

**PROGRAMME SPECIFICATION  
(Taught Postgraduate)**



<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>	MA
<b>4</b>	<b>Programme Title</b>	Professional Translation for European Languages
<b>5</b>	<b>UCAS/Programme Code</b>	4071
<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>Date written/revised</b>	

**10 Programme Aims**

To provide a grounding in the professional practice and academic theory of translating between English on the one hand and French, German, Italian or Spanish on the other. This will prepare students for employment in the field of translation by providing a qualification for the translation profession. The programme's thorough base in translating 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 practical translation skills to a high level whilst integrating practical with professional and theoretical insights.
- To enable participants to develop an expert knowledge and understanding of professional principles concerning translation.
- To give participants a thorough understanding of cutting-edge theories, debates and research methods in translating studies world-wide.
- To foster particular cognitive skills, such as research design and methodology skills, synthesis, and analysis.
- 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 as a profession.
- To conform to University policies and to QAA codes of practice, and fully meet the requirements of the Higher Education Qualifications Framework (FHEQ) at Level 7.

**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 a systematic understanding of knowledge, and a critical awareness of current problems and new insights, at the forefront of the academic discipline of translation studies. In particular:

- A1. A detailed and systematic understanding of translating processes, based on integration of current research data with personal insights
- A2. A systematic and critical understanding of concerns, concepts and issues in translation theory and criticism, both “cutting-edge” and traditional, Western and non-Western
- A3. A detailed and critical understanding of the norms and debates concerning professional practice, interpersonal relationships and ethics in key areas of the translating profession
- A4. Expert, systematic and critical knowledge in two or more self-chosen sub-areas of theory and/or practice relating to translating, interpreting and/or entrepreneurship
- A5. Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in translating

### **Teaching and Learning Methods**

The primary means of imparting knowledge and understanding is a mix of lectures and seminars. Lectures provide students with key concepts and a framework for knowledge, and enable them briefly to discuss and consolidate key concepts through peer input. Seminars provide opportunities for discussion, often inspired by sample translations or simulated professional tasks; the stress is on self-reflection and peer input as sources of knowledge and understanding, with peer input also enabled by poster and oral mini-presentations of group findings, translations, etc. Handouts direct students towards independent reading and study material which they use to consolidate and develop their knowledge and understanding. More formal poster and oral presentations prepared beforehand enable students to share independently-acquired knowledge and understanding with peers.

### **Assessment Strategy**

Formative oral and written feedback by lecturers and peers for A1-A5 is built into discussion and poster/oral presentation tasks. A1-A5 are assessed summatively by means of independently researched written assignments (titles chosen from lists of topics), and by written commentaries on assessed translation work. With entrepreneurship (an option under A4), the written assignment is backed up by an assessed group presentation. If students choose to do the Dissertation (rather than the Translation Project), this will also enable summative assessment of one or more of A1-A5, depending on the topic chosen by the student.

### **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 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 Project. Students are also directed towards a range of independent on-line study and information materials developing these skills. IT-based translation research (B2) is also developed through independent translation tasks.

**Assessment Strategy**

Formative feedback on B1 and B3 is given through lecturer feedback on first-draft proposals for the Dissertation or Translation 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 Project.

**Practical Skills**

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

- C1. Professional level ability to analyse B-language<sup>1</sup> texts in a wide range of text-types (based on techniques at the forefront of translation textual analysis scholarship), and to translate them into one's A-language<sup>2</sup>
- C2. The awareness and ability to choose from and use a wide range of professional working strategies and textual solutions to tackle different translating tasks (informed by cutting-edge research and scholarship into professional practice in these areas)
- C3. Expert ability to critically analyse one's own and others' translating and professional processes, and to draw implications for translation tasks and one's development as a professional
- C4. The ability to use the help of fellow-translators and informants to improve translation output, and to manage these relationships in accordance with professional principles, norms and ethics
- C5. Expertise in using a range of IT-based translation and localisation tools
- C6. The career-management skills suitable for entry to the translating profession
- C7. Starter-professional level skills in one or two self-chosen areas from the following: liaison interpreting, literary translating, legal translating, marketing
- C8. Near-bilingual receptive skills (reading and, depending on module choice, listening) in one's 'B' language.

<sup>1</sup> A translator's or interpreter's second or other working language.

<sup>2</sup> A translator's or interpreter's strongest working language (usually the mother tongue).

**Teaching and Learning Methods**

C1-5 and C8 are developed through translation tasks set by lecturers and peers: these tasks are prepared independently, discussed in translation practicals and further developed in group work sessions. Sample translations and simulated professional tasks in seminars and hands-on workshops also develop C1-3 and C6-7. IT skills (C5) are also developed through workshops and through independent work.

**Assessment Strategy**

Formative feedback on C1-5 and C8 is given by lecturers and peers during practicals and group work, and by lecturers during homework feedback. Summative assessment for C1-5 and C8 takes the form of hand-in translation + commentary tasks, and unseen timed written exams using networked computers linked to the internet to ensure authenticity of translation task. IT-based translation tool skills (C5) are assessed by a localisation project and an independently researched written assignment, and/or via practical translation tasks done on-line. Direct assessment of career management skills (C6) is non-obligatory: it is one of the range of potential topics assessed summatively by independently researched written assignments and/or by a Dissertation. Summative assessment for the self-chosen skills under C7 involves (depending on the modules chosen) one or more of: oral live interpreting assessment, independently researched written assignments, hand-in translation + commentary, and group presentation.

**Transferable/Key Skills**

On completing the programme students should have acquired:

- D1. The ability to manage one's time, make plans, and set priorities to achieve a complex objective
- D2. The ability to identify and deal with complex issues both systematically and creatively, and make sound judgements in the absence of complete data
- D3. 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
- D4. Self-direction and originality in tackling and solving problems; decision-making in complex and unpredictable situations; and the ability to act autonomously in planning and implementing tasks at a professional level
- D5. Personal organisation and responsibility, initiative, adaptability, flexibility
- D6. Good IT skills
- D7. Good self-study and independent research skills
- D8. The ability to work with others as part of a team to formulate and achieve a joint aim
- D9. 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, are developed through the seminars, workshops, group work, presentations, independent learning tasks and assessed work described above. Written and oral presentation skills (D3) are also developed by on-line study and information materials.

## Assessment Strategy

Formative feedback on D1-D8 is given through lecturer feedback on translation work, on statements of intent and first-draft proposals for the Dissertation or Translation Project, and on solo and teamwork tasks; through supervisor feedback during the Dissertation or Translation Project; and through peer feedback on poster presentations and during teamwork tasks. D1-D8 are summatively assessed through written assignments, translation + commentary tasks, exams, and the Dissertation or Translation Project. D9, 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/Translation Project.

## 12 Programme Curriculum, Structure and Features

### Basic structure of the programme

This is a 1 year MA, comprising 180 credits

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

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

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

[4071 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](#).

*Accreditation reports*

N/A

*Additional mechanisms*

N/A

## 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.