

## PROGRAMME SPECIFICATION (Undergraduate)



<b>1 Awarding Institution</b>	Newcastle University
<b>2 Teaching Institution</b>	Newcastle University
<b>3 Final Award</b>	BA (Hons)
<b>4 Programme Title</b>	Modern Languages, Translation and Interpreting
<b>5 UCAS/Programme Code</b>	R9Q9
<b>6 Programme Accreditation</b>	N/A
<b>7 QAA Subject Benchmark(s)</b>	Languages and related studies
<b>8 FHEQ Level</b>	6
<b>9 Last updated</b>	July 2021

### 10 Programme Aims

1. To foster intercultural awareness and understanding, and an attitude of curiosity and openness towards different cultures.
2. To provide students with knowledge and skills that prepare them for further intellectual development and further independent study.
3. To provide a flexible programme of study through variety of student choice in modules in Modern Languages within an informed advisory framework.
4. To give students the opportunity to spend time studying or working in the countries in which the languages they are studying are spoken.
5. To develop proficiency in receptive (reading and listening), productive (writing and speaking), and mediating skills in two languages.
6. To provide students with a theoretical and practical knowledge of translation and interpreting into and out of one or more foreign languages (out of French, German and Spanish).
7. To ensure that the programme conforms to University policies and QAA codes of practice.
8. To meet the requirements of a Level 6 qualification as defined by the Framework for Higher Education Qualifications (FHEQ).
9. To satisfy the expectations of the Benchmark Statement for Languages, Cultures and Societies.

### 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. The programme outcomes have references to the benchmark statements for Modern Languages, Translation and Interpreting.

### **Knowledge and Understanding**

On completing the programme students should have a knowledge and understanding of:

A1 The lexis, grammatical structures, registers and usage of two modern languages to BA Honours degree standard, and where taken as an option, other languages to ALTE Levels 3, 4 or 5.

A2 Aspects of the history, society, culture and linguistic development of the relevant countries, dependent upon the languages chosen for study and according to module selection.

A3 Certain areas of specialist study, according to module selection, in linguistics, cultural studies, film, history, language, literary studies and politics of the relevant countries.

A4 The internal diversity and connections between cultures.

A5 (For students opting to write a dissertation), of a topic studied in-depth and independently.

A6 The mediation between English and one or two foreign languages (out of French, German and Spanish) by means of translation and interpretation

A7 The theoretical and professional underpinning of translation and interpreting practice

### **Teaching and Learning Methods**

The primary means of imparting knowledge and understanding of the modern languages (A1) and of translation and interpreting practice (A6) is via a mix of communicative, student-centred language teaching methods and formal linguistic instruction. In the case of A2-A3 and A7, knowledge and understanding are generally conveyed through lectures and seminars which guide students towards independent reading and enable students to self-assess and develop their learning through group discussion, take-home tasks; guided self-teaching activities; e-mail discussion and e-mail based group working; the preparation of presentations and/or reports. A4 is developed initially within the communicative language training framework and is further enhanced during the students' year abroad. In A5 (optional dissertation) one-to-one tutorials provide academic guidance, while the opportunity to carry out independent research allows students to apply and practise research skills.

### **Assessment Strategy**

Knowledge and understanding of the modern language (A1) and of translation and interpreting practice (A6) is assessed by written and oral continuous assessment and class tests (evaluating student understanding and progress), and unseen written, aural and oral examinations. Outcomes A2-3 and A7 are assessed by essay and/or unseen written examination and oral presentation or exam (requiring independent, critical analysis and application of intellectual models, principles and theories). Outcome A4 is assessed during the year abroad by a Year Abroad ePortfolio and in some cases a Year Abroad Work Placement Report. Outcome A5 is assessed by a 5-6000 word dissertation.

### **Intellectual Skills**

On completing the programme students should be able to:

B1 Gather, synthesise and evaluate information.

B2 Undertake independent, critical analysis.

B3 Organise and present ideas within the framework of a structured and reasoned argument, oral or written.

B4 Evaluate theories about translation and interpretation and their application

### **Teaching and Learning Methods**

B1-4 skills are developed through seminar preparation and presentation, group discussion and written assignments and (for the dissertation) through one-to-one tutorials to facilitate the development of independent study and research skills.

### **Assessment Strategy**

B1-4 are assessed by means of course work (e.g. essays, oral presentations) and unseen written examinations. They are also assessed as part of oral examinations. They may also be assessed by dissertation.

### **Practical Skills**

On completing the programme students should be able to:

C1 Show receptive (reading and listening) and productive (writing and speaking) skills in two languages to BA Honours degree standard

C2 Perform a range of communicative tasks

C3 Undertake translation and liaison/consecutive interpretation from and into the target language, in a range of genres

C4 Make effective use of language reference materials, such as grammars, dictionaries and corpora

C5 Use technological tools in translation and interpreting such as post-editing of machine-translation output and using Computer-Assisted Translation (CAT) tools

C6 Practice independent language learning

### **Teaching and Learning Methods**

Learning outcomes C1-2 are achieved via communicative, student-centred skills training, (e.g. developing and practising reading skills, enhancing listening skills through language laboratory work, analysing and practising different writing skills, and conducting oral discussion and presentation, both individually and as part of a team), and formal grammar instruction (e.g. guided study, exercises and use of IT resources). C1-2 skills may be further enhanced by delivery of specified modules in the target language. These skills are developed and consolidated during the year abroad. C3 is achieved by guided translation and interpretation into and out of the target language, and analysis of translation and interpreting techniques. C4-6 are achieved in the teaching of C1-3, and further enhanced by study skills sessions as detailed in section 13 (below). Self-access language learning is also encouraged in order to further both C4 and C5.

### **Assessment Strategy**

C1-3 are assessed by written continuous assessment and class tests (evaluating student progress) and unseen written examination (reading, writing, translating and interpreting skills), aural examination (listening and writing skills) and oral examination (listening, speaking and interpreting skills). Skills C4-6 are not formally assessed.

<b>Transferable/Key Skills</b>
On completing the programme students should be able to:
D1 Communicate clearly and effectively, both orally and in writing
D2 Give oral presentations
D3 Manage one's time, make plans and set priorities in order to achieve an objective
D4 Work creatively and flexibly with others as part of a team
D5 Adapt and operate effectively within a different cultural environment
D6 Use library and bibliographic research resources
D7 Analyse and solve problems
D8 Use IT effectively, such as word processing, email, databases, online environments and the use of the Internet as a research and study tool
D9 Exercise a professional ethos and apply principles of a profession
<b>Teaching and Learning Methods</b>
D1 is enhanced through seminar presentations and discussions, and through written assignments. In the case of language modules, they are developed through communicative skills training. Skills D2-3 and D6-8 are practised through seminar preparation and presentation. D3 and D6-8 are further developed through written assignments and research-based modules. D4 is developed through team presentations and projects (including the Year Abroad Work Placement Report). D5 is developed initially through communicative language training, and is later enhanced during the student's year abroad. D8 is further enhanced through the use of IT resources in language teaching and as an organisational tool for certain modules. D6 and D8 skills are also developed during induction (see 13 below). D9 skills are emphasised in the teaching and assessment of translation and interpreting.
<b>Assessment Strategy</b>
D1 is assessed by essay, dissertation and unseen written examination, (written communication), while both D1 and D2 are assessed via assessed seminar presentations and oral examinations (oral communication). D3 and D6-7 are assessed in a number of ways, including written assignments, unseen examinations, assessed seminar preparation and presentation, self-directed language coursework and preparation for language classes. D4 is assessed via team presentations and projects (including the Year Abroad Work Placement Report). D5 is assessed via the Year Abroad ePortfolio produced during the year abroad. D8 is assessed in a number of ways including the preparation of written assignments and seminars. D9 is assessed by assessed by essay, presentations and by students' justifying analytically their translation/interpreting decisions in light of context during coursework and/or exams.

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

The programme is studied over four years full-time based on 30 weeks attendance per annum. Students study two of the following languages: Chinese, French, German, Japanese, Portuguese, Spanish. Of these languages, French, German and Spanish are also used as the basis for modules in translation and interpreting. Stages 1, 2 and 4 of the programme are spent in residence attending the Newcastle University; Stage 3 is an

intercalary year during which students may either spend the whole year in a country where one of the languages studied is spoken, or split the year between two countries where the target languages are spoken. Each stage requires the study of modules with a total credit value of 120. 20 credits of module study represent 200 hours of student work, including lectures and other teaching (such as seminars), private study, preparation of coursework and exam preparation and revision. The weighting of compulsory practical language modules varies between 20 and 40 credits depending on the target language and the Stage at which it is being studied. All other modules at Stages 1, 2 and 4 are generally 20 credits in weight.

In Stage 1 students are required to study 40 credits of compulsory practical language modules for Level A languages and 20 for Level B languages. These language modules must be passed for the purposes of progression to Stage 2. In Stage 2 students are required to study 40 credits of compulsory language modules for Level B Chinese and Japanese and 20 credits for all other Level B and C languages. In Stage 4 students are required to study 40 credits for Level C or D Chinese or Japanese and 20 credits for all other Level C and D languages. In addition to the compulsory practical language modules students take 40 credits of modules in translation and interpreting. They then bring up their credit weighting to a total of 120 credits by choosing from modules offered at the appropriate stage in that particular year in the School of Modern Languages. For a student to have a language named on their degree certificate they must have studied a total of 80 credits in compulsory language modules and designated language specific optional modules across Stages 2 and 4.

The compulsory practical language modules are conducted mainly in the foreign language; translation, interpreting and other optional modules are taught in a combination of the target language and English, varying from module to module and from year to year. The range of options includes those that are language specific and provided by the relevant constituent sections of the School of Modern Languages and those that are open to all students of modern languages and are provided by colleagues across the School.

At Stage 1, students study two languages, at least one of which must be at Level B. Only one language may be studied *ab initio* at Level A. In the compulsory practical language modules the students develop the language skills of reading, writing, listening and speaking; these modules also provide knowledge and understanding of the target language and its cultural context as well as the foundations of subject-specific skills (outcome A1, 2, & 4, C1-5). Students take 20 credits of translation theory and practice and 20 credits of interpreting theory and practice (A6, A7, B4, C3). Students choose additional credits from a range of introductory modules within the School of Modern Languages in linguistics, film, literature, society and institutions; these modules enhance knowledge and understanding of the language and of specialist areas (outcomes A2, A3) as well as providing an introduction for cognitive skills (B1-3) and effective practice in key transferable skills (especially outcomes D1-4).

At Stage 2, students study two languages, at least one of which must be at Level C. In addition to the compulsory practical language modules additional credits are chosen from a range of options in film, history, linguistics, literature, media and politics in the School of Modern Languages plus compulsory modules in translation and interpreting. Students continue to develop the language skills of reading, writing, listening, speaking and general translation; language modules are designed to develop these skills in preparation for the forthcoming Year Abroad (outcome A1, 2, & 4, C1-5), practise cognitive skills in the target language (B1-3) as well as key transferable skills (D1, 2, 4 & 6). The optional modules are intended to be as broad-ranging as possible to allow informed choices to be made about more specialised final-year options; they develop knowledge and understanding of the language in relation to specialist areas of study (A2-3), while at the same time providing a sufficient introduction to critical skills and methodology appropriate to the area (B1-4) and further advancing key transferable skills (especially outcomes D1-2, 6-7). The modules in translation and interpreting (40 credits in total) are designed to continue the development of these skills (A6, A7, B4, C3).

At Stage 3 students generally may *either* spend the whole year in a country where one of the target languages is spoken, working as a teaching assistant in a school or college, or studying at a university, or undertaking an approved work placement, *or* split the year between two countries where the target languages are spoken, studying at universities or undertaking approved work placements. However, students wishing to study Chinese or Japanese at Stage 4 are required to spend a complete academic year pursuing courses of study at a university or comparable institution in the relevant country. The School of Modern Languages has a number of student exchange programmes and/or formal links with Universities in France, Germany, Austria, Spain, Portugal, China and Japan, as well as a number of informal links with institutions in Latin America.

The Year Abroad is fully accredited and assessment is by means of an ePortfolio plus either a work placement report or marks achieved at the host university (to a total of 20 credits). While all aspects of knowledge, understanding and language skills will be developed during Stage 3, there will be particular opportunities for increasing intercultural awareness and understanding (A4), for developing self-study skills for language learning (C5), for developing organisational and interpersonal skills (D3-5); students preparing a dissertation will have the opportunity to develop knowledge and cognitive skills in this area too (A5, B5).

At Stage 4, students study two languages, at least one of which must be at Level D. The language modules at Stage 4 are taught on the basis that students have reached a high (Level C) or very high level (Level D) of competence during their year abroad. The emphasis now is on sophisticated use of language in all skills (A1, 2 & 4, C1-5) as well as the cognitive abilities of analysis and structured argumentation (B2-3). Students also continue with their study of translation and interpreting theory and practice with an increased emphasis on professional issues (A6, A&, B4, C3). A wide range of more specialised options in film, history, linguistics, literature, and media, and takes the cognitive skills to a much higher level of development, including greater emphasis upon independent analytical skills, use of appropriate methodologies and problem-solving skills (B1-4, D1-3, 6-7). Students writing a dissertation as well as those preparing an extended essay will develop their knowledge and understanding as well as their subject-specific, cognitive and transferable skills over a broad range of outcomes (A2, 3, & 5, C1 & 4, B1-5, D1, 3, 6 & 7).

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

The ability to combine study on modern languages and cultures with the study of translation and interpreting theory and practice. Flexibility in terms of the languages taken and their levels (post A level and ab initio) including East Asian Languages. Possibility of movement across degree programmes across the School depending on options taken.

Students who graduate with this degree will be advantageously placed for careers as freelance translators/interpreters for agencies and commercial clients, in-house translators/interpreters in the private or public sector, and for work in international organisations.

The School also offers links with local practitioners in the translating and interpreting field whose expertise can be drawn on for the benefit of students. There is also a professional guest lecture programme in translation and interpreting, which may include talks from legal interpreters, refugee interpreters, speakers from translation agencies and from professional associations.

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

[R9Q9 Programme Regulations 23-24](#)

#### **13 Support for Student Learning**

Generic information regarding University provision is available at the following link.

[Generic Information](#)

**14 Methods for evaluating and improving the quality and standards of teaching and learning**

Generic information regarding University provision is available at the following link.

[Generic Information](#)

**15 Regulation of assessment**

Generic information regarding University provision is available at the following link.

[Generic Information](#)

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

The University Prospectus: <http://www.ncl.ac.uk/undergraduate/degrees/#subject>

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

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.