

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	M.A
<b>4</b>	<b>Programme Title</b>	a) Translating and Interpreting b) Translating c) Interpreting d) Translation Studies
<b>5</b>	<b>UCAS/ Programme Code</b>	a) 4040 b) 4041 c) 4042 d) 4059
<b>6</b>	<b>Programme Accreditation</b>	n/a
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	n/a
<b>8</b>	<b>FHEQ Level</b>	7
<b>9</b>	<b>Last updated</b>	Feb 2010

**10 Programme Aims**

The broad educational aims of the programme are:

- to develop and widen student's knowledge and understanding of translating and/or interpreting both as a profession and an academic discipline
- to provide students with knowledge of what it means to be a translating/ interpreting professional in terms not only of practical techniques, but also of attitudes and ethics.
- to provide students with substantial translating and interpreting experience to reach starter – professional level standard.
- to provide students with advanced language training in both A and B languages<sup>1</sup>
- to address national and international needs for cross- cultural communication .

The programme aims to produce graduates with the following qualities:

- competence in the skills of translating and interpreting which they will be able to consolidate and develop further in their professional fields as translators and /or interpreters.
- the ability to exploit available resources such as internet information, library books, and informants to solve problems specific to both language and subject areas.
- proficiency in both source and target languages
- competence in critical analysis and translating and/or interpreting work, and the application of theory into practice.
- the ability to develop an interest in translating or interpreting as a topic of academic study and research

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

## 11 Learning Outcomes

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

### Knowledge and Understanding

On completing the programme students should 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 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 guidance on self-study.

### 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 and 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.

<b>Assessment Strategy</b>
B1 is assessed by formative written assessment and oral presentations. B2-7 are assessed by formative and summative assessment
<b>Practical Skills</b>
On completing the programme students should be able to: C1 gather data, synthesise and evaluate complex information C2 undertake independent, critical analysis, and make optimal decisions. C3 identify the key issues, organise and present ideas convincingly, and draw well-reasoned conclusions. C4 apply appropriate methodologies to specific areas of study.
<b>Teaching and Learning Methods</b>
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.
<b>Assessment Strategy</b>
C1-4 are assessed formatively by continuous assessment and summatively by submitted written work, examination and the final translating/interpreting project or dissertation.
<b>Transferable/Key Skills</b>
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.
<b>Teaching and Learning Methods</b>
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.
<b>Assessment Strategy</b>
D1-4 is assessed through submitted written assignments and the translating/interpreting projects or dissertation. D5-6 are not specifically assessed, but their development contributes towards obtaining higher-level results in assessment, especially in interpreting exams.

## 12 Programme Curriculum, Structure and Features

### Basic structure of the programme

Duration of the course: 2 years

Number of Stages:

Year 1 is a common first year

Year 2 students are able to follow one of four pathways: MA in Interpreting (4042), MA in Translating (4041), MA in translating and Interpreting (4040), or MA in translating Studies.

Overall credit arrangements:

Year 1 120 credits for stage 1

Year 2 180 credits for stage 2

### 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, followed by another year of study leading to the MA. In the stage 2, students are able to follow one of four pathways: the more professionally- oriented MA in Interpreting (4042), MA in Translating and Interpreting (4040); or the more academically oriented MA in Translation Studies (4059). The choice of pathway depends on the students' own interest, and on the recommendations of the Board of Examiners after reviewing students' performances in the first year.

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

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

## 13 Criteria for admission

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

## 14 Support for Student Learning

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

### *Induction*

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

#### *Study skills support*

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

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

#### *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. In addition the University offers a range of support services, including 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 Union Society 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 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.

#### *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.

### **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 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. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University 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 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 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. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five 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. 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.

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

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

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

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

<50	Fail
50 or above	Pass

- (d) Candidates should pass the stage 1 taught modules and have the recommendations of the Board of Examiners in order to proceed to stage 2.
- (e) The choice of stage 2 pathways and study focus on either translating or interpreting is based on the recommendations of the Board of Examiners in consideration of the candidates' performances at stage 1, or based on the qualifications stated in the Entry Requirements above when the candidates apply for the course in the case of stage 2 direct entrants.
- (f) Candidates should pass the stage 2 taught modules in order to proceed to the dissertation/ project.

- (g) In line with the University's Examination Conventions for Taught Masters Degrees,
- (i) Candidates who pass 120 credits of taught modules at stage 1 and then exit the programme shall be eligible for a Postgraduate Diploma in Translation and Interpreting.
  - (ii) Candidates who pass 120 credits of taught modules at stage 2, but exit without successfully completing the dissertation or translating/interpreting project shall be eligible for a:
    - Postgraduate Diploma in Advanced Translating and Interpreting
    - Postgraduate Diploma in Advanced Translating
    - Postgraduate Diploma in Advanced Interpreting
    - Postgraduate Diploma in Advanced Translation Studies

*Role of the External Examiner*

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

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

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

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

The School Brochure

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

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

## Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
CHN7003	Core	1,2,3,4	2,4,5	1,2,3,4	1,2,3,4,5,6
CHN7015	Comp	4	4,5,6,7	1,2,3,4	1,2,3,4,5,6
SML7001	Comp	4	4,5,6,7	1,2,3,4	1,2,3,4,5,6
CHN7010	Comp	2,3,4	1,2,3,4,5	1,2,3,4	1,2,4,5
CHN7016	Comp	2,3,4	1,2,3,4,5	1,2,3,4	1,2,4,5
SML7000	Comp	1,2,4	4,5,7	1,2,3	1,2,3,4,5
CHN8003	Core (4040,4041), Comp (4059) Option (4042)	1,2,3,4	2,4,5	1,2,3,4	1,2,3,4,5,6
CHN8024	Core (4040,4042), Comp (4041) Option (4059)	2,3,4	1,2,3,4,5	1,2,3,4	1,2,4,5,
CHN8025	Core (4040,4042), Comp (4041) Option (4059)	2,3,4	1,2,3,4,5	1,2,3,4	1,2,4,5,
CHN8026	Core (4040,4041)	1,2,3,4	2,4,5	1,2,3,4	1,2,3,4,5,6
CHN8027	Core (4040,4042), Comp (4041) Option (4059)	2,3,4	1,2,3,4,5	1,2,3,4	1,2,4,5,
CHN8029	Option	2,3,4	1,2,3,4,5	1,2,3,4	1,2,4,5
SML8004	Option	1,2,4	1,2,,4,5	1,2,4	1,2,4
SML8008	Core (4059) Comp (4040,4041,4042)	1,2,3,4	2,4,5	1,2,3,4	1,2,3,4,5,6
SML8009	Core (4059) Comp (4040,4041,4042)	1,2,3,4	4,5,7	1,2,3,4	
SML8010	Core (4059) Comp (4040,4041,4042)	1,2,3,4	4,5,7	1,2,3,4	1,2,4
SML8098 OR SML8099	Core	1,2,3,4	1,2,3,4,5,6,7	1,2,3,4	1,2,3,4,5