

**PROGRAMME SPECIFICATION
(Taught Postgraduate)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA
4	Programme Title	Translation and Interpreting Translation and Localisation Conference Interpreting Translation Studies
5	Programme Code	4040F 4041F/P 4042F 4059F
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	7
9	Last updated	May 2024

10 Programme Aims

The broad educational aim of the programme is to provide a grounding in the professional practice and academic theory of interpreting between English and Chinese, and/or translating between English on the one hand and Chinese, French, German, Italian or Spanish on the other. This will prepare students for employment in the field of translation/interpreting by providing a qualification for the translation/interpreting profession. The programme's thorough base in translating and interpreting principles and research methods, based on staff research interests, will also prepare students for a research degree at higher level.

More specific aims 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 enable students to develop practical translating and/or interpreting skills to a starter-professional level standard whilst integrating practical with professional and theoretical insights;
- to foster a range of key skills, including oral and written communication, oral presentation, organisation, adaptability, IT and self-study skills – all of which are crucial to translation/interpreting as a profession.
- to foster particular cognitive skills, such as research design and methodology skills, synthesis, and analysis;

- to provide students with advanced language training in both A, B and where relevant C languages¹;
- to address national and international needs for cross-cultural communication.
- to provide a programme which satisfies the expectations of a Level 7 programme in the Framework for Higher Education Qualifications and complies with prevailing University policies and QAA codes of practice.

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 Translation.

Knowledge and Understanding

On completing the programme students should have gained:

- A1 a detailed understanding of the demands of a wide range of translating/ interpreting situations and the various strategies and approaches that can be taken to meet these demands;
- A2 a detailed and systematic understanding of translating and interpreting processes, based on integration of current research data with personal insights;
- A3 a detailed and critical understanding of the norms and debates concerning professional practice, interpersonal relationships and ethics in key areas of the translating and interpreting profession;
- A4 an awareness of the key trends, processes, challenges and opportunities in the language industry;
- A5 a systematic and critical understanding of concepts and issues in translation theory and criticism, both “cutting-edge” and traditional, Western and non-Western;
- A6 expert, systematic and critical knowledge in two or more independent and self-chosen sub-areas of study relating to translating and interpreting.

Teaching and Learning Methods

The primary means of imparting knowledge and understanding is a combination of lectures, seminars, tutorials, and staff/peer feedback on hands-on practice. Lectures will provide students with key concepts and a framework for knowledge – which will be explored further in seminars – and will direct them toward further independent 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. Hands-on practice and simulated professional tasks provide opportunities for feedback and discussion; the stress is on self-reflection and peer input as sources of knowledge and understanding. Tutorials provide students with opportunities for in-depth guidance on self-study.

Assessment Strategy

¹ The B and C languages are a translator’s “second” and “third” language respectively. The A-language is his/her language of best command (usually the mother tongue).

Formative oral and written feedback by lecturers and peers for A1-A6 learning outcomes is built into discussion and poster/oral presentation tasks. A1-A6 are assessed summatively by means of independently-researched written assignments, individual or group presentations, and a final translating/interpreting project, or dissertation, carried out independently under the supervision of specialist staff members.

Intellectual Skills

On completing the programme students should have acquired:

- B1. generic skills appropriate to advanced study in the arts and humanities at Master's level, such as the ability to gather, analyse, synthesise and evaluate complex information, to identify key issues, organise and present ideas convincingly, and to draw well-reasoned conclusions;
- B2. advanced skill in using IT-based tools for research, both in translation/interpreting tasks and academic work;
- B3. the ability to select appropriate academic research methodologies, and to design, evaluate and write up an academic research project based on one's own or others' translating and/or professional experience.

Teaching and Learning Methods

B1-B3 are presented and practised through lectures, seminars and workshops. These skills are developed through formally-set independent tasks and through assessed work involving bibliographic and/or empirical research, culminating in the final Dissertation or Translation/Interpreting Project. Students are also directed towards a range of independent online study and information materials developing these skills. IT-based translation/interpreting research (B2) is also developed through independent translation/interpreting tasks.

Assessment Strategy

Formative feedback on B1 and B3 is given through lecturer feedback on first-draft proposals for the Dissertation or Translation/Interpreting Project, and through peer feedback on presentations. B1-B3 are assessed summatively by independently researched written assignments, by translation commentaries, and by the Dissertation or the commentary section of the Translation/Interpreting Project.

Practical Skills

On completing the programme, students should have acquired skills and expertise enabling them to perform as fully-fledged translation and/or interpreting professionals (underpinned by a systematic and critical knowledge of translation/interpreting and professional processes as outlined above). In particular, students should have developed:

- C1. starter-professional level ability to undertake translation tasks (Language B to Language A, and where relevant, Language C to Language A) in a wide range of text-types; for students whose Language A is Chinese, the additional ability to undertake translation tasks to a good non-native professional standard (Language A to Language B);
- C2. For students whose Language A is Chinese – starter-professional level ability to undertake interpreting tasks in a wide range of areas;
- C3. the awareness and ability to choose from and use a wide range of professional working strategies to tackle different translating/interpreting tasks (informed by cutting-edge research and scholarship into professional practice in these areas);

- C4. expert ability to critically analyse one's own and others' translating/interpreting and professional processes, and to draw implications for translation/interpreting tasks and one's development as a professional;
- C5. the ability to use informants to improve translation/interpreting output, and to manage these relationships in accordance with professional principles, norms and ethics;
- C6. ability to use state of the art translation and interpreting technology, including IT-based translation tools;
- C7. career-management skills suitable for entry to the translating and/or interpreting profession.

Teaching and Learning Methods

C1-C7 practical skills are developed through simulated professional translation/interpreting tasks in seminars and hands-on workshops. Independent practice (solo or in tandem/groups) enables students to develop these skills further through the use of self-study facilities, including access to specialised IT equipment.

Assessment Strategy

Formative feedback on C1-C6 is given by lecturers and peers during seminars and workshops, and by lecturers on homework tasks. Summative assessment for C1-C6 takes the form of hand-in translation + commentary tasks, oral interpreting examinations and written translation examinations. C6 skills are assessed by an IT project and an independently researched written assignment, as well as oral interpreting examinations. Direct assessment of career management skills (C7) is non-obligatory: it is one of the range of potential topics assessed summatively by independently researched written assignments and/or by a Dissertation.

Transferable/Key Skills

On completing the programme, students should have acquired:

- D1. the ability to independently manage their own time, make plans, and set priorities to achieve a complex objective;
- D2. good self-study and independent research skills;
- D3. the ability to use information technology as a research and professional tool;
- D4. the ability to identify and deal with complex issues both systematically and creatively;
- D5. the ability to present complex ideas clearly to specialist and non-specialist audiences, articulately and to a professional level of quality, in a variety of written and spoken genres;
- D6. the ability to work with others as part of a team both online and face-to-face to achieve an objective;
- D7. the potential to continue to advance one's knowledge and understanding, and to develop new skills to a high level; the independent learning ability required for continuing professional development.

Teaching and Learning Methods

These skills, which are also crucial professional skills for trainee translators/interpreters are developed through the seminars, tutorials, practical translating/interpreting tasks, classroom presentations, independent learning tasks and assessed work as described above, including the final extended project/dissertation.

Assessment Strategy

D1-D6 are summatively assessed through submitted written assignments, written and oral examinations, oral/poster presentations, and the Translating/Interpreting Projects or Dissertation. D7, the potential to develop, is assessed at various points, e.g. via students' translation commentaries, Dissertation conclusions, and in determining (on the basis of taught-course marks) whether students are suitable to proceed from the taught programme to the Dissertation or Translation/Interpreting Project.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

Duration of the course:

2 years

Or:

1-year direct-entry at Stage 2

Stages:

Stage 1 is a common first year.

Stage 2 students are able to follow one of four pathways:

- MA in Conference Interpreting (4042),
- MA in Translation and Localisation (4041),
- MA in Translation and Interpreting (4040), or
- MA in Translation Studies (4059)

Overall credit arrangements:

- 120 credits for Stage 1 (or Year 1)
- 180 credits for Stage 2 (or Year 2)

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

This MA enables students to gain high-level practical experience ready for entry into the translating and/or interpreting profession. This experience is underpinned by academic grounding in translation/interpreting studies. Innovative features are the integration of cutting-edge technological developments in the curriculum, and the stress on reflective practice and student-centred independent groupwork and peer assessment.

Stage 1 is available for study in full-time mode, only with Chinese and English as working languages. Stage 1 is the common first year, in which all students are initially registered on the MA in Translation and Interpreting (4040). Progression to Stage 2 and the choice of pathway depends on the recommendations of the Board of Examiners after reviewing students' performance in the first year, and students' own strengths and interests.

Stage 2 is available for study to students who successfully completed Stage 1. It is also available for study as a one-year MA programme to direct-entry candidates who satisfy the entry requirements for Stage 2. The period of study is 12 months for full-time mode, and 24 months for part-time mode (4041 only). Stage 2 comprises 180 credits.

Stage 2 consists in four MA pathways. The MA Translation and Interpreting (4040), the MA Conference Interpreting (4042), and the MA Translation Studies (4059) are available for

study to candidates with Chinese and English as working languages. The MA Translation and Localisation (4041) is available for study to candidates with English and any of Chinese/French/German/Italian/Spanish as working languages.

Programme regulations (link to on-line version)

[4040 4041 4042 4059 Programme Regulations 24-25](#)

13 Support for Student Learning

Generic information regarding University provision is available [here](#).

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

Generic information regarding University provision is available [here](#).

15 Regulation of assessment

Generic information regarding University provision is available [here](#).

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

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

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.