

**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>	Doctor of Philosophy (Integrated)
<b>4</b>	<b>Programme Title</b>	Interpreting and Translating Studies
<b>5</b>	<b>Programme Code</b>	8222
<b>6</b>	<b>Programme Accreditation</b>	
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	
<b>8</b>	<b>FHEQ Level</b>	D
<b>9</b>	<b>Date written/revised</b>	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:-

<ul style="list-style-type: none"> <li>- present key facts and concepts, ideas and approaches relating to the subjects of their modules and their research in an accurate and coherent way</li> <li>- collect and critically evaluate information and commentary on research in Interpreting and Translating, especially in the areas students select to study</li> <li>- design, conduct and present a research investigation in a area of Interpreting and Translating</li> <li>- 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</li> <li>- undertake applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches</li> <li>- 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</li> </ul>
<b>Knowledge and Understanding</b>
<p>On completing the programme students should have:</p> <p>A1 Practice of interpreting and translating</p> <p>A2 The major contemporary theories in interpreting and translating</p>
<b>Teaching and Learning Methods</b>
<p>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)</p>
<b>Assessment Strategy</b>
<p>Assessment of the knowledge base is achieved through a combination of assessed coursework: e.g. essays, practical write-ups, reports and oral presentations.</p>
<b>Intellectual Skills</b>
<b>Research Skills, Techniques and Issues</b>
<p>A detailed understanding of and ability to apply techniques for research and advanced academic study including:</p> <p>B1 Understanding and ability to identify the major issues in the disciplines of interpreting and translating studies.</p> <p>B2 Detailed analysis of the processes, products, and/or theories of interpreting and translating by applying appropriate research tools, methodologies and theories.</p> <p>B3 Generic skills required to conduct original discipline-specific research.</p>
<b>Teaching and Learning Methods</b>
<b>Research Skills, Techniques and Issues</b>

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/>

### **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](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-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. 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](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](mailto: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	<b>Specialist modules on MA course:</b> CHN8024, CHN8025, CHN8027, CHN8003, CHN8026, CHN8028
A2	<b>Specialist modules on MA course:</b> CHN8024, CHN8025, CHN8027, CHN8003, CHN8026, CHN8028
B1	<b>Research Methods Modules</b> HSS8000, SML8000
B2	<b>Research Methods Modules</b> HSS8000, SML8000
B3	<b>Research Methods Modules</b> HSS8000, SML8000
C1	<b>Research Methods Modules</b> HSS8000, SML8000, SML8010, CHN8021
C2	<b>Research Methods Modules</b> HSS8000, SML8000, SML8010, CHN8021
C3	<b>Research Methods Modules</b> HSS8000, SML8000, SML8010, CHN8021
C4	<b>Research Methods Modules</b> HSS8000, SML8000, SML8010, CHN8021
D1	<b>Production of thesis (50,000 words) research supervision</b> SML8009, HSS8000, SML8000
D2	<b>Production of thesis (50,000 words) research supervision</b> SML8009, HSS8000, SML8000



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

### 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>.

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