PROGRAMME SPECIFICATION		

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	Graduate Diploma; M.A. / Postgraduate Diploma
4	**Programme Title**	**Translating and Interpreting**
5	**UCAS/Programme Code**	3378 / 4040 / 4041 / 4042 / 4059
6	**Programme Accreditation**	n/a
7	**QAA Subject Benchmark(s)**	n/a
8	**FHEQ Level**	n/a
9	**Date written/revised**	26/07/2007

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[1].

- to provide students with training in a range of research methodologies specific to translating and interpreting.

- 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 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.

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[1] 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 gain the 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 approach that can be taken to meet these demands.
A3 the key concepts in translating and/or interpreting theory, criticism, processes and professional practice
A4 the aspects of an independent and self-chosen study.

Teaching and Learning Methods

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.

Assessment Strategy

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).

Intellectual Skills

On completing the programme students should be able to have the following subject-specific/professional skills:

B1 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).

B2 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).

B3 the 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 translating and interpreting tasks.

B5 the ability to employ the help of informants to improve translation/interpreting output.

B6 the familiarity with using interpreting equipment.

B7 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 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.

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 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 one's time, make plans, and set priorities to achieve a complex objective.
D2   exploit library, 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 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, especially in interpreting exams.

12   Programme Curriculum, Structure and Features
Basic structure of the programme
1. Duration of the course: two years

2. Number of Stages:
    Year 1 is a common first year leading to the Graduate Diploma in Translating (3378);
    Year 2 is MA study, in which 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 (4059).

3. Overall credit arrangements:
   Year 1 120 credits for the Graduate Diploma
   Year 2 180 credits for the Mater's/120 credits taught part for the Postgraduate Diploma

4. balance of compulsory and optional modules

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

The T&I Postgraduate Programme is a two-year course of study, balanced between professional and academic trainings. The Programme consists of a common first year leading to the Graduate Diploma in Translating (3378), followed by another year of study leading to the MA. In the MA year, students are able to follow one of four pathways: the more professionally-oriented MA in Interpreting (4042), MA in Translating (4041), MA in Translating and Interpreting (4040); or the more academically-oriented MA in Translation Studies (4059). The choice of pathway depends on students' own interest, and on the recommendations of the Board of Examiners after reviewing students' performances in the first year.

Programme regulations (link to on-line version)

3378: http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/3378.php

4040: http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/4040.php

4041: http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/4041.php

4042: http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/4042.php

4059: http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/4059.php

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13   Criteria for admission

Graduate Diploma in Translating

1. All candidates who are not native speakers of English must have achieved a level of proficiency in English of at least IELTS grade 6.5 or its equivalent.

2. All candidates must hold a first degree in a relevant area from a recognized institution of higher education of at least upper second class or its equivalent.

MA year

1. All candidates who are not native speakers of English must have achieved a level of proficiency in English of at least IELTS grade 7.5.

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 or translating, or both;
   (b) a first degree in a relevant area from a recognized institution of higher education of at least upper second class or its equivalent.

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14   Support for Student Learning

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 (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml). The School of Modern Languages will also arrange induction meetings to introduce members of staff and arrange personal tutors, module registrations, etc.

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.

Academic support
The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support
All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at http://www.ncl.ac.uk/undergraduate/support/tutor.phtml
In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see http://www.ncl.ac.uk/undergraduate/support/welfare.phtml

Support for students with disabilities
The University's Disability Support Service 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. For further details see http://www.ncl.ac.uk/disability-support/

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, see
http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml

All new students whose first language is not English are required to take an English Language test in the Language Centre (now INTO). Where appropriate, in-sessional language training can be provided. The Language Centre (INTO) houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See
http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml

The School of Modern Languages has well equipped interpreting laboratories and networked PCs with dedicated software for the T&I Programme. Key software used in the support and delivery of the programme is available to students free of charge. The School has its own Translation and Interpreting resources which are mainly used for the support of self-studies of the T&I programme. These resources, including a digital speech bank, can be accessed from the Open Access Centre (OAC). The University's Robinson Library has available multiple copies of all recommended texts for translation studies.

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 School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

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

Student evaluations
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/ With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback
Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms
The programme is subject to the University's Internal Subject Review process, see
http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

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16   Regulation of assessment

Pass mark
The pass mark is 40 (Graduate Diploma)
The pass mark is 50 (MA Postgraduate programmes)

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf) and Examination Conventions for Taught Masters Degrees (http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

Progression thresholds
There are progression thresholds in taking certain core modules in the MA year. For details see the T&I Degree Programme Handbook.

Common Marking Scheme
The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	Honours	**Non-honours**
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

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		

Role of the External Examiner
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is 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 (see http://www.ncl.ac.uk/undergraduate/)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see http://www.ncl.ac.uk/calendar/university.regs/)

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**
LCE7004 or CHN7009/JPN7002	Core	1	1, 2, 3	1, 2	1, 2, 3, 4
CHN/JPN7003	Core	1, 2, 3, 4	2, 4, 5	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
CHN/JPN7013	Option Comp (for 4040, 4042)	2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 4, 5
CHN/JPN7012	Option Comp (for 4040, 4042)	2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 4, 5
CHN/JPN7011	Option Comp (for 4040, 4042)	2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 4, 5
CHN/JPN7010	Option Comp (for 4040, 4042)	2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 4, 5
SML7000	Option	1, 2, 4	4, 5, 7	1, 2, 3	1, 2, 3, 4, 5
LCE8004 or CHN/JPN8018	Comp	1	1, 2, 3	1, 2	1, 2, 3, 4
CHN/JPN8003	Core (4040,4041), Comp (4059) Option (4042)	1, 2, 3, 4	2, 4, 5	1, 2, 3, 4	1, 2, 3, 4, 5, 6
CHN/JPN8026	Core (4040,4041)	1, 2, 3, 4	2, 4, 5	1, 2, 3, 4	1, 2, 3, 4, 5, 6
CHN/JPN8024	Core (4040, 4042) Option (4041,4059)	2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 4, 5
CHN/JPN8025	Core (4040, 4042) Option (4041,4059)	2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 4, 5
CHN/JPN8027	Comp (4040, 4042) Option (4041,4059)	2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 4, 5
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	1, 2, 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