

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA
4	Programme Title	Professional Translating for European Languages
5	UCAS/Programme Code	4071
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	n/a
8	FHEQ Level	Masters
9	Date written/revised	May 2014

10 Programme Aims

To provide a grounding in the professional practice and academic theory of translating between English on the one hand and French, German, Italian or Spanish on the other. This will prepare students for employment in the field of translation by providing a qualification for the translation profession. The programme's thorough base in translating and interpreting principles and research methods, based on staff research interests, will also prepare students for a research degree at higher level. More specific aims are:

- To develop practical translation skills to a high level whilst integrating practical with professional and theoretical insights.
- To enable participants to develop an expert knowledge and understanding of professional principles concerning translation and interpreting.
- To give participants a thorough understanding of cutting-edge theories, debates and research methods in translating and interpreting studies world-wide.
- To foster particular cognitive skills, such as research design and methodology skills, synthesis, and analysis.
- To foster a range of key skills, including oral and written communication, oral presentation, organisation, adaptability, IT and self-study skills – all of which are crucial to translation as a profession.

The programme conforms to University policies and to QAA codes of practice, and fully meets the requirements of the Higher Education Qualifications Framework at Masters level.

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 systematic understanding of knowledge, and a critical awareness of current problems and new insights, at the forefront of the academic discipline of translation studies. In particular:

- A1. A detailed and systematic understanding of translating and interpreting processes, based on integration of current research data with personal insights.
- A2. A systematic and critical understanding of concerns, concepts and issues in translation theory and criticism, both “cutting-edge” and traditional, Western and non-Western.
- A3. A detailed and critical understanding of the norms and debates concerning professional practice, interpersonal relationships and ethics in key areas of the translating and interpreting profession.
- A4. Expert, systematic and critical knowledge in two or more self-chosen sub-areas of theory and/or practice relating to translating, interpreting and/or entrepreneurship.
- A5. Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in translating and interpreting.

Teaching and Learning Methods

The primary means of imparting knowledge and understanding is a mix of lectures and seminars. Lectures provide students with key concepts and a framework for knowledge, and enable them briefly to discuss and consolidate key concepts through peer input. Seminars provide opportunities for discussion, often inspired by sample translations or simulated professional tasks; the stress is on self-reflection and peer input as sources of knowledge and understanding, with peer input also enabled by poster and oral mini-presentations of group findings, translations, etc. Handouts direct students towards independent reading and study material which they use to consolidate and develop their knowledge and understanding. More formal poster and oral presentations prepared beforehand enable students to share independently-acquired knowledge and understanding with peers.

Assessment Strategy

Formative oral and written feedback by lecturers and peers for Skills A1-A5 is built into discussion and poster/oral presentation tasks. Skills A1-A5 are assessed summatively by means of independently researched written assignments (titles chosen from lists of topics), and by written commentaries on assessed translation work. With entrepreneurship (an option under Skill A4), the written assignment is backed up by an assessed group presentation. If students choose to do the Dissertation (rather than the Translation Project), this will also enable summative assessment of one or more of Skills A1-A5, depending on the topic chosen by the student.

Intellectual Skills

On completing the programme students should have:

- B1. Generic skills appropriate to advanced study in the arts and humanities at Master's level, such as the ability to gather, analyse, synthesise and evaluate complex information, to identify key issues, organise and present ideas convincingly, and to draw well-reasoned conclusions.
- B2. Advanced skill in using IT-based tools for research, both in translation tasks and academic work.
- B3. The ability to select appropriate academic research methodologies, and to design, evaluate and write up an academic research project based on one's own or others' translating and/or professional experience.

Teaching and Learning Methods

Skills B1-B3 are presented and practised through lectures, seminars and workshops. These skills are developed through formally-set independent tasks and through assessed work involving bibliographic and/or empirical research, culminating in the final Dissertation or Translation Project. Students are also directed towards a range of independent on-line study and information materials developing these skills. IT-based translation research (B2) is also developed through independent translation tasks.

Assessment Strategy

Formative feedback on Skills B1 and B3 is given through lecturer feedback on first-draft proposals for the Dissertation or Translation Project, and through peer feedback on presentations. Skills B1-B3 are assessed summatively by independently researched written assignments, by translation commentaries, and by the Dissertation or the commentary section of the Translation Project.

Practical Skills

On completing the programme students should have:

Skill and expertise enabling students to perform as fully-fledged translation professionals (underpinned by a systematic and critical knowledge of translation and professional processes as outlined above). In particular:

- C1. Professional level ability to analyse B-language¹ texts in a wide range of text-types (based on techniques at the forefront of translation textual analysis scholarship), and to translate them into one's A-language².
- C2. The awareness and ability to choose from and use a wide range of professional working strategies and textual solutions to tackle different translating tasks (informed by cutting-edge research and scholarship into professional practice in these areas).
- C3. Expert ability to critically analyse one's own and others' translating and professional processes, and to draw implications for translation tasks and one's development as a professional.
- C4. The ability to use the help of fellow-translators and informants to improve translation output, and to manage these relationships in accordance with professional principles, norms and ethics.
- C5. Expertise in using a range of IT-based translation tools.
- C6. The career-management skills suitable for entry to the translating profession.
- C7. Starter-professional level skills in one or two self-chosen areas from the following: liaison/consecutive interpreting, literary translating, accounting, marketing.
- C8. Near-bilingual receptive skills (reading and, depending on module choice, listening) in one's 'B' language.

Teaching and Learning Methods

Skills C1-5 and C8 are developed through translation tasks set by lecturers and peers: these tasks are prepared independently, discussed in translation practicals and further developed in groupwork sessions. Sample translations and simulated professional tasks in seminars and hands-on workshops also develop Skills C1-3 and C6-7. IT skills (C5) are also developed through workshops and through independent work.

¹ A translator's or interpreter's second or other working language.

² A translator's or interpreter's strongest working language (usually the mother tongue).

Assessment Strategy

Formative feedback on Skills C1-5 and C8 is given by lecturers and peers during practicals and groupwork, and by lecturers during homework feedback. Summative assessment for Skills C1-5 and C8 takes the form of hand-in translation+commentary tasks (solo or team-based), and unseen timed written exams using networked computers linked to the internet to ensure authenticity of translation task. IT-based translation tool skills (C5) are assessed by an IT project and an independently researched written assignment, and/or via practical translation tasks done on-line. Direct assessment of career management skills (C6) is non-obligatory: it is one of the range of potential topics assessed summatively by independently researched written assignments and/or by a Dissertation. Summative assessment for the self-chosen skills under C7 involves (depending on the modules chosen) one or more of: oral live interpreting assessment, independently researched written assignments, hand-in translation+commentary, and group presentation.

Transferable/Key Skills

On completing the programme students should have:

- D1. The ability to manage one's time, make plans, and set priorities to achieve a complex objective.
- D2. The ability to identify and deal with complex issues both systematically and creatively, and make sound judgements in the absence of complete data.
- D3. The ability to present complex ideas clearly to specialist and non-specialist audiences, articulately and to a professional level of quality, in a variety of written and spoken genres.
- D4. Self-direction and originality in tackling and solving problems; decision-making in complex and unpredictable situations; and the ability to act autonomously in planning and implementing tasks at a professional level.
- D5. Personal organisation and responsibility, initiative, adaptability, flexibility.
- D6. Good IT skills.
- D7. Good self-study and independent research skills.
- D8. The ability to work with others as part of a team to formulate and achieve a joint aim.
- D9. The potential to continue to advance one's knowledge and understanding, and to develop new skills to a high level; the independent learning ability required for continuing professional development.

Teaching and Learning Methods

These skills, which are also crucial professional skills for trainee translators, are developed through the seminars, workshops, groupwork, presentations, independent learning tasks and assessed work described above. Written and oral presentation skills (D3) are also developed by on-line study and information materials.

Assessment Strategy

Formative feedback on Skills D1-D8 is given through lecturer feedback on translation work, on statements of intent and first-draft proposals for the Dissertation or Translation Project, and on solo and teamwork tasks; through supervisor feedback during the Dissertation or Translation Project; and through peer feedback on poster presentations and during teamwork tasks. Skills D1-D8 are summatively assessed through written assignments, solo and team-based translation+commentary tasks, exams, and the Dissertation or Translation Project. D9, the potential to develop, is assessed at various points, e.g. via students' translation commentaries, Dissertation conclusions, and in determining (on the basis of taught-course marks) whether students are suitable to proceed from the taught programme to the Dissertation/Translation Project.

12 Programme Curriculum, Structure and Features**Basic structure of the programme**

This is a 1 year MA, comprising 180 credits:

a) Compulsory (and Core) modules (140 credits)

Semester 1		Semester 2	
<i>Title</i>	<i>Credits</i>	<i>Title</i>	<i>Credits</i>
SML8012 Translation Practice and Principles [CORE]	30	SML8013 Translation Workshop [CORE]	20
SML8010 Professional Issues in Translating and Interpreting	10	SML8009 Research Methods in Translating and Interpreting	10
		SML8008 Translation Studies II	10
Sub-total credits	40	Sub-total credits	40
Summer vacation choose one of the following:			
<i>Title</i>			<i>Credits</i>
SML8098 Dissertation			60
SML8016 Translation Project			
Total compulsory credits			140

b) Recommended Option modules (40 credits)

Semester 1		Semester 2	
<i>Title</i>	<i>Credits</i>	<i>Title</i>	<i>Credits</i>
SML8014 Liaison Interpreting	10	SML8015 Consecutive Interpreting	10
SML8017 Translation Practice from Second Foreign Language (French into English, German into English, Italian into English or Spanish into English only)	20	NBS8507 International Marketing	10
		NBS8225 Performance and Decision Management	10
SML8005 History of translation	20	SML8004 Literary Translation	10
CHN8033 Drama Translation for Translators and Interpreters	20	SML7000 Information Technology for Translators and Interpreters	10
		SML8018 Translating for the European Union's Institutions	10

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

This MA enables students to gain either high-level practical experience ready for entry into the translating profession, academic grounding in translation studies, or both. Innovative features are the stress on reflective practice, on independent group work (including group assessment), and on integration of IT into both translation practicals and exams.

Programme regulations (link to on-line version)

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

13 Criteria for admission*Entry qualifications*

The programme is open to those with native-level writing skills in English, French, German, Italian and/or Spanish.

1. Native-level writers of English:

Either: a good first degree (at least upper second class or equivalent) with French, German, Italian and/or Spanish language as a major component, from a recognised higher education institution.

Or: a good first degree (at least upper second class or equivalent) in another field from a recognised higher education institution, **plus** degree-level ability in French/German/Italian/Spanish. As evidence for the latter and for translation aptitude, such applicants may be asked to submit samples of professional translation work done, or to write a test translation.

2. Native-level writers of French, German, Italian or Spanish:

Either: a good first degree (at least upper second class or equivalent) with English language as a major component, from a recognised higher education institution.

Or: a good first degree (at least upper second class or equivalent) in another field from a recognised higher education institution **plus** an IELTS test score of at least IELTS 7.0. As evidence for translation aptitude, such applicants may be asked to submit samples of professional translation work done, or to write a test translation.

Admissions policy/selection tools

All applications will be scrutinized by the Admissions Office on the basis of the above guidelines, who will admit/reject where it is clear that applicants meet / fail to meet the above criteria. All borderline and non-standard applications will be scrutinized by the Degree Programme Director together with specialist staff teaching on the course and/or the Director of Postgraduate Studies at the School of Modern Languages (SML).

Non-standard Entry Requirements

Applicants with sub-degree qualifications, but with translating experience or otherwise attested degree-level foreign/second language ability, will be considered on merit, in discussion with the Admissions Office, specialist staff teaching on the course and/or the Director of Postgraduate Studies at the School of Modern Languages. As evidence for translation and academic aptitude, such applicants may be asked to submit samples of professional translation work done, to write a test translation, and/or to write an essay set by the Degree Programme Director.

Additional Requirements

Level of English Language capability

See above.

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.

Weighting of stages

n/a

Common Marking Scheme

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

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

Role of the External Examiner

Four External Examiners (one for each language pair), all distinguished members of the subject community, are appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiners are expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- 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

Units of Study	Credits	Learning outcomes	Comp(ulsory) / Core / Opt(ional)
<u>Compulsory/core taught modules</u>			
SML8008 Translation Studies 2	10	A1-A5, B1-B3, C3, D1-D8	Com
SML8009 Research Methods in Translating and Interpreting	10	B1-B3, D1-D9	Com
SML8010 Professional Issues in Translating and Interpreting	10	A3, B1-B3, C3, C4, C6, D1-D8	Com
SML8012 Translation Practice and Principles	30	A1-A2, A5, B1-B3, C1-C5, C8, D1-D9	Core
SML8013 Translation Workshop	20	A1, B1-B3, C1-C5, C8, D1-D9	Core
<u>Optional taught modules (to a total of 40 credits):</u>			
SML7000 Information Technology for Translators and Interpreters	10	B2, C5, D4-D6	Opt
SML8014 Liaison Interpreting	10	A1, A4, C1-C4, C7, C8, D2-D5, D7-D9	Opt
SML8015 Consecutive Interpreting	10	A1, A4, B2, C1- C4, C7, C8, D1-D5, D7-D9	Opt
SML8017 Translation Practice from Second Foreign Language (English native users only)	30	A1, B1-B3, C1-C5, C8, D1-D9	Opt
SML8005 History of translation	10	A1-A5, B1-B3, C3, D1-D8	Opt
CHN8033 Drama Translation for Translators and Interpreters	20	A1, A3, A4, B1, C1-C4, C7, C8, D1-D5, D7-D9	Opt
SML8004 Literary Translation	10	A1-A5, B1, C1-C4, C8, D1-D5, D6-D7	Opt
SML8005 History of translation	20	A1-A5, B1-B3, C3, D1-D8	
NBS8225 Performance and Decision Management	10	A4, B1, C6-C7, D1-D5, D7, D9	Opt
NBS8507 International Marketing	10	A4, B1, C6-C7, D1-D5, D7, D9	Opt
SML8018 Translating for the European Union's Institutions	10	A4, B1, C6, D1-D5, D7, D9	Opt
<u>Progression requirements:</u> Students must pass the taught element of the course (the modules listed above) in order to proceed to one of the following:			
Either SML8098 Dissertation	60	A1-A5, B1-B3, D1-D7, D9.	Core

Or SML8016 Translation Project	60	A1-A5, B1-B3, C1-C4, C8, D1-D7, D9.	Core
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