

Part one: Programme Specification

Course record information

Name and level of final award:	MA in Translation and Interpreting.
Name and level of intermediate awards:	Postgraduate Diploma / Postgraduate Certificate in Translation and Interpreting
Awarding body/institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Regent Site, University of Westminster
Language of delivery and assessment:	English
Course leader:	Alexa Alfer
Course URL:	http://www.westminster.ac.uk/courses/subjects/languages/postgraduate-courses/full-time/p09fptai-ma-translation-and-interpreting
Mode and length of study:	Full-time or part-time (day)
University of Westminster course code:	1D09FPTAI / 1D09PPTAI
JACS code:	Q910
UKPASS code:	035829
QAA subject benchmarking group:	N/A
Professional body accreditation:	CIUTI
Date of course validation/review:	2004/2005
Date of programme specification:	2010

Admissions requirements

Applicants for the Masters in Translation and Interpreting are normally required to have a good first degree or equivalent. Relevant degree-equivalent qualifications include awards such as the CIOL Diploma in Public Service Interpreting, 3-year or 4-year full-time diplomas in translation and/or interpreting, etc.

Applicants are required to take an entry test consisting of translations and an interview.

Applications from mature candidates with demonstrable relevant work experience are also welcomed. Such non-graduate applicants are also required to undertake entry tests and may be required to assemble a work-experience portfolio (testimonials, job descriptions, transcripts and/or recordings, etc).

Where applicants do not have English as their first language, an IELTS certificate with an average score of at least 6.5 (or equivalent) is generally required, with 7 in Speaking.

Accreditation of Prior Learning

The University operates a system of awarding credit for prior learning, either accredited (APCL) or experiential (APEL), which may contribute up to a maximum of 50% of the credits required for an award.

If students think their prior experiential learning (e.g. work experience) or accredited learning (e.g. other study they may have undertaken) may qualify them for accreditation and thereby exemption from one or more modules they should contact the Course Leader.

In respect of accredited prior learning, the student will be required to submit specific evidence (such as original transcripts and syllabuses), which will be considered by the Course Leader, or their nominee.

In respect of prior experiential learning (APEL), the Course Leader will either allocate the student with a Mentor, or will perform this role themselves. The Mentor will assist the student in making their claim and will then submit it, together with their assessment of it, to a second assessor, who will be a member of the PG Programme Team, for an independent assessment.

Once the second assessment has been made, the assessors make a joint agreed report to the University-wide APEL Assessment Board. It is the Board which makes the final assessment of what credit, if any, should be awarded to the student in respect of prior experiential learning.

Any credit awarded for prior certificated or experiential learning will be notified to the Conferment Board. Until a student who has applied for APCL/APEL has been formally advised of the outcome of their application for credit, they should register for and participate in their normal programme of modules, including any modules for which they are seeking credit. For further details, please refer to the full regulations governing APL, which appear in Section 4 of the Handbook of Academic Regulations.

Aims of the course

The MA in Translation and Interpreting combines professional and applied language skills for the purpose of advanced communication skills training, with the opportunity

for students to pursue complementary option modules. Students may choose either the MA Thesis (a scholarly piece of research on a translation or interpreting topic) or the MA Translation Project (an extended translation with preface and annotations). These modules provide a practical and theoretical foundation within a rigorous academic framework that builds on a graduate level of study to develop Masters level achievement by the end of the programme of study.

At MA level, further aims are:

- to provide experience in the design, execution and presentation of a piece of original work (MA Translation Project or MA Thesis);
- to instil knowledge of appropriate research methods and how to apply them.

The MA TI specifically aims to:

- train language specialists to a professional level in translation skills;
- train language specialists to a junior professional level in public service/consecutive interpreting;
- familiarise students with up-to-date information and terminology in relation to the various specialised fields covered by the translation/interpreting modules, both in the mother tongue and in the language of study
- give insights at a practical level into the various aspects of a professional translation and interpreting career, and at an academic level into the actual process of translation and interpreting

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, ie employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. They threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

On successful completion of this training programme students will be able to:

- i) produce accurate and commercially acceptable translations of a specialised nature, applying (where appropriate) insights drawn from the formal study of linguistics and translation theory;
- ii) perform competent consecutive and face-to-face interpreting assignments;
- iii) research complex specialised topics for the purposes of translation and interpreting in a professional context;
- iv) where applicable, after completion of the relevant option module, apply editing skills to documents.

Knowledge and understanding

On completion of the course you will:

- have developed an understanding of the techniques of public service, consecutive and simultaneous interpreting and the professional interpreting environment;
- have acquired skills such as analysis, synthesis, evaluation and application;
- be able to combine the theoretical and practical skills sets acquired on a coherent and balanced MA course.

Specific skills

The specific objective of the MA in Translation and Interpreting, stated in terms of the tasks a successful candidate will be able to perform, include the following skills:

- producing accurate translations of a specialised nature;
- performing competent consecutive and face-to-face interpreting assignments;
- revising and editing translations;
- researching new specialised areas for the purposes of translation and interpreting;
- glossary building;
- applying linguistic concepts.

At MA level students produce (A) an MA Thesis that develops your ability to:

- define the responsibility of the researcher and the supervisor;
- design a specific research proposal which will form the basis of an MA Thesis;
- formulate a detailed literature review;
- justify a research plan with key stages;
- demonstrate library-based research skills;
- apply skills relevant to the research area;
- evaluate relevant research methods.

OR (B) an MA Translation Project that develops your ability to:

- acquire a knowledge of essential linguistics terminology and apply linguistic theory to a Detailed Project Proposal and subsequently to the translation of a text (of approximately 6,000-8,000 words in length) selected by the student

and approved by the supervisor, providing a preface and annotations relevant to the translation undertaken;

- rationalise the translation process by discussing both the nature of the translation issues and problems encountered in the text that the student has selected and the strategies adopted to address them, and by justifying translation choices generally on the basis of linguistic theory;
- access the essential literature on translation studies.

OR (C) an MA Interpreting Project that develops your ability to:

- define the responsibility of the researcher and the supervisor;
- design a specific research proposal which will form the basis of the MA Interpreting Project;
- formulate a detailed literature review;
- justify a research plan with key stages;
- demonstrate library-based research skills;
- apply skills relevant to the research area;
- evaluate relevant research methods;
- reflect on and apply theoretical models to your practice as a trainee interpreter.

Key transferable skills

The key transferable skills you will acquire are as follows:

- the ability to assess your current strengths and weaknesses and become self-motivated;
- the ability to work in a group of peers;
- application of appropriate methods in solving problems;
- critical analysis of your own work;
- information and data retrieval, including ICT;
- oral and written communication skills;
- personal development planning - taking responsibility for, and managing, your own learning and development, within time constraints;
- recognising, outlining and executing steps required for your own development;
- research and study skills;
- planning and managing a research or interpreting project.

Learning, teaching and assessment methods

Learning

Learning will be class-based but will also include independent study and research.

Teaching

Teaching methods include lectures, tutorials, seminars, practical sessions and workshops, together with independent student-directed study (including work for the MA Translation Project, MA Interpreting Project, or MA Thesis).

Assessment

Assessment methods include submitted coursework in the form of translations, essays, reports and other task-based assignments as well as time-restricted tests, oral in-class tests, open book exams and oral presentations.

Course structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year.

Credit Level 7				
Award of Postgraduate Certificate available				
Module code	Module title	Status	UK credit	ECTS
	For TI-blit EITHER:			
Various	Main Language Institutional Translation; PLUS	Core	20	10
Various	Second Language Institutional Translation; PLUS	Core	20	10
Various	Public Service Interpreting; OR	Core	20	10
Various	Consecutive Interpreting	Core	20	10
	OR:			
Various	Main Language Institutional Translation; OR	Core	20	10
Various	Second Language Institutional Translation; PLUS	Core	20	10
Various	Public Service Interpreting; PLUS	Core	20	10
Various	Consecutive Interpreting	Core	20	10
	For TI-tst EITHER:			
Various	Main Language Institutional Translation; PLUS	Core	20	10
Various	Main Language Technical Translation; PLUS	Core	20	10
Various	Public Service Interpreting; OR	Core	20	10
Various	Consecutive Interpreting	Core	20	10
Award of Postgraduate Diploma available				
Module code	Module title	Status	UK credit	ECTS
	For TI-blit EITHER:			
Various	Main Language Institutional Translation	Core	20	10
Various	Second Language Institutional Translation	Core	20	10
Various	Public Service Interpreting	Core	20	10
Various	Consecutive Interpreting	Core	20	10
Various	Option One	Option	20	10

Various	Option Two	Option	20	10
For TI-tst EITHER:				
Various	Main Language Institutional Translation	Core	20	10
Various	Main Language Technical Translation	Core	20	10
Various	Public Service Interpreting	Core	20	10
Various	Consecutive Interpreting	Core	20	10
Various	Option One	Option	20	10
Various	Option Two	Option	20	10
Award of MA in Translation available:				
As for Postgraduate Diploma above, PLUS:				
1SHA7A2	MA Thesis	Core	60	30
STRI701	OR: MA Interpreting Project	Core	60	30
1TRA7A0	OR: MA Translation Project	Core	60	30

Please note: Not all option modules will necessarily be offered in any one year.

Academic regulations

The MA in Translation and Interpreting and its intermediate awards operate in accordance with the University's Academic Regulations and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with Section 18: Modular Framework for Postgraduate Courses and relevant sections of the current Handbook of Academic Regulations, which is available at westminster.ac.uk/academic-regulations

Award

To qualify for the award of MA in Translation and Interpreting, a student must have:

- i) obtained a minimum of 180 credits at Level 7 (this may include a maximum of 30 credits at Level 6 where validated as part of the award);
- ii) attempted modules worth no more than 240 credits; and

Note: A first attempt of any module will count as an attempt, and a re-attempt of any module that a student has failed will count as a further, separate attempt. Re-assessment following referral at the first sit will not count as a further separate attempt.iii) satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.

The University may award:

- a Masters Degree with Merit to a student whose marks average at least 60% across modules at Level 7.

- a Masters Degree with Distinction to a student whose marks average at least 70% across the modules at Level 7.

The Faculty of Social Sciences and Humanities uses the following guidance for decision making at Conferment Boards to ensure that decisions are consistent at each board.

Postgraduate Discretion

Only students who have undertaken a Postgraduate level of study and fall within the borderline criteria will be discussed at the Conferment Board. The following criteria will be used to determine which profiles are considered as borderline:

1. the average mark for the passed modules at level 7 is within 1% of the higher classification band, and,
2. students must achieve at least 90 credits in the higher classification band at level 7.
3. at least 90 credits at level 7; these credits must include course specific modules listed below, in the higher classification band.

EITHER: Two interpreting modules and one translation module OR one interpreting module and two translation modules from the following:

Public Service Interpreting

Consecutive Interpreting

Main Language Institutional Translation (TI-blT and TI-tst)

Second Language Institutional Translation (TI-blT)

Main Language Technical Translation (TI-tst)

Support for students

Upon arrival, an induction programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the Faculty Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their Faculty. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books).

Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students.

[Student Affairs](#) provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The Student Affairs Hub is located at 101 New Cavendish Street, Cavendish House (1st Floor), with an additional office located at the Harrow Campus.

<http://www.westminster.ac.uk/study/new-students/when-you-arrive>

The [University of Westminster Students' Union](#) also provides a range of facilities to support all students during their time at the University. <http://www.uwsu.com/>

Reference points for the course

Internally

The SSH Teaching and Learning policy defines a number of strategic objectives, which are reflected in the MA Translation and Interpreting course, such as student-centred active learning, ongoing development of teaching to continually update and upgrade the student learning experience, provision of workshops to enhance professional development and employability, and use of academically and professionally experienced full- and part-time staff.

See also:

UoW Framework for Postgraduate Courses

UoW Quality Assurance Handbook

UoW and SSHL Teaching, Learning and Assessment Policies

UoW Skills Policy

UoW PDP Policy

Externally

The SEEC descriptors for Level 7 Master's courses are as follows: knowledge and understanding, cognitive and intellectual skills, and transferable and practical skills. These skills are delivered by the course through hands-on practical translation sessions, providing the opportunity for analysis, synthesis, evaluation and application across a wide range of option modules, and in the MA Thesis, MA Interpreting Project, and MA Translation Project. The QAA requires that the aims and objectives of the course are closely correlated across core and option modules as regards syllabus, rationale for assessment, assessment and student involvement. The interdisciplinary nature of the course provides a coherent balanced programme, which has been regularly updated in line with student and market needs, informed by good practice.

Quality management and enhancement

Course management

The management structure supporting the course is as follows:

- **Professor Roland Dannreuther**, Dean of Faculty, holds overall responsibility for the course and for all other courses run by the Faculty of Social Sciences and Humanities
- **Dr Gerda Wielander**, Head of Department, holds overall responsibility for all courses offered in the Department of Modern Languages and Cultures (MLC)
- **Alexa Alfer**, Course Leader for the MA in Translation and Interpreting, is responsible for the day-to-day running and overall management of the postgraduate language courses and development of the curriculum

Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 2004. The panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the Faculty action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the course committee.

All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey, which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Faculty's' quality assurance evidence base.

For more information about this course, please contact the Course Leader, Alexa Alfer, RS 254, ext. 69118, A.Alfer01@westminster.ac.uk, or visit