (CHN818 and LCE804).

D   Academic Support

Candidates benefit from a strong team of academic support. The Graduate School is headed by the Dean of Postgraduate Studies and there is a Degree Programme Director who oversees all stages of the Integrated PhD. Module leaders and individual teachers provide academic support for the taught elements of the programme. From year two onwards candidates are appointed a lead research supervisor and, in many cases, a secondary supervisor, depending on the nature of the project and research expertise required. As candidates are placed in research groups in areas of research strength in the Faculty, they benefit from the support of other research workers in the team.

E   Pastoral Support

Students will be entitled to the full range of pastoral and personal support offered to postgraduate students which includes the University's Student Counselling Service, the Student Advice Centre and the Graduate School Office in the Faculty of Medicine. On an almost daily basis students can consult their research supervisors. The School of Modern Languages has a postgraduate tutor to whom students can turn in confidence if they feel unable to discuss issues/problems with their supervisor, mentor or Head of School. At a Faculty level, pastoral support is provided by the Faculty Graduate School Administrative Assistant and Degree Programme Director. Administrative and welfare support is provided by the Faculty Graduate School Office.

F   Support for Special Needs

The University has a Disability Unit to which the attention of all students is drawn. The University is also developing its service to mature students and to students who have childcare responsibilities.   Hardship funds are available for both UK and international students.

G   Learning Resources

The University Library provides an excellent centrally-funded service for supporting student learning. It was the first university library to receive a Charter Mark for Excellence (1995, reviewed 1998). It has an extensive Interpreting and Translating Studies collection, as well as some specialist periodicals; THE Library is also committed to continue to build up the stock in the field of interpreting, translating and translation studies within the normal book budge as well as out of HEFCE special Library funding; and we have a reciprocal agreement with the Library at the University of Northumbria, which has an alternative collection in Interpreting and translating Studies, including specialist periodicals.

Students will be able to use a variety of facilities, at present mainly located in the Old Library Building in the School of Modern Languages: the state-of-the-art interpreting suite, an international film archive in the Merz Room, which contains dedicated hardware and software for the manipulation of images and subtitles; the Open Access Centre, which has a variety of facilities available for listening and viewing and a variety of hardware (PCs, monitors); the Old Library Computer Clusters; the School of Modern Languages Postgraduate Room and the T & I Students Common Room with reference books. The School is currently building a speech bank for conference interpreting.

The University Computing Service provides comprehensive computing facilities for all students at many open-access sites on campus, including provision for disabled access, with regular upgrades of equipment and software and management of student web accounts. There is remote access both on site and in halls of residence to the Library catalogue and other services. The School of Modern Languages has a dedicated Postgraduate Study Room with networked PCs.

The University Careers Service advisers contribute to induction meetings, highlight the support and guidance available and help students to monitor the development of key skills. The Faculty has a dedicated careers officer who is always available for consultation and contributes to teaching on the programme.

There is also a Language Centre which provides pre-sessional and in-sessional programmes for students who need support with English for academic purposes.

10   Methods for Evaluating and Improving Quality and Standards

Module reviews: Every two years through the School of Modern Languages Postgraduate Board of Study.

Programme reviews: Annually through the School of Modern Languages Postgraduate Board of Study and through the School of Modern Languages Postgraduate Board of Examiners.

External examiner reports: Considered routinely by the School of Modern Languages Postgraduate Board of Study for taught elements; evaluated at Graduate School level for individual thesis reports.

Accreditation reports: Not applicable.

	ART800	SML800	SML804	CHN704	CHN803	CHN805	CHN806	CHN807	CHN812	CHN813	CHN814	CHN818	CHN821	LCE804	QSU801	QSU802	QSU803	QSU804		Thesis
A1 Practice of interpreting and translating					X		X	X			X	X		X						
A2 The major contemporary interpreting and translating theories						X	X		X	X	X		X							X
B1 The understanding and ability to identify main issues in I & T			X		X		X		X	X	X		X							X
B2 Detailed analysis of interpreting and translating process				X	X	X	X	X	X	X	X		X							
B3 Generic skills required to conduct discipline-specific research	X	X		X											X	X	X	X		
C1 Establish a suitable research project		X	X			X			X	X			X		X	X	X	X		
C2 Produce a research proposal and plan		X											X		X	X	X	X		
C3 Manage the project		X				X			X	X			X		X	X	X	X		X
C4 Write up the project		X							X	X			X		X	X	X	X		X
D Thesis																				
E1 Communication								X			X				X	X	X	X		
E2 Presentations		X										X		X	X	X	X	X		X
E3 Library skills and IT	X	X											X							X
E4 Referencing to a professional standard	X	X											X							X
E5 Teaching small groups	X														X	X	X	X		
E6 Preparation of teaching materials					X		X	X			X									
E7 Skills required to work as a professional							X	X		X	X	X		X	X	X	X			