	PROGRAMME SPECIFICATION	

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	
4	**Programme Title**	Integrated PhD in Interpreting and Translating Studies
5	**UCAS/Programme Code**	8222
6	**Programme Accreditation**	
7	**QAA Subject Benchmark(s)**	
8	**FHEQ Level**	D
9	**Date written/revised**	4/10/2007

10 Programme 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 aims to meet fully the requirements of the Quality Assurance Agency (QAA) Code of Practice, to conform to the FHEQ (Framework for Higher Educational Qualifications and to conform to

11. Learning Outcomes

The Integrated PhD in Interpreting and Translating Studies aims to help students achieve a critical conceptual understanding of the theoretical basis of Interpreting and Translating, the practical skills required and current pedagogical approaches in the field. Students will then be in a position to apply this understanding to their own professional context.

Students will take compulsory modules, which help students gain the skills, knowledge and understanding to engage with and evaluate research and theory in Interpreting and Translating.

These modules will also enable students to prepare a research proposal, and carry it out. In addition, students will take optional modules related to their professional situation. Students also complete a research study, which can answer questions about an issue of professional concern or interest.

By the end of the programme, students will be able to:-
- present key facts and concepts, ideas and approaches relating to the subjects of their modules and their research in an accurate and coherent way
- collect and critically evaluate information and commentary on research in Interpreting and Translating, especially in the areas students select to study
- design, conduct and present a research investigation in a area of Interpreting and Translating
- make informed judgements on complex issues in specialist fields, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences
- undertake applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches
- have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments

Knowledge and Understanding

On completing the programme students should have:

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

Teaching and Learning Methods

Acquisition of professional expertise and basic knowledge (fundamental concepts, principles and practice) is achieved through a combination of lectures (A2), seminars, practical classes (A1). 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) (A1), 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 (A2) 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. (A1,A2)

Assessment Strategy

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

Intellectual Skills

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.

Teaching and Learning Methods

Research Skills, Techniques and Issues

Research techniques are formally taught in lectures, (B1) supported by syndicate practicals to test acquisition of techniques and analytical ability in interpreting and translating process and final products (B2). They are in addition developed through practicum practice and independent reading and seminar discussion (B1 and B2). B3 is developed through generic research modules HSS8000, SML8000, reinforced throughout the Programme. B3 is developed through individual and syndicate work on dedicated machines. Small group teaching and practicum allow professional and critical appraisal skills to be taught, discussed informally and assessed through case studies.

Assessment Strategy

Research Skills, Techniques and Issues

The main strategy is to test acquisition of the necessary practical techniques/skills (B2, B3) and conceptual understanding (B1) 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 (B1,B2, B3).

Practical Skills

On completing the programme students should be able to:
C   Manage a major research project;

develop the abilities to:
C1   establish a suitable research project
C2   produce a research proposal and plan
C3   manage the project
C4   write up the project

Teaching and Learning Methods

C   Research Project Management

Research project management is taught by lectures and seminars given on the research training programme (HSS8000, SML8009 ,   SML8010 and CHN8021), and through individual and group supervision sessions (C3). Students are encouraged to learn by reading successful theses, and evaluating research proposals and plans (C1, C2). Through their research project, students gain first-hand understanding of how to formulate and test hypotheses (C3, C4). They also gain an understanding of how research programmes are designed, implemented, adjusted and managed (C3).

Assessment Strategy

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 (C1, C2). Ultimately this learning outcome is assessed through the timely submission of the thesis.

Transferable/Key Skills

Professional and Key Skills

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

D1   Communication
D2   Presentations

D3	Library skills and IT
D4	Referencing to a professional standard
D5	Teaching and conducting training courses
D6	Preparation of teaching materials
D7	Skills required to work as a professional

Teaching and Learning Methods

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 (D1, D2, D7) throughout the programme. Library and IT skills are taught in the initial research training (SML8009, HSS8000, SML8000) and reinforced throughout the remaining modules (D3). Special research skills relevant to Interpreting and Translating Studies are taught in SML8009 and SML8010 (D4, D7). There is also a module option in Information Technology for Translators and Interpreters (SML7000) specifically tailored for translators and interpreters as professionals (D3). Teaching skills are taught on the optional Certificate in Advanced Studies in Academic Practice (D5, D6), 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 practising and role-play. (D1, D2, D4, D7). D3 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, lectures, independent reading, tasks, seminars. (D1, D2, D4, D7)

Skills are taught through lectures and seminars. Throughout the course students are encouraged to supplement taught material by independent reading. Directed tasks are also used (D4, D7).

Assessment Strategy

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 MAP8001 to MAP8004, 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.

| 12 | Programme Curriculum, Structure and Features |

Basic structure of the programme

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 180 - 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 in order 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 selected from a list of options and discipline-specific and research training reconfigured and appropriated to the nature of the disciplines of interpreting and translating studies. The research training modules comprise generic skills (IT and library skills, thesis management), general theoretical discourses in the humanities, 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 enter be considered for the award degree of Masters in Translating and Interpreting.

The taught element of the programme shall consist of modules to a value of 180 - 200 credits selected with the agreement of the Degree Programme Director and normally taken over Years 1 and 2 of the programme.

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

A full time programme designed for overseas students who would prefer the support and structure of a taught doctoral programme, also open to full-time home students.
The programme is not offered on a part-time basis. It is one of very few research programmes in the UK which allow students to research practical and theoretical aspects of translating and interpreting.

Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/8222.php

13	Criteria for admission

Ask graduate school

Must have a Masters, recommend that applicants do the MA in Interpreting and Translating first, followed by IPHD. Up to 100 credits may be awarded against the IPHD from the MA if grades are 60% or above.

Admissions policy/selection tools
Admissions considered by 2 academic selectors through the postgraduate applications portal software programme

Non-standard Entry Requirements
Considered on a case by case basis by 2 academic selectors

Additional Requirements

2 academic references required. Teaching experience if possible.

Level of English Language capability TO BE CONFIRMED

6.5 IELTS or 575 TOEFL

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/ 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)

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 supervisor (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 Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional 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. See http://ncl.ac.uk/langcen/index.htm

| 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.

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

Accreditation reports

Additional mechanisms

| 16 | Regulation of assessment |

Pass mark
The pass mark is 50 (Postgraduate programmes)

Course requirements

Progression is subject to the University's Degree Progress Regulations, Taught and Research (http://www.ncl.ac.uk/calendar/university.regs) and Examination Conventions (http://www.ncl.ac.uk/calendar/university.regs).

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

Summary description applicable to

IPhd 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/postgraduate/)

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.

Annex

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	**Specialist modules on MA course: CHN8024,CHN8025,CHN8027,CHN8003,CHN8026,CHN8028**
A2	**Specialist modules on MA course: CHN8024,CHN8025,CHN8027,CHN8003,CHN8026,CHN8028**
B1	**Research Methods Modules HSS8000,SML8000**
B2	**Research Methods Modules HSS8000,SML8000**
B3	**Research Methods Modules HSS8000,SML8000**
C1	**Research Methods Modules HSS8000,SML8000,SML8010,CHN8021**
C2	**Research Methods Modules HSS8000,SML8000,SML8010,CHN8021**
C3	**Research Methods Modules HSS8000,SML8000,SML8010,CHN8021**
C4	**Research Methods Modules HSS8000,SML8000,SML8010,CHN8021**
D1	**Production of thesis (50,000 words) research supervision**

		SML8009, HSS8000, SML8000	
D2		**Production of thesis (50,000 words) research supervision SML8009, HSS8000, SML8000**	
D3		**Production of thesis (50,000 words) research supervision SML8009, HSS8000, SML8000**	
D4		**Production of thesis (50,000 words) research supervision SML8009,SML8010**	
D5		**CASAP**	
D6		**CASAP**	
D7		**Specialist modules on MA course: CHN8024,CHN8025,CHN8027,CHN8003,CHN8026,CHN8028**	

List of Modules

The following is a list of compulsory and optional modules. Modules may be subject to alteration and not all modules may be available. Please check with the Degree Programme Director. Up-to-date module outline forms are available on **https://mofs.ncl.ac.uk**.

Module Code	Semester	COMPULSORY MODULES FOR BOTH I PHD PROGRAMMES (Total 80 credits)	Credit Value
CHN8024	1/2	Consecutive Interpreting II	20
CHN8025	1/2	Simultaneous Interpreting II	20
CHN8027	1/2	Bilateral interpreting	10
CHN8003	1/2	Translating II	20
CHN8026	1/2	Professional translation	30
CHN8028	1/2	Sight interpreting	20
CHN8021	1/2	Interpreting or translating research project	60
LCE8004		Advanced English for T&I	
HSS8000		Research methods	10
SML7000		Information technology for Translators and interpreters	10
SML8000		Research methods in cultural Studies, film studies and linguistics	10
SML8008		Translation Studies II	10
SML8009		Research Methods in Translating and Interpreting	10
SML8010		Professional issues in translating and interpreting	10
MAP8001		Certificate in Advanced Studies in Academic Practice	60
MAP8004		Introduction to Academic practice and peer review	20