

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	M.A
<b>4</b>	<b>Programme Title</b>	a) Translating and Interpreting b) Translating c) Interpreting d) Translation Studies
<b>5</b>	<b>UCAS/ Programme Code</b>	a) 4040 b) 4041 c) 4042 d) 4059
<b>6</b>	<b>Programme Accreditation</b>	n/a
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	n/a
<b>8</b>	<b>FHEQ Level</b>	7
<b>9</b>	<b>Last updated</b>	April 2014

**10 Programme Aims**

The broad educational aims of the programme are:

- to develop and widen students' knowledge and understanding of translating and/or interpreting both as a profession and an academic discipline;
- 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 A and B languages<sup>1</sup>;
- to address national and international needs for cross- cultural communication;

The programme aims to produce graduates with the following qualities:

- competence in the skills of translating and interpreting which they will be able to consolidate and develop further in their professional fields 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 and translating and/or interpreting work, and the application of theory to practice;
- the ability to develop an interest in translating or interpreting as a topic of academic study and research;

<sup>1</sup> The B-language is a translator's "second" language. The A-language is his/her language of best command (usually the mother tongue).

## 11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

### Knowledge and Understanding

On completing the programme students should have gained a knowledge of:

- A1 the generic skills appropriate to advanced study in arts and humanities, both theoretical and practical, at Masters level;
- A2 the demands of a wide range of translating or interpreting situations and the various strategies and approaches that can be taken to meet these demands;
- A3 the key concepts in translating and/or interpreting theory, criticism, processes and professional practice;
- A4 Expert, systematic and critical knowledge in independent and self-chosen study relating to translating and interpreting.

### Teaching and Learning Methods

The primary means of imparting knowledge and understanding is a combination of lectures, seminars, tutorials and hands-on practice. 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.

### Assessment Strategy

A1 skills 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 written translation examinations and live panel interpreting examinations, and a final translating or interpreting project, or dissertation carried out independently, under the supervision of specialist staff members. .

### Intellectual Skills

On completing the programme, students should have the following subject-specific/professional skills :

- B1 sufficient language proficiency to undertake translation 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);
- B2 skills to complete and analyse translation 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);
- B3 starter- professional skills in consecutive and/or simultaneous interpreting in a wide range of text types;
- B4 the ability to choose from and use a wide range of strategies and approaches to tackle different translation and interpreting tasks;
- B5 the ability to use informants to improve translation/interpreting output.
- B6 familiarity with and ability to use state of the art translation and interpreting technology;

B7 knowledge of the key aspects of career management in translating and/or interpreting.

#### **Teaching and Learning Methods**

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, tandem learning, the use of Open Access Centre self-study facilities , and the use of informants in both language and subject areas.

#### **Assessment Strategy**

B1 is assessed by formative written assessment and oral presentations. B2-7 are assessed by formative and summative assessment.

#### **Practical Skills**

On completing the programme students should be able to:

- C1 gather data, synthesise and evaluate complex information;
- C2 undertake independent, critical analysis, and make optimal decisions;
- C3 identify the key issues, organise and present ideas convincingly, and draw well-reasoned conclusions;
- C4 apply appropriate methodologies to specific areas of study;

#### **Teaching and Learning Methods**

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.

#### **Assessment Strategy**

C1-4 are assessed formatively by continuous assessment and summatively by submitted written work, examination and the final translating/interpreting project or dissertation.

#### **Transferable/Key Skills**

On completing the programme students should be able to:

- D1 independently manage their time, make plans, and set priorities to achieve a complex objective;
- D2 exploit library and bibliographic research resources;
- D3 use email, databases, and information-technology as research and professional tools;
- D4 identify and solve problems;
- D5 communicate;
- D6 work with others as part of a team to achieve an objective.

### Teaching and Learning Methods

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.

### Assessment Strategy

D1-4 is assessed through submitted written assignments and the translating/interpreting projects or dissertation. D5-6 are not specifically assessed, but their development contributes towards obtaining higher-level results in all types of assessment.

## 12 Programme Curriculum, Structure and Features

### Basic structure of the programme

Duration of the course: 2 years

Number of Stages:

Stage 1 is a common first year

Stage 2 students are able to follow one of four pathways:

MA in Interpreting (4042), MA in Translating (4041),

MA in Translating and Interpreting (4040), or MA in Translation Studies.

Overall credit arrangements:

120 credits for Stage 1 (or Year 1)

180 credits for Stage 2 (or Year 2)

### Key features of the programme (including what makes the programme distinctive)

The MA in Translating and Interpreting is a two-year course of postgraduate study, balanced between professional and academic training. The study programme consists of a common first year, followed by another year of study leading to the MA. In Stage 2, students are able to follow one of four pathways: the more professionally-oriented MA in Interpreting (4042), MA in Translating and Interpreting (4040) and MA in Translating (4041), or the more academically oriented MA in Translation Studies (4059). The choice of pathway depends on the students' own interest, and on the recommendations of the Board of Examiners after reviewing students' performance in the first year.

### Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/>

## 13 Criteria for admission

- (a) A first degree in a relevant area from a recognized institution of higher education of at least upper second class level or its equivalent, *and*
- (b) Language proficiency:
  - (i) Stage 1 entry:
    - for non-native English speakers, a level of proficiency in their second language of at least **IELTS 7 overall with no less than 6.5 on speaking and writing, and no less than 6 on listening and reading;**
    - for non-native Chinese speakers, good first degree-level knowledge of Chinese.
  - (ii) Stage 2 direct entry:
    - for non-native English speakers, a level of proficiency in their second language of at least **IELTS 7.5 overall with no less than 7 on all sub-skills;**
    - for non-native Chinese speakers, good first degree-level knowledge of Chinese. *And*
- (c) A satisfactory result of admission interview with the course selector.

## 14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

### *Induction*

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

### *Study skills support*

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

### *Academic and Pastoral support*

Each undergraduate and taught postgraduate student will be assigned a personal tutor.\* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

\*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

### *Support for students with disabilities*

The University's Disability Support team provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

### *Learning resources*

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

## **15 Methods for evaluating and improving the quality and standards of teaching and learning**

### *Module reviews*

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

### *External Examiner reports*

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Learning, Teaching and Student Experience Committee. External Examiner reports are shared with institutional student representatives, through the Student-Staff Committee.

### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

### *Mechanisms for gaining student feedback*

Feedback is channelled via the Student-Staff Committee and the Board of Studies.

### *Faculty and University Review Mechanisms*

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

### *Accreditation reports*

### *Additional mechanisms*

## 16 Regulation of assessment

### *Pass mark*

The pass mark is 50%

### *Course requirements*

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

### **Summary description applicable to postgraduate Masters programmes**

### **Summary description applicable to postgraduate Certificate and Diploma programmes**

<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

- (d) Candidates should pass the Stage 1 taught modules and have the recommendations of the Board of Examiners in order to proceed to stage 2.
- (e) The choice of Stage 2 pathways and focus of study on either translating or interpreting is based on the recommendations of the Board of Examiners in consideration of the candidates' performance at Stage 1 or, in the case of Stage 2 direct entrants, is based on the qualifications stated in the Entry Requirements above, when the candidates apply for the course.
- (f) Candidates should pass the Stage 2 taught modules in order to proceed to the dissertation/project.
- (g) In line with the University's Examination Conventions for Taught Masters Degrees,
  - (i) Candidates who pass 120 credits of taught modules at Stage 1 and then exit the programme shall be eligible for a Postgraduate Diploma in Translation and Interpreting.
  - (ii) Candidates who pass 120 credits of taught modules at Stage 2, but exit without successfully completing the dissertation or translating/interpreting project shall be eligible for one of the following:
    - Postgraduate Diploma in Advanced Translating and Interpreting;
    - Postgraduate Diploma in Advanced Translating;
    - Postgraduate Diploma in Advanced Interpreting;
    - Postgraduate Diploma in Advanced Translation Studies.

### *Role of the External Examiner*

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers;
- ii. Moderate examination and coursework marking;
- iii. Attend the Board of Examiners;
- iv. Report to the University on the standards of the programme.

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

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

The Degree Programme Handbook:

Please note. 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.



## Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
CHN7003	Core	1,2,3,4	2,4,5	1,2,3,4	1,2,3,4,5,6
CHN7015	Comp	4	4,5,6,7	1,2,3,4	1,2,3,4,5,6
SML7001	Comp	4	4,5,6,7	1,2,3,4	1,2,3,4,5,6
CHN7010	Comp	2,3,4	1,2,3,4,5	1,2,3,4	1,2,4,5
CHN7016	Comp	2,3,4	1,2,3,4,5	1,2,3,4	1,2,4,5
SML7000	Comp	1,2,4	4,5,7	1,2,3	1,2,3,4,5
CHN8024	Core (4040,4042), Comp (4041) Option (4059)	2,3,4	1,2,3,4,5	1,2,3,4	1,2,4,5,
CHN8025	Core (4040,4042), Comp (4041) Option (4059)	2,3,4	1,2,3,4,5	1,2,3,4	1,2,4,5,
CHN8029	Option	2,3,4	1,2,3,4,5	1,2,3,4	1,2,4,5
CHN8030	Core (4040,4041)	1,2,3,4	2,4,5	1,2,3,4	1,2,3,4,5,6
CHN8031	Core (4040,4041)	1,2,3,4	2,4,5	1,2,3,4	1,2,3,4,5,6
CHN8032	Core (4040,4042), Comp (4041) Option (4059)	2,3,4	1,2,3,4,5	1,2,3,4	1,2,4,5,
CHN8033	Option	2,3,4	1,2,4,5	1,2,4	1,2,4
SML8004	Option	1,2,4	1,2,,4,5	1,2,4	1,2,4
SML8008	Core (4059) Comp (4040,4041,4042)	1,2,3,4	2,4,5	1,2,3,4	1,2,3,4,5,6
SML8009	Core (4059) Comp (4040,4041,4042)	1,2,3,4	4,5,7	1,2,3,4	
SML8010	Core (4059) Comp (4040,4041,4042)	1,2,3,4	4,5,7	1,2,3,4	1,2,4
SML8098 OR SML8099	Core	1,2,3,4	1,2,3,4,5,6,7	1,2,3,4	1,2,3,4,5