Faculty of Humanities & Social Sciences
Department of Politics, Languages and
International Studies

MA Interpreting and Translating

MA Translation and Professional Language Skills

MA Translation with Business Interpreting

Programme Handbook 2018/19

This Handbook is available online or in alternative formats.
Please contact polis-pg-langs@bath.ac.uk if required.

WELCOME

Welcome to the University of Bath. Your programme is delivered by the Department of Politics, Languages & International Studies (PoLIS) within the **Faculty of Humanities & Social Sciences (HSS)** (http://www.bath.ac.uk/hss). The Faculty (one of three Faculties and one School in the University – see below and http://www.bath.ac.uk/departments) comprises six departments.

Economics http://www.bath.ac.uk/economics

Education http://www.bath.ac.uk/education

Health http://www.bath.ac.uk/health

Politics, Languages & International Studies http://www.bath.ac.uk/polis

Psychology http://www.bath.ac.uk/psychology

Social & Policy Sciences http://www.bath.ac.uk/sps
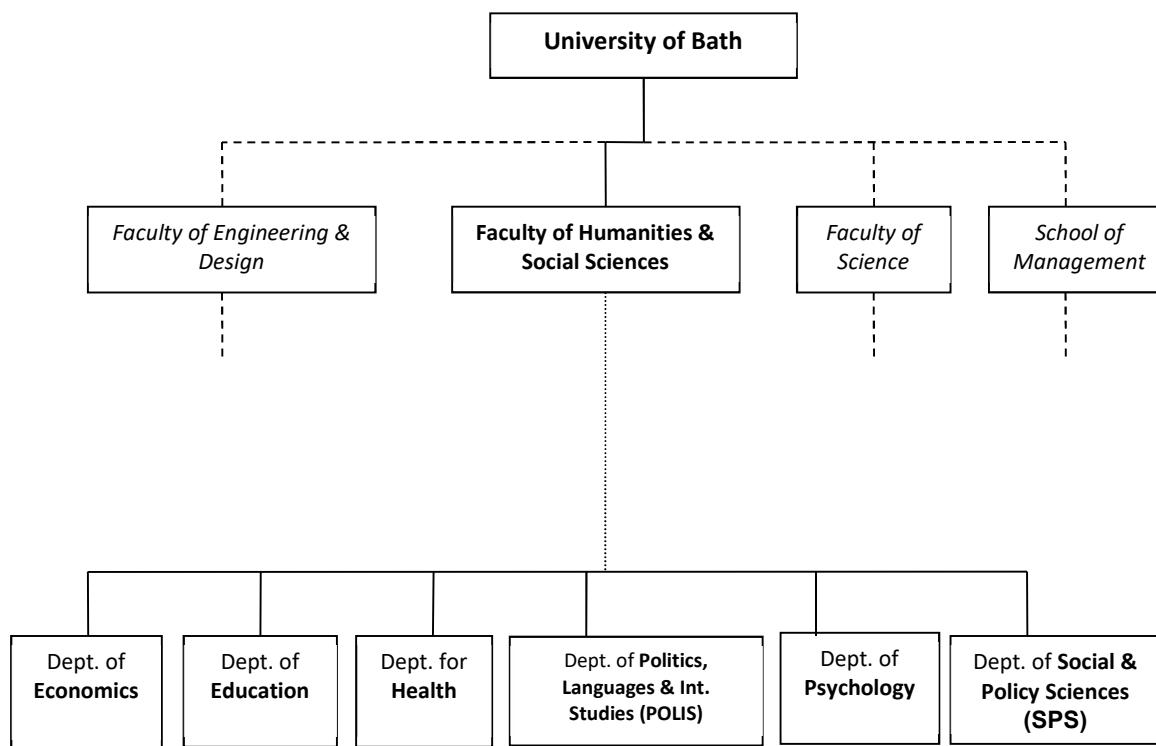
Faculty Taught Programmes - Undergraduate and Postgraduate

Undergraduate and Postgraduate departmental taught programmes are delivered by academic staff in departments, with administrative support provided by our Taught Programmes Team. Our Taught Programmes Team consist of expert managers, officers, administrators and administrative assistants, located in office hubs across our Faculty buildings – 3 East, 1 West North, 1 West and 10 West.

Our Taught Programmes Team is responsible for all aspects of administrative support for all taught programmes in the Faculty, ensuring that services are efficient, effective and adapt to changing circumstances. We provide students with support and advice from registration to graduation, and support academic teaching staff in our departments.

Our duties include:

- managing administrative processes of the Faculty's taught programmes
- acting as a central point of contact for staff and students seeking advice
- offering programme-related operational support for academic teaching staff in departments

It is important that you get to know the administrators who look after your particular programme, as they can often provide invaluable guidance on various aspects of the programme. If your administrator is unavailable then please feel free to speak to any other of our other administrators listed below, all of whom will be very happy to help you. If you have any problems then please feel free to contact one of the Programmes Officers or Managers.

Programme specific email addresses are used to manage enquiries from students and academic staff and these are regularly monitored by designated members of the team.
Our Taught Programmes Team members are based in Taught Programmes Support Hubs across the Faculty.

Taught Programmes Support Hub
Location: 1 West North (office 2.6)
Department: PoLIS programmes

Programmes Officer: [Andie Barlow](#)

Programme Administrator [Anna McGregor](#):

- Undergraduate politics programmes: polis-ug-admin@bath.ac.uk

- Undergraduate Modern Languages and European Studies: polis-ug-admin@bath.ac.uk

- Undergraduate International Management and Modern Languages: polis-ug-admin@bath.ac.uk

Programme Administrator [Emily Toynbee](#):

- Postgraduate Interpreting and Translation programmes (MAIT, TPLS, MATBI): polis-pg-langs@bath.ac.uk

Programme Administrator [Lisa Snowdon-Harris](#):

- Postgraduate politics programmes (Euromasters, MAIR, MIREP, MAIS, MRes): politics-pg-admin@bath.ac.uk

Programme Administrator (for timetabling queries only):

- [Lauren Jones](#)

Administrative Assistant:

- [Anne Coleborn](#)

ABOUT THIS HANDBOOK

This Handbook is intended for all students commencing the MA Interpreting and Translating, MA Translation and Professional Language Skills and MA Translation with Business Interpreting programmes in the academic year 2018/19.

Please note that the contents of this Handbook are accurate at September 2018 but that information may sometimes be subject to change after this Handbook has been issued. Your Director of Studies or Unit Convenor will inform you of any changes that will affect your programme or a particular unit. For further information about unit and programme changes, see the **Unit and programme changes** section in this Handbook.

While this Handbook signposts information about **regulations for students**, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: www.bath.ac.uk/publications/regulations-for-students and Assessment Regulations: www.bath.ac.uk/registry/nfa) are the most up-to-date and take precedence over the contents of this Handbook.

If in doubt about what applies to you, or if your circumstances change (for example if you are returning from a suspension of study, or transferring to a different programme) please contact your Director of Studies Mr Steven Wonnacott (S.Wonnacott2@bath.ac.uk) for advice.

YOUR PROGRAMME

The MA Interpreting and Translating, MA Translation and Professional Language Skills and MA Translation with Business Interpreting programmes are delivered by the Department of Politics, Languages and International Studies (PoLIS). The Department is located in 1 West North – see the campus map at http://www.bath.ac.uk/travel-advice/location-maps/ .

KEY CONTACTS/STAFF LIST

Person	Responsibility	Room	Phone Number	email
Director of Studies				
Mr Steven Wonnacott	Director of Studies	1WN 4.31	01225 386395	S.Wonnacott2@bath.ac.uk
Course Directors				
Mrs Elena Kidd	MAIT European stream and TPLS programme	1WN 4.33	01225 386189	E.Kidd@bath.ac.uk
Mrs Jane Francis	MAIT Chinese stream	1WN 4.27	01225 383826	J.P.Francis@bath.ac.uk
Dr Yukteshwar Kumar	MAIT Chinese stream	1WN 4.30	01225 386776	Y.Kumar@bath.ac.uk
Mr Miguel Fialho	MATBI programme	1WN 4.34a	01225 384719	M.F.F.Fialho@bath.ac.uk
Programme Administrator				
Emily Toynbee	Any administrative enquiries regarding your programme of study.	1WN 2.06	01225 386598	polis-pg-langs@bath.ac.uk

Staff list

Person/Unit convener	Units	Room	Phone Number	email
Full time staff				
Mrs Elena Kidd	PL50310 English to Russian Consecutive Interpreting PL50471 Russian to English Consecutive Interpreting PL50804 Russian to English Simultaneous Interpreting PL50805 English to Russian Simultaneous Interpreting PL50836 Public Speaking PL50814 Russian/English Public Service Commercial Interpreting (PSCI)	1WN 4.33	01225 386189	E.Kidd@bath.ac.uk
Mr Miguel Fialho	PL50494 Chinese to English Consecutive Interpreting PL50797 Chinese to English Simultaneous Interpreting	1WN 4.34a	01225 384719	M.F.F.Fialho@bath.ac.uk
Mrs Jane Francis	PL50393 English to Chinese consecutive interpreting PL50798 English to Chinese Simultaneous Interpreting	1WN 4.27	01225 383826	J.P.Francis@bath.ac.uk
Dr Yukteshwar Kumar	PL 50494 Chinese to English consecutive interpreting PL50807 Chinese/English Liaison & Public Service Interpreting PL50973 Liaison interpreting for business (Chinese/ English)	1WN 4.30	01225 386776	Y.Kumar@bath.ac.uk
Mr Steven Wonnacott	PL50820 French to English translation PL50824 Italian to English translation PL50821 French to English translation PL50825 Italian to English translation	1WN 4.31	01225 386395	S.Wonnacott2@bath.ac.uk
Ms Natasha Zhuravkina	PL50832 English to Russian Translation PL50833 English to Russian translation	1WN 2.26	01225 385481	n.zhuravkina@bath.ac.uk
Nick Regan	PL50834 Spanish to English translation PL50835 Spanish to English translation	1WN 2.26	01225 385481	N.J.Regan@bath.ac.uk
Part time staff				
Antonia Coleman	PL50469 French to English Consecutive Interpreting PL50473 Italian to English Consecutive Interpreting PL50799 French to English Simultaneous Interpreting PL50801 Italian to English simultaneous interpreting	n/a	n/a	A.Coleman@bath.ac.uk

	PL50811 French/English Public Service Commercial Interpreting PL50813 Italian/English Public Service Commercial Interpreting			
Xu Lin	PL50981 English to Chinese Translation for Business PL50818 English to Chinese Translation PL50974 Proofreading, Editing and Management Skills for Translators and Interpreters (Chinese) PL50819 English to Chinese Translation II PL50975 Advanced translation (Chinese) Xu Lin (E-C) & Paul Golf (C-E)	1WN 3.15	01225 383137	x.lin@bath.ac.uk
Paul Golf	PL50816 Chinese to English Translation PL50817 Chinese to English Translation II PL 50980 Chinese to English Translation for Business PL50975 Advanced translation (Chinese) Xu Lin (E-C) & Paul Golf (C-E)	1WN 3.15	01225 383137	P.Golf@bath.ac.uk
Jessica Johnstone	PL50489 Spanish to English Consecutive Interpreting PL50806 Spanish to English Simultaneous Interpreting PL50815 Spanish/English Public Service Commercial Interpreting	n/a	n/a	jj522@bath.ac.uk
Lisa Davies	PL50822 German to English translation PL50823 German to English translation	1WN 2.25	n/a	ed233@bath.ac.uk
Louise Jarvis	PL50469 French to English Consecutive Interpreting PL50475 German to English Consecutive Interpreting PL50800 German to English Simultaneous Interpreting PL50812 German/English Public Service Commercial Interpreting	n/a	n/a	L.K.Jarvis@bath.ac.uk
Teresa Lander	PL50582 Editing & Revision	n/a	n/a	T.Lander@bath.ac.uk
David Swain	PL50587 Enterprise skills for Linguists (TPLS) PL50837 Using technology in the T & I industry (TPLS) PL50976 Using Technology in the Translation Industry (MATBI)	n/a	n/a	ds292@bath.ac.uk
Kathryn Wells	PL50584 Proofreading PL50830 Russian to English Translation PL50586 Précis writing for the UN PL50831 Russian to English Translation	n/a	n/a	kw627@bath.ac.uk

DEPARTMENTAL INFORMATION

Information regarding the department, including a list of academic staff, their individual research interests, departmental research activities, events (including seminars to which you may be able to attend) and news items can be found by linking from http://www.bath.ac.uk/hss/.

Internal messages are usually sent by **email** and you should make a point of checking your account every day. You can also access your account via the internet by typing https://mail.bath.ac.uk or clicking on "Webmail" on the University's internal home page. **You must ensure that your email inbox does not become full otherwise emails cannot be sent to you and you therefore run the risk of missing important information.**

The best way to **contact staff** is by email. If you want to send hard copy mail to a member of staff, you can hand this to the administrator who will place it in the appropriate 'pigeon-hole' (mail box).

Should you have any **queries or problems** (that you have not been able to resolve using the various sources of information in this handbook and elsewhere) we strongly recommend you talk to us. Any issues relating to your work then please contact either the lecturer concerned or your Director of Studies (most academic staff are available at specific times of the week). Administrators are available in office hours (10.00 to 12.00, 14.00 to 16.00, Monday to Friday).

If you can't find anybody, or you have not had your queries answered, please contact one of the Programmes Officers or Managers.

You can collect your **post** from the **pigeon holes** located in building **1 West North**. Any mail addressed to you care of the University or the Department, internal mail, and messages from members of staff will be placed there, and you can also leave messages for other students. You should check your pigeon-hole as soon as you arrive at the University and at least once a week thereafter. The Department cannot accept responsibility for mail not collected by students. Any post should be addressed as follows:

> *The Department of Politics, Languages and International Studies*
> *MA Interpreting and Translating or MA Translation and Professional Language Skills*
> *or MA Translation with Business Interpreting*
> *University of Bath*
> *Claverton Down*
> *Bath*
> *BA2 7AY*

EXPECTATIONS

It is a University Regulation that you attend regularly. If you are not able to do so, or will be absent for longer than three days due to ill health, then you must contact your Director of Studies to discuss your situation and an appropriate course of action.

> *Further information*
> See Regulation 3: www.bath.ac.uk/publications/regulations-for-students

In our postgraduate taught units, we seek to create an interactive rather than a didactic teaching environment, with students actively contributing to the educational experience of the group as a whole. This rich learning environment, be it in lectures or in group activities, obviously relies on students attending and participating in all activities.

In deciding to take a unit, we would expect you to attend all classes and participate in any group-work activities (unless mitigating circumstances dictate otherwise). Non-attendance would not only reduce your own learning experience but could potentially reduce that of others in the group.

We hope that you will appreciate the importance of this issue, in that students are partners in a collective learning experience.

PROGRAMME AIMS AND LEARNING OUTCOMES

The MA Interpreting and Translating, the MA Translation and Professional Language Skills and the MA Translation with Business Interpreting programmes comprise a number of Aims and Learning Outcomes which are listed below. Key information (including this Handbook, various forms and other links) can be found on the MAIT, TPLS & MATBI programmes Moodle page at http://moodle.bath.ac.uk/course/view.php?id=53970.

Details of programmes and individual units can be found in the Programme & Unit Catalogue at http://www.bath.ac.uk/catalogues/2018-2019/pl/pl-proglist-pg.html

MA INTERPRETING AND TRANSLATING

Aims:

The programme covers the disciplines of conference interpreting (simultaneous, consecutive and liaison) and translation. It teaches techniques and skills, not languages, and is a vocational programme geared to channelling students into professional work. To this end, the core and optional interpreting and translating components are complemented by extra-curricular classes designed to provide students with appropriate background knowledge. In broader terms, the programme reflects a commitment to the application of learning in placements and professional knowledge.

The aim of the programme as a whole is to equip students with the skills and techniques that are required to embark on career as a professional interpreter and/or translator. More specifically, the aim of the core and optional units is to maximise each student's potential so that as many as possible of the group achieve the standard necessary for professional work. These aims (and the associated outcomes set below) are in keeping with the descriptor for a qualification at Master's (M) level contained in the QAA Framework for Higher Education. Qualifications, which states for example that holders of the qualification will typically be able to deal with complex issues systematically and creatively, continue to advance their knowledge and understanding, develop new skills to a high level and have the qualities and transferable skills necessary for employment (points a-d).

The extra-curricular units are aimed at encouraging students to focus on some of the practical aspects of working as a professional linguist, including the use of information technology, and to familiarise them with subjects such as the institutions of the EU, international law and economics so as to inform and underpin their work in the interpreting and translating elements of the programme.

The aim of the dissertation/project is to allow students to demonstrate that they have acquired a comprehensive understanding and critical awareness of the issues involved in some particular aspect of professional work, together with the capacity to solve problems in an original and independent way.

MAIT Learning Objectives:

Knowledge and Understanding	Students who complete the various core and optional units successfully will have obtained a comprehensive understanding of conference interpreting and translation and assimilated the principles and techniques of the professional activities involved, with a view to applying these in practice as described below.
	To this end, throughout the taught programme, the teaching, learning and assessment methods are based entirely on realistic professional scenarios. Theory is consistently integrated with practice to ensure that students understand the rationale for what they are doing.
	Students who have followed the various extra-curricular units should be able to demonstrate a sound understanding of the relevant topics in their translation and interpreting activities. These units are delivered through a combination of lectures and seminars, and are not assessed. As indicated above, they are designed to inform and underpin students' work in the other elements of the programme.
	Students are expected to use their dissertation/project to demonstrate that they have acquired a comprehensive understanding of the issues and processes involved in some particular aspect of professional work which they have explored in an original way.

Intellectual Skills	Students who complete the various core and optional units successfully will be able to deal with a range of complex linguistic issues both systematically and creatively.
	The most important intellectual skills developed in the programme are: (a) the sophisticated mental and analytical processes required for successful spoken-language activities such as interpreting; (b) the ability to make the kind of linguistic judgements that will produce a satisfactory end product for the client in terms of a completely accurate and coherent translation.
	These skills are developed gradually through classwork, practice and constructive feedback, and can be deployed when performance is assessed, as described below.
	The dissertation/project requires students to analyse various key issues confronting the professional linguist within a clear theoretical framework. In doing so, they will acquire and demonstrate further insights into professional practice at the highest level.
Professional Practical Skills	Students who complete the various core and optional units successfully will have developed a number of new practical skills in highly specialised areas that provide them with the expertise required for professional work. The programme is chiefly geared to developing practical, professional skills in the two main disciplines it covers. By taking part in realistic teaching and learning scenarios such as simulated conferences, a wide range of role-play interviews and team translation assignments, students are equipped to cope with actual working conditions and therefore able to demonstrate more effectively the techniques they have been taught.
	Hence students are expected to be able to apply the knowledge, understanding and intellectual skills they have acquired to produce satisfactory translations in their target language and adequate interpretations of extended speeches and dialogues.
	The key factor in assessment is the usability of the translation, finished text or interpreting performance. Detailed marking guidelines have been drawn up for both text- and speech-based activities, with bands of marks to which definitions of performance are attached. These are included in the Programme Handbook.
	The dissertation/project allows students to demonstrate both an awareness of practical problems in relevant areas of professional work and, in particular, their capacity to solve these in an original and independent way.
Transferable/Key Skills	Students who complete the various core and optional units successfully will have acquired a number of more general qualities and transferable skills that are required for employment in the areas covered by the programme.
	All students have the opportunity to enhance their communication skills (listening, analysing arguments, oral and written expression, awareness and evaluation of own performance). Simultaneous interpreting also requires an element of teamwork. Students are expected to acquire IT and information retrieval skills through their work in the translation units.
	The extra-curricular unit "Approaches to professional work" includes sessions on enterprise skills that allow students to consider strategies for team building and to develop their interpersonal skills.
	The dissertation/project provides a means for students to demonstrate that they can make practical judgements and decisions on their own initiative and have the independent learning ability required for further professional development.

MA TRANSLATION AND PROFESSIONAL LANGUAGE SKILLS

Aims:

The programme covers a range of skills selected to maximise the employability of its graduates: translation, liaison interpreting, précis writing, editing and revision, proofreading, translation management and other enterprise skills. It teaches techniques and skills, not languages, and is a vocational programme geared to channelling students into professional work. To this end, the core and optional units are complemented by extra-curricular classes designed to provide students with appropriate background knowledge. In broader terms, the programme reflects a commitment to the application of learning, in placements and applied and professional knowledge, as stated in the University's revised Learning and Teaching Strategy (point 1.5).

The aim of the programme as a whole is to equip students with the skills and techniques that are required to embark on a career as a professional linguist. More specifically, the aim of the core and optional units is to maximise each student's potential so that as many as possible of the group achieve the standard necessary for professional work.

These aims (and the associated outcomes set out below) are in keeping with the descriptor for a qualification at Master's (M) level contained in the QAA Framework for Higher Education Qualifications, which states for example that holders of the qualification will typically be able to deal with complex issues systematically and creatively, continue to advance their knowledge and understanding, develop new skills to a high level and have the qualities and transferable skills necessary for employment (points a-d).

The extra-curricular units are aimed at encouraging students to focus on some of the practical aspects of working as a professional linguist, including the use of information technology, and to familiarise them with subjects such as the institutions of the EU, International law and economics so as to inform and underpin their work in the other elements of the programme.

The aim of the dissertation/project is to allow students to demonstrate that they have acquired a comprehensive understanding and critical awareness of the issues involved in some particular aspect of professional work, together with the capacity to solve problems in an original and independent way. This likewise matches the Master's level descriptor referred to above (points i, ii and iii).

TPLS Learning Objectives

Knowledge and Understanding	Students who complete the various core and optional units successfully will have obtained a comprehensive understanding of a variety of language-related fields and assimilated the principles and techniques of the professional activities involved, with a view to applying these in practice as described below. To this end, throughout the taught programme, the teaching, learning and assessment methods are based entirely on realistic professional scenarios. Theory is consistently integrated with practice to ensure that students understand the rationale for what they are doing. Students who have followed the various extra-curricular units should be able to demonstrate a sound understanding of the relevant topics in their translation and interpreting activities. These units are delivered through a combination of lectures and seminars, and are not assessed. As indicated above, they are designed to inform and underpin students' work in the other elements of the programme. Students are expected to use their dissertation/project to demonstrate that they have acquired a comprehensive understanding of the issues and

	processes involved in some particular aspect of professional work which they have explored in an original way.
Intellectual Skills	Students who complete the various core and optional units successfully will be able to deal with a range of complex linguistic issues both systematically and creatively. Students will be able to demonstrate self-direction and originality in tackling and solving problems. The most important intellectual skills developed in the programme are: (a) the ability to make the kind of linguistic judgements that will produce a satisfactory end product for the client in terms of a completely accurate and coherent English text; (b) the sophisticated mental and analytical processes required for successful spoken-language activities such as interpreting and précis writing. These skills are developed gradually through classwork, practice and constructive feedback, and can be deployed when performance is assessed, as described below. Students will continue to advance their knowledge and understanding, and to develop new skills to a high level. The dissertation/project requires students to analyse various key Issues confronting the professional linguist within a clear theoretical framework. In doing so, they will acquire and demonstrate further insights into professional practice at the highest level.
Professional Practical Skills	Students who complete the various core and optional units successfully will have developed a number of new practical skills in highly specialised areas that provide them with the expertise required for professional work. The programme is chiefly geared to developing practical, professional skills in the two main disciplines it covers. By taking part in realistic teaching and learning scenarios such as team translations and editing assignments, a wide range of role play interviews, and simulated conferences at which they act as précis writers, students are equipped to cope with actual working conditions and therefore able to demonstrate more effectively the techniques they have been taught. Hence students are expected to be able to apply the knowledge, understanding and intellectual skills they have acquired to produce satisfactory translations and other finished texts in their target language and adequate interpretations of extended dialogues. The key factor in assessment is the usability of the translation, finished text or interpreting performance. Detailed marking guidelines have been drawn up for both text- and speech-based activities, with bands of marks to which definitions of performance are attached. The dissertation/project allows students to demonstrate both an awareness of practical problems in relevant areas of professional work and, in particular, their capacity to solve these in an original and independent way.
Transferable/Key Skills	Students who complete the various core and optional units successfully will have acquired a number of more general qualities and transferable skills that are required for employment in the areas covered by the programme. All students have the opportunity to enhance their communication skills (listening, analysing arguments, oral and written expression, awareness and evaluation of own performance). Précis writing also requires an element of teamwork. Students are expected to acquire IT and information retrieval skills through their work in the translation units.

	The units involving translation management and other enterprise skills allow students to consider strategies for team building and to develop their interpersonal skills further in a business context. The dissertation/project provides a means for students to demonstrate that they can make practical judgements and decisions on their own initiative and have the independent learning ability required for further professional development.

MA TRANSLATION WITH BUSINESS INTERPRETING

Aims:

This programme aims to provide Chinese-speaking students who have already attained a high level of competence in English or English mother tongue students with a high level of competence in Chinese with the necessary skills for working as translators and professional linguists, whether freelance or in businesses and other organisations. The particular focus of the translation skills provided is on areas relevant to business, but are also relevant to graduates employed in government agencies. Liaison interpreting forms a minor element of the programme, as this is a skill often useful to translators working in Chinese-speaking market contexts. The aim of all units is to maximise each student's potential so that as many as possible of the group achieve the standard necessary for professional work.

These aims (and the associated outcomes set out below) are in keeping with the descriptor for a qualification at Master's (M) level contained in the QAA Framework for Higher Education Qualifications, which states for example that holders of the qualification will typically be able to deal with complex issues systematically and creatively, continue to advance their knowledge and understanding, develop new skills to a high level and have the qualities and transferable skills necessary for employment (points a-d).

The aim of the dissertation/project is to allow students to demonstrate that they have acquired a comprehensive understanding and critical awareness of the issues involved in some particular aspect of professional work, together with the capacity to solve problems in an original and independent way. This likewise matches the Master's level descriptor referred to above (points i, ii and iii).

MATBI Learning Objectives

Knowledge and Understanding	Students who complete all units successfully will have obtained a comprehensive understanding of a variety of language-related fields and assimilated the principles and techniques of the professional activities involved, with a view to applying these in practice as described below. To this end, throughout the taught programme, the teaching, learning and assessment methods are based entirely on realistic professional scenarios. Theory is consistently integrated with practice to ensure that students understand the rationale for what they are doing. By the end of the programme, students will understand the role of the translator in commercial and other organisations. They will also understand how to manage a career as a freelance translator and how to make use of appropriate technologies in their work. They will also understand the principles of liaison interpreting in business contexts. These outcomes will be achieved through seminar teaching in groups of 15-20 students and through directed study. Students will be assessed through a combination of coursework translation and interpreting tasks, group assignments and final examinations. Students are expected to use their dissertation/project to demonstrate that they have acquired a comprehensive understanding of the issues and processes involved in some particular aspect of professional work which they have explored in an original way.

Intellectual Skills	Students who complete all units successfully will be able to deal with a range of complex linguistic issues both systematically and creatively. Students will be able to demonstrate self-direction and originality in tackling and solving problems. The most important intellectual skills developed in the programme are: (a) the ability to make the kind of linguistic judgements that will produce a satisfactory end product for the client in terms of a completely accurate and coherent text; (b) the sophisticated mental and analytical processes required for successful interpreting in a business context. These skills are developed gradually through classwork, practice and constructive feedback, and can be deployed when performance is assessed, as described below. Students will continue to advance their knowledge and understanding, and to develop new skills to a high level. The dissertation/project requires students to analyse various key Issues confronting the professional linguist within a clear theoretical framework. In doing so, they will acquire and demonstrate further insights into professional practice at the highest level.
Professional Practical Skills	Students who complete all units successfully will have developed a number of new practical skills in highly specialised areas that provide them with the expertise required for professional work. The programme is chiefly geared to developing practical, professional skills in the two main disciplines it covers. By taking part in realistic teaching and learning scenarios such as team translations and editing assignments, students are equipped to cope with actual working conditions and therefore able to demonstrate more effectively the techniques they have been taught. Hence students are expected to be able to apply the knowledge, understanding and intellectual skills they have acquired to produce satisfactory translations and other finished texts in their target language and adequate interpretations of extended dialogues. The key factor in assessment is the usability of the translation, finished text or interpreting performance. Detailed marking guidelines have been drawn up for both text- and speech-based activities, with bands of marks to which definitions of performance are attached. These are included in the Programme Handbook. The dissertation/project allows students to demonstrate both an awareness of practical problems in relevant areas of professional work and, in particular, their capacity to solve these in an original and independent way.
Transferable/Key Skills	Students who complete all units successfully will have acquired a number of more general qualities and transferable skills that are required for employment in the areas covered by the programme. All students have the opportunity to enhance their communication skills (listening, analysing arguments, oral and written expression, awareness and evaluation of own performance). Students are expected to acquire IT and information retrieval skills through their work in the translation units, as well as becoming familiar with the latest developments in computer-assisted translation and editing. The units involving translation management and other enterprise skills allow students to consider strategies for team building and to develop their interpersonal skills further in a business context. The dissertation/project provides a means for students to demonstrate that they can make practical judgements and decisions on their own

	initiative and have the independent learning ability required for further professional development.

PROGRAMME DESCRIPTION: STRUCTURE OF THE PROGRAMME

Please note that the content of the programme description below is correct at the time of production of this Handbook and that programmes and units may be subject to reasonable change (see **Unit and Programme Changes** below).

Current versions of unit and programme descriptions are available via the online Unit and Programme Catalogues: www.bath.ac.uk/catalogues

Each programme comprises a number of units, some of which may be compulsory others may be optional (see Assessments below for further details and other definitions). Each unit is defined by their own learning outcomes and assessment requirements.

Basic details of every unit can be found on the Unit Catalogues at http://www.bath.ac.uk/catalogues/.

The academic attainment demonstrated by successful completion of a unit is defined by its **level** – in the case of a taught Master's degree, at least 75 credits studied must be at Masters **M level**. For a description of Masters level study see *Framework for Higher Education Qualifications, Section 4 'Qualification Descriptors', published by the QAA at: http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf*

The **Postgraduate Diploma** is available as a stopping-off point on the MA Interpreting and Translating, the MA Translation and Professional Language Skills and the MA Translation with Business Interpreting programmes.

The award of any of these university qualifications requires the successful completion of units equating to a specific number of credits – the PG Diploma requires 60 credits and the MA requires 90 credits.

Below are the **Programme Descriptions** for the programmes.

Programme code	THPL-AFM05
Programme title	**MA in Interpreting and Translating**
Award type	Masters
Award title	MA in Interpreting and Translating
Mode of Attendance	FULL TIME
Length	One year
State if coexistent M-level programme	
State any designated alternative programme	PG Diploma in Interpreting and Translating (DAP for MA)
Approving body and date of approval	

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits	Notes
				Year 1						
4	1	AY	PL50494	Consecutive interpreting from Chinese into English	C	6	-	Non SRU	TSC	
		AY	PL50469	Consecutive interpreting from French into English	C	6	-	Non SRU	TSC	
		AY	PL50475	Consecutive interpreting from German into English	C	6	-	Non SRU	TSC	
		AY	PL50473	Consecutive interpreting from Italian into English	C	6	-	Non SRU	TSC	
		AY	PL50471	Consecutive interpreting from Russian into English	C	6	-	Non SRU	TSC	
		AY	PL50489	Consecutive interpreting from Spanish into English	C	6	-	Non SRU	TSC	
		and								
		AY	PL50393	Consecutive interpreting from English into Chinese	C	6	-	Non SRU	TSC	
		AY	PL50310	Consecutive interpreting from English into Russian	C	6	-	Non SRU	TSC	
		AY	PL50797	Simultaneous interpreting from Chinese into English	C	6	-	Non SRU	TSC	
		AY	PL50799	Simultaneous interpreting from French into English	C	6	-	Non SRU	TSC	
		AY	PL50800	Simultaneous interpreting from German into English	C	6	-	Non SRU	TSC	
		AY	PL50801	Simultaneous interpreting from Italian into English	C	6	-	Non SRU	TSC	
		AY	PL50804	Simultaneous interpreting from Russian into English	C	6	-	Non SRU	TSC	
		AY	PL50806	Simultaneous interpreting from Spanish into English	C	6	-	Non SRU	TSC	
		and								
		AY	PL50393	Simultaneous interpreting from English into Chinese	C	6	-	Non SRU	TSC	
		AY	PL50805	Simultaneous interpreting from English into Russian	C	6	-	Non SRU	TSC	
		AY	PL50807	Liaison/Public service interpreting between Chinese and English	C	12	-	Non SRU	TSC	

AY	MN50090	Elements of English law	E	-	-	-	-	
S1	PL50797	Translation from Chinese into English I	C	6	-	Non SRU	TSC	
S1	PL50820	Translation from French into English I	C	6	-	Non SRU	TSC	
S1	PL50822	Translation from German into English I	C	6	-	Non SRU	TSC	
S1	PL50824	Translation from Italian into English I	C	6	-	Non SRU	TSC	
S1	PL50830	Translation from Russian into English I	C	6	-	Non SRU	TSC	
S1	PL50834	Translation from Spanish into English I	C	6	-	Non SRU	TSC	

and

S1	PL50818	Translation from English into Chinese I	C	6	-	Non SRU	TSC	
S1	PL50830	Translation from English into Russian I	C	6	-	Non SRU	TSC	
S1	PL50836	Public Speaking	O	6	-	Non SRU	TSC	
S1	PL50352	Working for EU Institutions and UN	E	-	-	-	-	
S1	PL50838	Economics and Globalisation	E	-	-	-	-	
S2	PL50821	Translation from French into English II	C	6	-	Non SRU	TSC	
S2	PL50823	Translation from German into English II	C	6	-	Non SRU	TSC	
S2	PL50825	Translation from Italian into English II	C	6	-	Non SRU	TSC	
S2	PL50831	Translation from Russian into English II	C	6	-	Non SRU	TSC	
S2	PL50835	Translation from Spanish into English II	C	6	-	Non SRU	TSC	
S2	PL50817	Translation from Chinese into English II	O	6	-	Non SRU	TSC	
S2	PL50819	Translation from English into Chinese II	O	6	-	Non SRU	TSC	

		S2	PL50811	Public service and commercial interpreting between French and English	O	6	-	Non SRU	TSC	
		S2	PL50812	Public service and commercial interpreting between German and English	O	6	-	Non SRU	TSC	
		S2	PL50813	Public service and commercial interpreting between Italian and English	O	6	-	Non SRU	TSC	
		S2	PL50814	Public service and commercial interpreting between Russian and English	O	6	-	Non SRU	TSC	
		S2	PL50815	Public service and commercial interpreting between Spanish and English	O	6	-	Non SRU	TSC	
		S2	PL50837	Using technology in the T & I industry	O	6	-	Non SRU	TSC	
	2	Summer	PL50588	Dissertation/project	C	30	-	Non SRU	DPC	

Programme characteristics & decision references	
Programme Progression requirement	None
NFAAR-PGT appendix	http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf (Masters) http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-12.pdf (Diploma)
Number of TSC	60
Number of DPC	30
Any approved exemptions	None

where:

C   Compulsory
O   Optional
E   Extra (does not count towards award)

Further information
Section in this handbook on **Assessment**.
Definitions of assessment terms: www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf

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Please note:

1. Whilst every effort is made to make all combinations of units available to students, timetabling and room constraints mean that **some units may reach capacity or certain unit combinations may not be possible**. Students will then be asked to select an alternative unit or combination of units.
2. Whilst every effort is made to ensure that all units are available, **the university reserves the right to withdraw a unit** at any time – reasons may include too few students electing to take a unit and the availability of teaching staff/facilities.
3. Similarly, due to the continual improvement/development of the various programmes of study, **the programme structures and availability of units may change from one year to the next**.

Programme code	THPL-AFM10
Programme title	**MA in Translation and Professional Language Skills**
Award type	Masters
Award title	MA in Translation and Professional Language Skills
Mode of Attendance	FULL TIME
Length	One year
State if coexistent M-level programme	
State any designated alternative programme	PG Diploma in Translation and Professional Language Skills (DAP for MA)
Approving body and date of approval	

Year 1									
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits	Notes
4	1	AY	PL50582	Editing and revision	C	12	-	Non SRU	TSC	
		AY	MN50090	Elements of English law	E	-	-	-	-	
		S1	PL50820	Translation from French into English I	C	6	-	Non SRU	TSC	
		S1	PL50822	Translation from German into English I	C	6	-	Non SRU	TSC	
		S1	PL50824	Translation from Italian into English I	C	6	-	Non SRU	TSC	
		S1	PL50830	Translation from Russian into English I	C	6	-	Non SRU	TSC	
		S1	PL50834	Translation from Spanish into English I	C	6	-	Non SRU	TSC	
		S1	PL50584	Proofreading	O	6	-	Non SRU	TSC	
		S1	PL50585	Translation management	O	6	-	Non SRU	TSC	
		S1	PL50836	Public Speaking	O	6	-	Non SRU	TSC	
		S1	PL50352	Working for EU Institutions and UN	E	-	-	-	-	

			Code	Title						
		S1	PL50838	Economics and Globalisation	E	-	-	-	-	
		S2	PL50821	Translation from French into English II	C	6	-	Non SRU	TSC	
		S2	PL50823	Translation from German into English II	C	6	-	Non SRU	TSC	
		S2	PL50825	Translation from Italian into English II	C	6	-	Non SRU	TSC	
		S2	PL50831	Translation from Russian into English II	C	6	-	Non SRU	TSC	
		S2	PL50835	Translation from Spanish into English II	C	6	-	Non SRU	TSC	
		S2	PL50586	Précis writing for the United Nations	O	6	-	Non SRU	TSC	
		S2	PL50587	Enterprise skills for linguists	O	6	-	Non SRU	TSC	
		S2	PL50837	Using technology in the T & I industry	O	6	-	Non SRU	TSC	
		S2	PL50811	Public service and commercial interpreting between French and English	O	6	-	Non SRU	TSC	
		S2	PL50812	Public service and commercial interpreting between German and English	O	6	-	Non SRU	TSC	
		S2	PL50813	Public service and commercial interpreting between Italian and English	O	6	-	Non SRU	TSC	
		S2	PL50814	Public service and commercial interpreting between Russian and English	O	6	-	Non SRU	TSC	
		S2	PL50815	Public service and commercial interpreting between Spanish and English	O	6	-	Non SRU	TSC	
	2	DIS	PL50588	Dissertation/project	C	30	-	Non SRU	DPC	

Programme characteristics & decision references	
Programme Progression requirement	None
NFAAR-PGT appendix	http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf (Masters) http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-12.pdf (Diploma)
Number of TSC	60
Number of DPC	30

Any approved exemptions	None

Where:

C   Compulsory
O   Optional
E   Extra (does not count towards award)

Further information
Section in this handbook on **Assessment**.
Definitions of assessment terms: www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf

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Please note:

1. Whilst every effort is made to make all combinations of units available to students, timetabling and room constraints mean that **some units may reach capacity or certain unit combinations may not be possible**. Students will then be asked to select an alternative unit or combination of units.
2. Whilst every effort is made to ensure that all units are available, **the university reserves the right to withdraw a unit at any time** – reasons may include too few students electing to take a unit and the availability of teaching staff/facilities.
3. Similarly, due to the continual improvement/development of the various programmes of study, **the programme structures and availability of units may change from one year to the next**.

Programme code	THPL-AFM26
Programme title	MA in Translation with Business Interpreting (Chinese)
Award type	MA
Award title	MA in Translation with Business Interpreting (Chinese) Postgraduate Diploma in Translation with Business Interpreting (Chinese)
Mode of Attendance	Full-time
Length	12 months (9 months for Diploma)
State any designated alternative programme(s)	
Approving body and date of approval	Revision approved FLTQC 3.5.17 and PAPAC 30.5.17

Year 1 (for implementation with effect from September 2017)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits	Notes
4	1	AY	PL50973	Liaison Interpreting for Business (Chinese/English)	C	18	Non DEU	Non SRU	TSC	Existing unit
		AY	PL50980	Chinese to English Translation for Business	C	12	Non DEU	Non SRU	TSC	New unit
		AY	PL50981	English to Chinese Translation for Business	C	12	Non DEU	Non SRU	TSC	New unit
		AY	MN50090	Elements of English Law	E	-	--	-	-	
		S1	PL50974	Proofreading, Editing and Management Skills for Translators and Interpreters	C	6	Non DEU	Non SRU	TSC	Existing unit
		S1	PL50352	Working for EU Institutions and UN	E	-	-	-	-	
		S1	PL50838	Economics and Globalisation	E	-	-	-	-	
		S1	EL00715	English for employment	E	-	-	-	-	
		S2	PL50976	Using technology in the translation industry (Chinese)	C	6	Non DEU	Non SRU	TSC	Existing unit
		S2	PL50975	Advanced Translation (Chinese)	C	6	Non DEU	Non SRU	TSC	Existing unit
		DIS	PL50977	Extended translation project	C	30	Non DEU		DPC	Existing unit

Programme characteristics & decision references	
Programme Progression requirement	40%
NFAAR-PGT appendix	http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf (Masters)
Number of TSC	60

Number of DPC	30
Any approved exemptions	None

Where:

C   Compulsory
O   Optional
E   Extra (does not count towards award)

> *Further information*
> Section in this handbook on **Assessment**.
> Definitions of assessment terms: www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf

Please note:

> 1. Whilst every effort is made to make all combinations of units available to students, timetabling and room constraints mean that **some units may reach capacity or certain unit combinations may not be possible**. Students will then be asked to select an alternative unit or combination of units.
> 2. Whilst every effort is made to ensure that all units are available, **the university reserves the right to withdraw a unit at any time** – reasons may include too few students electing to take a unit and the availability of teaching staff/facilities.
> 3. Similarly, due to the continual improvement/development of the various programmes of study, **the programme structures and availability of units may change from one year to the next**.

UNIT AND PROGRAMME CATALOGUES

This is where you will find details about all individual units for the current academic year: www.bath.ac.uk/catalogues

The Catalogues also provide links to the University's assessment regulations, showing how these are applied to programmes of study.

PROFESSIONAL BODY ACCREDITATION

Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) are the processes by which the University recognises that a student has either completed a formal course of education in an area related to their programme of study which has enabled them to demonstrate achievement of the learning outcomes of one or more of its units or has demonstrated achievement of the learning outcomes of one or more of its units through experience and practice. Specific details, including the maximum credits that can be awarded, can be found at http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA45.pdf

Specifically, and subject to agreement by the Director of Studies/Admissions Tutor responsible for the particular programme of study, APL and APEL can ONLY be arranged before the beginning of the semester in which the specified units run – under no circumstances can these be considered once any form of assessment has been taken.

TIMETABLES

Programme and unit timetable information can be found online at: www.bath.ac.uk/timetable

You can also use MyTimetable to create a customised programme timetable that can be downloaded into an electronic calendar: www.bath.ac.uk/timetable/MyTimetable

Since these are subject to change we recommend that you check these regularly (whilst the programme team will endeavour to inform people of changes, it is the student's responsibility to check for changes).

On the timetable, each entry indicates the Unit code (for example Editing & Revision is PL50582), the type of activity (e.g. Lect – Lecture, Sem – Seminar, Comp – Computer, etc.), the room and the week number. Weeks are numbered from week 1 (week commencing 2nd October 2017) and continue throughout the vacations see the Academic Year Chart for 2017/2018 at http://www.bath.ac.uk/timetable/year_charts.htm

A standard lecture runs from **15 minutes past the hour to 5 minutes past the hour**, allowing 10 minutes gap between lectures. For example, a '2-hour' lecture scheduled to commence at 10.15 will end at 12.05 (i.e. 1 hour, 50 minutes).

OPTION CHOICES

Students who have optional units available within their programme of study will be asked to make appropriate selections of options on-line through SAMIS (https://www.bath.ac.uk/samis) at the beginning of that academic year. The system for choosing units on-line will be available For new students commencing their studies in 2018/19, the system for choosing units on-line will be available from 10.15am on Thursday 27 September 2018 to 5pm on Wednesday 3 October 2018 (note that the system will be unavailable between 08:00 and 10:15 each day). Information about how to choose optional units can be found at: www.bath.ac.uk/catalogues/information/students/online-unit-selection.html

The Programme Catalogues (http://www.bath.ac.uk/catalogues/) give details on the optional units available on your programme and can be used to assist you in making your choice. If you have any queries about which optional units you should choose, please discuss this with your Director of Studies.

Students may wish to make a change to their optional unit selection. The **deadline to request a change to any optional unit selected is 17:00 on Wednesday 3 October 2018**. Please note this deadline applies to ALL optional unit change requests which affect units in Semester 1 and Semester 2.

Students who wish to request a change in optional units must email Emily Toynbee polis-pg-langs@bath.ac.uk by the deadline, stating clearly the unit code and unit name of the unit they would like to drop and the unit code and the unit name of the unit they would like to take instead. This will then be referred to your Director of Studies for a final decision. Students are asked to note that we may not be able to approve requests to change units, due to the impact it may have on the timetable and teaching groups.

Information about how and when to choose your option units can be found at: www.bath.ac.uk/catalogues/information/students/online-unit-selection

You will receive an email notification at the relevant point in the year when online unit selection is available. If you want to discuss your option choices, please contact your Director of Studies.

PLACEMENTS

A work experience placement in the language service of an international organisation, government department or major company is an optional element in the programme. No student is obliged to go on such a placement.

A network of contacts built up over the past 50 years will facilitate the placement of students of the appropriate standard. It is recognised, however, that the varied nature of the backgrounds of students following the programme makes it impossible to ensure that all will be able to benefit from this experience.

While every effort is made to try to ensure that each student benefits from a period of practical experience in a language service, we cannot guarantee that such placements are always available. Every organisation has its own particular approach to training and recruitment and we are obliged to fall in with their demands. In addition, a thoughtless or incompetent performance on placement by one of our students can easily jeopardise future relations with that employer.

Some placements will coincide with the Easter vacation. However, others may occur entirely within or overlap with teaching periods.

PAYMENT

Here again, no guarantees can be made. Some organisations have budgets for trainees, but these are in the minority. In the case of several hosts, no payment at all can be expected. *Stagiaires* must decide whether the advantages gained in terms of experience and the possibility of future employment make the investment of their own time and money worthwhile.

European placements are allocated by the European Course Director after consultation with students, taking into account the language combinations required or preferred by particular organisations. MAIT Chinese and MATBI Course Directors try to make placements available for their students.

Placement Agreement Form

Students must read through and sign the 'placement agreement form' and then return this to Elena Kidd (for TPLS and MAIT European stream students) and Jane Francis (for MAIT Chinese stream students) and Miguel Fialho (for MATBI students) before they go away on placement. The placement agreement form is on the MAIT, TPLS & MATBI programmes' Moodle page: https://moodle.bath.ac.uk/course/view.php?id=53970

UNIT AND PROGRAMME CHANGES

We continually look for ways to develop and improve our programmes. For example:

- it might be desirable to make some updates to the content of the curriculum to reflect the latest developments in a particular field of study
- a review of the assessments across a programme (including feedback received) might identify that changes to an assessment would better support student learning.

Students who would be affected by proposed changes are consulted about them, either via their Staff/Student Liaison Committee or directly, depending on the nature of the change.

In addition, it is sometimes necessary to make changes due to unforeseen or unavoidable circumstances. For example:

- the accrediting body for a programme may require changes to be made to it
- it may not be possible to run a particular unit because a member of teaching staff with specialist expertise leaves the University and we are unable to find a suitable replacement

- it may not be viable to run a particular optional unit in a given year because very few students select it.

In such cases, the University will always try to ensure that any impact on students is minimised and that students are informed of the changes at the earliest opportunity.

All programme and unit changes are managed through a formal process set out by the University. The aim of this is to ensure that changes are academically appropriate and properly supported, take place in a timely manner, and safeguard the interests of students.

HOW YOUR PROGRAMME IS REVIEWED AND MONITORED

The University has in place a number of ways to ensure that programmes remain up-to-date, issues are dealt with and improvements made.

All programmes and units are monitored annually, looking at evidence for what is working well and identifying any actions that need to be taken. Taking account of student feedback, including feedback given through unit evaluation and other student surveys, is a key part of unit and programme monitoring.

Departments also conduct periodic reviews of their programmes. These provide an opportunity for in-depth review and development, involving input from students and from an adviser(s) external to the University.

STUDY AND SUPPORT: GETTING THE MOST OUT OF YOUR STUDIES

ACCESSING UNIVERSITY EMAIL

You will need to use your University username and password to access your University email account. You are able to access your email by going to http://mail.bath.ac.uk
Your username also forms your email address (username@bath.ac.uk).

The University will often communicate with you about a range of important matters requiring action from you, including registration, unit enrolment, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. It is a University requirement (Regulation 1.3) that you access your University email account regularly, even if you are out on placement or study abroad.

You therefore have a responsibility to ensure that your University email account can receive incoming mail and that you read your email regularly.

Once you graduate or withdraw from your course, you will receive an email stating exactly when your account will be closed. The email will give at least 30 days' notice.

Further information
Email guidance: www.bath.ac.uk/guides/accessing-your-university-email-and-calendar
Regulation 1.3: www.bath.ac.uk/publications/regulations-for-students

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YOUR STUDENT RECORD: SAMIS

SAMIS is the University's student records database. It provides an online portal where you can view details about your registration, update your contact details, and do other things such as viewing exam information, viewing your confirmed assessment results, and (where applicable) choosing optional units.

Further information
https://samis.bath.ac.uk

MOODLE

Moodle is the Virtual Learning Environment (VLE) used at the University of Bath. It is used by academic Departments to support learning and teaching at programme and unit level. It provides a platform for the delivery of resources and online activities, and can also support student interaction and collaboration.

The MAIT, TPLS & MATBI programmes use Moodle to store programme information and there is a designated page set up for this purpose. You will automatically have access to this when you are fully registered on the programme. The page is called: **Masters programmes – MAIT, TPLS & MATBI** and it can be found here: https://moodle.bath.ac.uk/course/view.php?id=53970

> **IMPORTANT:** The information contained on Moodle is **extremely important**, and you are strongly recommended to check this page regularly for updates.
>
> Moodle can be accessed by anyone with a University of Bath user name and password without the need for training. Moodle can be found at: https://moodle.bath.ac.uk/login/index.php. You can access this from any PC at the University or elsewhere.
>
> To get started, go to:
>
> https://wiki.bath.ac.uk/display/moodle/Student+Support and read through the support documents. Then have a look at the Moodle pages for one of your Semester 1 units.
>
> **Programme-specific pages** including forms, instructions for coursework submissions, dissertation requirements, dissertation supervision guidelines, marking guidelines and links to others resources can be found at http://moodle.bath.ac.uk/course/view.php?id=53970
>
> **Unit-specific pages** including information on assignments can be found by logging into Moodle. You will automatically be able to see all the units you are registered on and by clicking on the link you will enter that unit's Moodle page.

INTERPRETING RESOURCES AND THE X:DRIVE

Please note that Moodle is <u>not</u> used for any interpreting units so you will not be able to find a Moodle page for any of them. Teachers store information about interpreting units on the programmes x:drive, which can be found here: X:\PoLIS\Resources\MAIT

INTERPRETING LABS

The programmes have two interpreting labs dedicated for teaching and students' private practice. The 'small' lab is room Library 3.30 and the 'big' lab is room Library 3.31

- Access to the interpreting labs

Although the labs are in the Library building, please note that <u>the only access route into the labs is via building 1 West on level 3</u>.

<u>Access to the labs is via swipe card only</u>. You will automatically have lab access added to your Student Card and this is the card you need to use to swipe into the labs.

- Booking practice times in the interpreting labs

The labs are available for your private practice whenever they are not in use for a class or meeting. This will mainly be in the evenings and at weekends. There are booking sheets on the noticeboard outside the labs.

Check the timetable and any Staff Bookings that have been made on the sheets to find an available time. Remember that all staff bookings take priority! Please put your initials in the appropriate columns.

Only *one* hour slots can be booked in advance (i.e. the day before); please do not book two successive slots in a row. However if the lab is free on the day then students can book slots on the day for more than one hour.

- Lab etiquette

The labs are only available for private interpreting practice. Students are not permitted to use the labs for any other study. For example, you may not work on translation assignments in there, the library should be used instead for this purpose.

Students are not allowed to leave their belongings unattended in the booths in the labs. Once you have finished practicing you must take your belongs with you and leave the booth free.

Please note students are not permitted to take food or drink into the interpreting labs (except for a bottle of water when you are in class). It is extremely important that students respect this rule.

RECOMMENDED READING LIST

The following list may be useful for students on the MA Interpreting and Translating (MAIT) programme, though students on the MA Translation and Professional Language Skills (TPLS) programme may also find them of interest, particularly if you are taking the Public Service and Commercial Interpreting (PSCI) unit in Semester 2.

MAIT European stream – recommended before students start the programme:

- Roderick Jones: "Conference Interpreting Explained (Translation Practices Explained)" **Hard copies and e-book available in library.**

TPLS – recommended before students start the programme:

- Brian Mossop: "Revising and Editing for Translators (Translation Practices Explained)" **Hard copies available in library.**

MAIT European stream – the following are recommended once students have started the programme:
- Andrew Gillies: "Note-taking for Consecutive Interpreting: A Short Course (Translation Practices Explained)". **Hard copies and e-book available in library.**
- Andrew Gillies: "Conference Interpreting: A Student's Practice Book". **Hard copies and e-book available in library.**
- Rozan: "La prise de notes en interpretation consecutive" **French hard copy in library.**

For TPLS students taking Public Service and Commercial Interpreting (PSCI):
- Kirsty Heimerl-Moggan: "Note-taking for Public Service Interpreters" **Hard copy available in library**
- Virginia Valencia: "Note-Taking Manual" **Hard copy available in library.**

 For all PSCI students:
- Joan Colin: "Interpreters and the Legal Process". **Hard copies and e-book available in library.**
- Ann Corsellis (Crossing the language barrier: developing bilingual provision in public services). **Hard copy available in library.**

Students should note that their teachers will talk through these books with students and students will not necessarily need to buy copies of these books.

MAIT – European stream and TPLS

Your translation teachers will provide any recommended reading during the programme. This may take the form of selected chapters in a book which relates to a specific translation assignment – this is why recommended reading is not provided at the start of the programme. You will have been sent a welcome letter that included a reading list please refer to this as well. A version of this reading list can be found on the programme Moodle page.

MAIT – Chinese stream

The MAIT Chinese stream has been sent a welcome letter that included their reading list. A version of this reading list can be found on the programme Moodle page.

MATBI

MATBI students have been sent a welcome letter that included their reading list. A version of this reading list can be found on the programme Moodle page.

PERSONAL TUTORING

When you join the University, you will be assigned a Personal Tutor who will help you to get the best out of your university experience. Your Personal Tutor will:

- support you in your academic progress and personal development
- discuss with you programme choices, placement opportunities and future career plans
- provide you with a reference for your placement or career
- guide you to sources of expert help with any personal/welfare issues.

Your Personal Tutor should arrange to meet with you on at least three occasions in your first semester and at least once per semester thereafter. This enables you both to get to know each other, such that you can raise any issues with your tutor and your tutor can support you fully through your programme. It is important that you attend scheduled meetings with your Personal Tutor and let them know in advance if you cannot attend. Many of these meetings may be in small groups but you can also request a one-to-one meeting.

If you should have reason to wish to change your Personal Tutor, please contact your Director of Studies to discuss the matter.

LANGUAGE AND ACADEMIC SKILLS SUPPORT AND DEVELOPMENT

To help you get the best out of your studies and your future employability, we offer all our students a comprehensive range of free, year-round skills and personal development opportunities designed to complement your academic programme.

These opportunities have been designed to give you choice and flexibility to help you get the support and development you need at the time you most need it.

To develop your academic skills, you can choose from classes, tutorials, drop-in sessions, workshops and online resources, for example:

- create well-written, clearly structured essays, reports and dissertations
- think critically in order to enhance your writing
- manage information sources and literature effectively
- give polished and effective academic presentations
- manage and analyse numbers, data and statistics
- use IT tools and resources effectively
- enhance your existing language proficiency, or learn a new language.

There are many opportunities available to you through our Careers Service and Students' Union to help you develop your skills and prepare for the workplace. For example:

- writing an effective job application and CV
- succeeding at interview or assessment centre
- leading and managing projects
- chairing meetings
- running a club or society.

Further information
Find out more about the skills support and development opportunities available here: http://go.bath.ac.uk/skills

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RECOGNITION FOR EXTRA-CURRICULAR ACTIVITIES: THE BATH AWARD

The Bath Award is open to all undergraduate and postgraduate students. It recognises the experiences, skills and strengths you have gained through participation in extra-curricular activities, volunteering, work experience, part-time work, global opportunities and more. The Award enables you to reflect on your personal development as a student and future employee. Completing the Award will enhance your employability, increase self-awareness of your skills and enable you to articulate these effectively to future employers.

Further information
thesubath.com/bathaward

THE LIBRARY

The Library is open 24 hours a day, all year round and provides print and electronic materials and information services to support study and research across the University. It houses over 520 PCs, wireless networking throughout, and provides areas for both quiet individual study and group work. Alongside 360,000 printed books, it offers over 26,000 electronic journals, 440,000 electronic books, 90 databases for information, literature and data searching, and digital versions of the University's academic publications, all available across the University and beyond. The Library's copy and print service includes black and white and colour photocopying, laser printing and scanning.

Information specialists, our Subject, School and Faculty Librarians (see the Department's library resources page below), are responsible for services to individual Departments/the School. They provide individual help to students and staff, as well as teaching information skills in Department and School programmes and through general University skills provision. All new students receive library introduction sessions during the induction period.

Further information
This Department's library resources page is: http://www.bath.ac.uk/library/subjects/polis/

For information on all library services and resources: www.bath.ac.uk/library

COMPUTING SERVICES AND FACILITIES

Using your University username and password, you will be able connect to University computers, University email, the internet, file storage and printing. You will also be able to get access to a range of free software, including Office 365 and antivirus. You can also work from any location using our UniDesk and UniApps service, which gives you access to your files as if you were on campus.

If you'd like to know more about these services and how to access them, visit http://go.bath.ac.uk/it-new-students

IT Support is available from the IT Service Desk on Level 2 of the Library or online at: http://go.bath.ac.uk/it-help-form

If you require learning assistance, Computing Services can support you with your computing needs. The Assistive Technology Team is available to provide advice and support. Additional resources are available, which include the Assistive Technology room, specialist software and computer hardware - including laptops for loan.

The IT shop in the Library stocks popular products such as academic software, DVDs, network cables and headsets. You can order many further IT products through the shop. Prices are often lower than in high street shops.

You can also borrow technology from the Service Desk in support of your studies, for example audio recorders, video cameras and projectors.

Further information
Computing Services: www.bath.ac.uk/professional-services/computing-services
Information for new users: http://go.bath.ac.uk/it-new-students
Information for users requiring learning assistance: www.bath.ac.uk/professional-services/assistive-technology
IT shop: www.bath.ac.uk/locations/it-shop
Computing Services Twitter feed: @UniofBathIT

RECORDING OF LECTURES

'Lecture capture' technology is widely used on campus to record lectures. Lecturers on your units will inform you if lectures will be recorded and the recordings made available for you to view again online. Where provided, lecture recordings are made available as an additional resource for personal study and revision purposes, and you can pause and rewind recordings when you re-watch them. The University cannot guarantee recordings (for example in the event of a technical fault) and recordings are not made available indefinitely.

As set out in Ordinance 22.4, students are not permitted to copy or redistribute lecture recordings, or to make their own recordings of lectures. However, the University may permit students with a disability to record lectures where this is a reasonable adjustment under the provisions of the Equality Act, in order to give these students equal access to educational opportunities. In such circumstances the lecturer will be informed that the lecture is being recorded and the student may use the recording for their own personal study purposes only. Students with a disability should contact the Disability Service for further advice.

STUDENT REPRESENTATION

Feeding back your views to the University

The University is committed to reviewing and continually improving its practice. The main ways in which we seek feedback are through:

- Staff / Student Liaison Committees (SSLCs)
- surveys
- The SU (Students' Union).

We also use focus groups, Departmental working parties, and various kinds of feedback session.

You can get actively involved in determining how your educational and student experiences are organised by becoming active in The SU or by letting your Department know that you are interested in contributing.

Every Department has a formal system so that all students can comment routinely, in confidence and anonymously on the learning experience they have received. Such comments help us to check that:

- you have a clear idea of the aims and requirements of each unit you study
- our teaching is effective and stimulating
- the advice and feedback we provide on your work is helpful
- our resources are suitable.

You will be asked to complete a short online unit evaluation for units you have studied. You will also be asked to complete surveys periodically on your experience of the programme as a whole. Please complete each evaluation fully, thoughtfully, and candidly. In particular, please tell us not only your opinion but also the *reasons* behind your opinion.

When we receive responses to evaluations, we analyse them – especially the positive suggestions for change and concerns that are voiced. Student feedback and the resulting actions are taken into consideration in annual monitoring of units and programmes. Survey results are discussed at committees where student representatives have the opportunity to input to any action plans developed in response to the issues raised.

Your feedback is important to both the University and The SU. Please keep telling us what is going well and what needs to get better. We will communicate how feedback on units and programmes, and the wider student experience, has been acted upon.

Student representatives

As a student of the University you are automatically a member of The SU (although you have a right to opt out - see section below on **Students' Union membership**). Officers of The SU represent students' interests on University decision-making bodies. In addition, numerous elected student representatives play important roles on various Departmental, Faculty/School and University committees. All student representatives are elected through online elections facilitated by The SU.

There are many opportunities for elected student representatives. If you are elected to serve on Departmental, Faculty/School or University committees you will be expected to represent the views of your fellow students and provide feedback following meetings.

Student representation on Committees

Departmental level:	Each Department has at least one Departmental Staff / Student Liaison Committee (SSLC). These comprise several elected student members, known as Academic Reps, and an equal or smaller number of staff members. Academic Reps are elected at the beginning of every year through online elections. Their role involves collecting the views of the students on their programme and attending SSLCs where they represent these views to their Department. The SU and the Centre for Learning & Teaching receive minutes of SSLC meetings in order to gain an overview of key themes explored, good practice identified and actions taken. This information helps to inform student engagement activity and summary reports prepared by The SU for the University. There is also provision for student membership of the Department Learning, Teaching and Quality Committee: normally one undergraduate and one postgraduate (taught) representative. Academic Reps attend SU Academic Council meetings. These take place regularly during semester time in order to: • keep SU Officers and fellow Academic Reps informed of academic developments throughout the University • discuss common problems and interests affecting Departments • gather student opinions and views to be used by the University and The SU • update Academic Reps on key issues. Do feel free to approach your student Academic Reps at any time to inform them of good practice or areas for enhancement in your units and programme. This is normally the person who represents your year or degree scheme on the Departmental SSLC.
Faculty/ School level:	Student representatives are also elected as Faculty Reps to sit on a number of Faculty/School level committees such as the Faculty/School Board of Studies and the Faculty/School Learning, Teaching and Quality Committee. Faculty Reps are also members of The SU Academic Exec Committee.
University level:	University committees with student representation include the Council/Senate/Students' Union, the University Learning, Teaching and Quality Committee, the Programmes and Partnerships Approval Committee, and Senate.

If you are interested in opportunities to represent student views, please contact The SU: academicreps@bath.ac.uk

The SU runs a full training programme for student representatives including an online course in Moodle, a conference and additional sessions through the Skills Training programme.

If you need to raise a concern, remember there are various routes open to you. You can discuss issues directly with a lecturer, your Personal Tutor, or the Director of Studies.

Individual problems are often more readily resolved in this way. The SU Advice and Support Service, described below, also provides students with information and confidential advice.

Further information
Your SSLC: https://moodle.bath.ac.uk/course/view.php?id=56642
Students' Union Academic Representation including contact details for Academic Reps:
thesubath.com/academic
Election of Academic Reps: thesubath.com/elections
Students' Union Skills Training programme: thesubath.com/skills-training
Outline election procedures are included in QA48 Student Engagement with Quality
Assurance and Enhancement, Annex A: Staff/Student Liaison Committees:
www.bath.ac.uk/quality/documents/QA48_Annex_A.pdf
SU Academic Representation including contact details for Academic Reps:
thesubath.com/academicreps
Election of Academic Reps: thesubath.com/elections
SU Skills Training programme: thesubath.com/skills-training
Outline election procedures are included in QA48 Student Engagement with Quality
Assurance and Enhancement, Annex A: Staff/Student Liaison Committees:
www.bath.ac.uk/quality/documents/QA48_Annex_A.pdf

STUDENTS' UNION MEMBERSHIP

All students registered with the University are automatically given membership of The SU. However, you have the right not to be a member. For further information on opting out of this membership, please go to the Code of Practice for The SU:
www.bath.ac.uk/corporate-information/code-of-practice-for-the-students-union-su

STUDENT SUPPORT

Most students find there are occasions when it can help to talk to someone about a personal problem or issue. In many cases your Personal Tutor, Director of Studies, or Wellbeing Adviser (see the **Wellbeing Service** section below) will be able to help. However, sometimes more specialist help is needed. The University has a range of professional support services that you can approach directly. Your two main contact points are Student Services at the Roper Centre in 4 West and the Advice and Support Service in the Students' Union.

Student Services
Student Services can provide advice and support on a range of issues including:

- counselling and mental health
- disability issues
- money and funding
- wellbeing and welfare.

You can make an individual appointment or just pop in to our daily drop-in sessions.

Student Services can also provide letters confirming student status for a variety of purposes, which can be requested by logging on to SAMIS: https://samis.bath.ac.uk

The Roper Student Services Centre in 4 West is open from 9.30am to 4.30pm throughout the year (tel: 01225 383838). Services are also available from the Virgil Building in Bath city centre.

For the full range of Student Services, see: http://go.bath.ac.uk/student-services or email: studentservices@bath.ac.uk

The Students' Union Advice and Support Service
The Students' Union Advice and Support Service can guide and support you with any problems you may have during your time at Bath. Their professional advisers offer confidential and non-judgemental information, advice and support, and are fully trained to give assistance and empower you to find the best resolution for your issue.

They can advise on a range of topics affecting your education and welfare. They provide academic advice for students wanting to submit Individual Mitigating Circumstances claims (see the section in this Handbook on **Assessment**), support for academic appeals, changing course, placements and more.

The Advice and Support Service can also support students with their housing situations. They can advise students on landlord issues, council tax, contract checking and more. They also offer support with personal issues such as harassment and stress, and offer cost-price condoms and free pregnancy tests.

The Students' Union Advice and Support Service is open Monday to Friday 9.00am to 5.00pm in term time (from 10.00am on Fridays) and 10.00am to 4.00pm during vacations (tel: 01225 386906, email: suadvice@bath.ac.uk)

The Advice and Support Service also supports the Diversity and Support groups – details of which can be found at: thesubath.com/diversity-support

The Students' Union webpage provides the facility for students to report incidents of harassment, discrimination or bullying. Incidents can be reported anonymously if preferred. Details of how to report an incident are available at: thesubath.com/report-an-incident

For the full range of services see: thesubath.com/advice

Further information
A guide to the wide variety of support and information available to students can be found at: www.bath.ac.uk/students and the Students' Union website: thesubath.com

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Wellbeing Service
The University's professionally qualified Wellbeing Advisers provide a welfare and wellbeing service to all our students. You can talk to a Wellbeing Adviser about anything and we are also available evenings and weekends.

We hold daily drop-in sessions on campus, including weekends and University vacations. Drop-in sessions are also held at the Virgil Building in Bath city centre and we run activities during vacations for students who remain in Bath.

Further information
www.bath.ac.uk/groups/wellbeing-service

ADVICE FOR INTERNATIONAL STUDENTS

The Student Immigration Service provides immigration advice and support for all international students, including a 'check and send' service if you need to send a Tier 4 visa application to the Home Office. The Service offers workshops, a daily drop-in service, advice via email, phone and web-based platforms, or individual appointments can be made through the Helpdesk in The Roper Student Services Centre, 4 West.

Student Services organise University-wide induction and welcome events in September. Events are also organised for incoming exchange students in the first week of each semester.

For students who join outside of the standard semester dates, induction and welcome events are organised by the relevant Department.

DEALING WITH A PROBLEM INVOLVING THE UNIVERSITY

We want to ensure that, if you have a problem concerning the University, it is resolved as quickly as possible. As described above, there are student representatives on all formal decision-making committees – at Departmental, Faculty/School and University level. Student representatives help to anticipate potential problems and, when problems occur, to raise them so that they can be dealt with promptly. As a result we can often resolve problems *before* they get to the stage where a formal complaint might be necessary.

The Students' Union offers advice for students on a range of issues through its Advice and Support Service. Its advice is independent of the University. See the section above on **Student Support.**

Complaints
If you do need to make a complaint, there are procedures in place to deal with it, outlined in the University's Student Complaints Procedure (see below).

These procedures are designed to ensure that your complaint will be dealt with in good faith and that you will not be penalised for complaining. When we receive a complaint, we will first seek to deal with it through informal discussion. If this fails to resolve the issue at hand, you can raise the complaint formally.

There are separate procedures for requesting a review of progression or award classification decisions. See the section in this Handbook on **Procedures for Academic Appeals**.

Bullying, harassment and victimisation
All our students and employees are entitled to be treated with dignity and respect and to be free from unlawful discrimination, victimisation, bullying, or any form of harassment. This is set out in the University's policy, *Dignity and Respect for Students and Staff of the University of Bath: Policy and Procedure for Dealing with Complaints*. This policy and procedure applies to all staff, students and third parties (e.g. contractors to the University).

Mediation

If you are involved in a disagreement or dispute, you can seek help from the University's Mediation Service. This service is impartial, non-judgemental, and confidential. Requests for mediation support should in the first instance be made to the Mediation Service Manager.

Further information and contacts
Mediation Service: www.bath.ac.uk/guides/mediation
Mediation Service Manager: 01225 383098 or equalsdiv@bath.ac.uk

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ADVICE FOR STUDENTS WITH DISABILITIES, LONG-TERM ILLNESS, AND SPECIFIC LEARNING DIFFICULTIES

If you have a disability and/or specific learning difficulty (such as dyslexia), we strongly advise you to speak to the Disability Service team, your Personal Tutor or Director of Studies as soon as possible and preferably before your programme begins. Referral to the Disability Service will enable us to assess your needs and make arrangements to support you.

Any personal information you give when disclosing your disability will be treated in confidence and made available *only* to relevant members of staff and only *with your permission*. If you don't disclose your disability it may be difficult for the University to provide suitable support to help you during your studies. Disclosure will not disadvantage you in any way.

The Disability Service provides advice, guidance, information and support for a range of needs including:
- Autism Spectrum Disorders/Asperger's Syndrome
- dyslexia and other specific learning difficulties
- mental health
- mobility impairments
- sensory impairments
- health conditions such as epilepsy, HIV, diabetes or chronic fatigue.

A screening process is available if you think you may have a specific learning difficulty/dyslexia.

Disability Advisers are also responsible for making applications for alternative arrangements for exams and assessments. Therefore, if you think that, because of a disability, you need alternative exam arrangements (such as extra time or the use of a computer) please discuss this with a Disability Adviser without delay.

Further information
www.bath.ac.uk/groups/disability-service

PREGNANCY AND MATERNITY

The University is committed to being as flexible as possible in supporting students who become pregnant, decide to terminate a pregnancy or have a very young child. You can seek advice, guidance and support via your Director of Studies, Personal Tutor and the University's Student Services. This will enable us to put in place arrangements that will assist you in undertaking your programme of study.

If you anticipate that you will need an absence from the University, talk to your department. They will offer you an appointment to discuss your options for continuing your studies and how the University can support you.

CARE-LEAVERS, ESTRANGED STUDENTS, REFUGEES AND YOUNG ADULT CARERS

The University is committed to supporting students from a wide range of backgrounds and circumstances including those who are care leavers, from a Foyer or are estranged from their family. We are aware of the challenges students may face when starting university and we want you to get the best out of your programme and university experience. We are able to offer you advice and guidance about settling in, academic studies, funding, accommodation, wellbeing and careers. The service we provide is confidential and entirely optional in relation to the level of support you feel that you may need.

EQUALITY, DIVERSITY AND INCLUSION

Everyone at the University of Bath has a responsibility for promoting equality and fostering good relations between all members of the community, students and staff, and also for eliminating unlawful discrimination, harassment and victimisation against anyone for reasons of age, disability, gender, pregnancy and maternity, race (this means colour, nationality including citizenship, ethnic or national origins), religion or belief, sexual orientation, or transgender status. The new equality duty also covers marriage and civil partnership with regards to eliminating discrimination in employment.

CAREERS SERVICE

The University Careers Service can support you through the career planning process, whatever your career aspirations. In addition to providing support with developing your employability, and guidance on how to make informed career decisions, Careers Advisers can help you by providing feedback on your CV and applications, and your interview technique. The Careers Service also provides a wealth of careers information, and access to resources such as online aptitude tests. Being in regular contact with several hundred major employers, the Careers Service is also a fantastic source for graduate job vacancies for Bath students, as well as the organiser of several major careers fairs each year.

Check the web site for opening times: www.bath.ac.uk/students/careers
The web site includes the *Myfuture* vacancies portal.

Contact careers@bath.ac.uk or 01225 386009 or follow the Careers Service on Twitter @CareersatBath or Facebook (search for BathUniCareers).

ASSESSMENT

FEEDBACK TO STUDENTS ON ASSESSMENT

During your programme, you will receive feedback on assessed work. Feedback on assessments may take different forms, depending on your subject and the type of assessment. You will be informed of the timing and nature of the feedback you will receive on each assessment, including whether the piece of work itself will be returned to you. For formal written examinations, students may receive general feedback to the group rather than individual feedback. You can discuss feedback you receive on assessments alongside your performance and progress in your studies at meetings with your Personal Tutor.

Teachers will put coursework assignment feedback on Moodle. If paper copies have been marked, teachers will return these to students in class. Feedback should be returned to the student within three weeks of the coursework assignment being submitted.

Interpreting students receive feedback on their performances in class or in contact with their teachers outside of class.

Students may request feedback on their semester 1 exams only if they are continuing with this unit in semester 2. Students may only request feedback within three weeks of the publication of results on SAMIS by contacting their Director of Studies. Due to the volume of work this would entail students do not get feedback on any final exams.

> ***Important information***
> For full details of the NFAAR-PGT, visit: www.bath.ac.uk/registry/nfa/index.htm
> For information relating to your programme, visit: http://www.bath.ac.uk/catalogues/

ACADEMIC INTEGRITY: REFERENCING AND PLAGIARISM

Plagiarism is the use of any published or unpublished work without proper acknowledgement in your references. Plagiarism occurs when a student 'borrows' or copies information, data, or results from an unacknowledged source, without quotation marks or any indication that the presenter is not the original author or researcher.

Another form of plagiarism (and hence cheating) is auto-plagiarism or self-plagiarism. This occurs when a student submits work (whether a whole piece or part of a piece) without acknowledging that they have used this material for a previous assessment.

If you use someone else's work – say, by summarising it or quoting from it – you must reference the original author. This applies to all types of material: not only text, but also diagrams, maps, tables, charts, and so on. Be sure to use quotation marks when quoting from any source (whether original or secondary). Fully reference not only quotations, but also paraphrases and summaries. Such references should then be included in a bibliography or reference list at the end of the piece of work. Note that the need for referencing also applies to web-based material; appropriate references according to the type of work or image should always be given.

There are several acceptable styles for referencing material, within two general systems: Name/date (e.g. Harvard) and Numeric. **Ask your Director of Studies or Personal Tutor for further information and advice on the referencing style used on your programme.**

Guidance on referencing and plagiarism is available through skills training run by the University and the Students' Union, as well as online resources. Information guides and style

sheets are available from the Library, and your Subject Librarian will be able to help with any questions.

Further information
For a range of skills and development opportunities see: http://go.bath.ac.uk/skills
Library referencing resources, including style sheets: www.bath.ac.uk/library/infoskills/referencing-plagiarism
Students' Union Skills Training: thesubath.com/skills-training

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ACADEMIC INTEGRITY: TRAINING AND TEST

As a student registered on a University of Bath award, you are required to undertake the academic integrity training and pass the associated test.

The academic integrity training aims to provide all students with a basic knowledge and understanding of good academic practice. This includes an understanding of plagiarism and other assessment offences, and skills necessary to reference your work appropriately.

The training and test are accessed from Moodle by clicking on the link entitled **'Academic Integrity Initiative'**: http://moodle.bath.ac.uk

If you have any access problems, then please contact Emily Toynbee polis-pg-langs@bath.ac.uk in the first instance.

When you have completed the training tutorial and are confident that you have understood it, you should undertake the test.

To pass the test you will need to achieve a mark of 85%. You can take the test as many times as necessary until you pass.

If you do not pass the test, you will need to re-visit the training and/or look at the other guidance available to you or as required by your Director of Studies, and then take the test again.

You will not be able to progress beyond the next progression point in your studies, irrespective of your programme marks, until you pass this test. Ultimately this means that, if you have not passed the test, you will not be able to receive your award. Your Director of Studies will be able to confirm when the next progression point occurs for your stage of your programme.

Further information
Academic and information skills:
www.bath.ac.uk/library/infoskills
www.bath.ac.uk/professional-services/academic-skills-programme-asp
Regulation 3.7: www.bath.ac.uk/publications/regulations-for-students

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Plagiarism detection and personal data
When you hand in a piece of assessed coursework, you will be expected to make a declaration that the work is your own and, where you have re-used your own work and/or used other sources of information, that you have referenced the material appropriately.

The University uses the Plagiarism Detection Service, Turnitin. This service checks electronic, text-based submissions against a large database of material from other sources and, for each

submission, produces an 'originality report'. It makes no judgement on the intention behind the inclusion of unoriginal work; it simply highlights its presence and links to the original source.

Turnitin complies with the European General Data Protection Regulation (Regulation (EU) 2016/679) (GDPR). When you registered with the University, you gave it permission to process your personal data for a variety of legitimate purposes. This includes allowing the University to disclose such data to third parties for purposes relating to your studies. The University, at its sole discretion, may submit the work of any student to the Plagiarism Detection Service (in accordance with Regulation 15.3e – see below) and may make, or authorise third parties to make, copies of any such work for the purposes of:

   i) assessment of the work
   ii) comparison with databases of earlier work or previously available works to confirm the work is original
   iii) addition to databases of works used to ensure that future works submitted at this institution and others do not contain content from the work submitted.

The University will not make any more copies of your work than are necessary, and will only retain these for so long as remains necessary, for these purposes.

Please note that, if at any time the University submits any of your work to the Plagiarism Detection Service, the service will be provided with, and will retain, certain personal data relating to you – for example, your name, email address, programme details and the work submitted. Such data may be transferred by the Plagiarism Detection Service to countries worldwide (some of which may not be governed by EU data legislation) in order for the work to be checked and an originality report generated in accordance with the proper workings of the Plagiarism Detection Service. Personal data is retained indefinitely by the Plagiarism Detection Service upon submission of work. You may ask for your personal data to be removed by contacting the University's Data Protection Officer.

Further information
The University's procedures on Examination and Assessment Offences (QA53) are described at: www.bath.ac.uk/quality/documents/QA53.pdf
Regulation 15, Assessment of undergraduate and taught postgraduate programmes: www.bath.ac.uk/publications/regulations-for-students
University's Data Protection Officer: dataprotection-queries@lists.bath.ac.uk
Further information on Turnitin:
https://guides.turnitin.com/Privacy_and_Security#EU_Data_Protection_Compliance

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ACADEMIC INTEGRITY: PENALTIES

Any student who is found to have used unfair means in an examination or assessment procedure will be penalised. 'Unfair means' here include:

- cheating - for example, unauthorised use of notes or course material in an examination
- fabrication - for example, reporting on experiments that were never performed
- falsification - for example, misrepresentation of the results of experimentation
- plagiarism, including self-plagiarism (see above)
- unfair collaboration or collusion - representation of work produced in collaboration with another person or persons as the work of a single candidate.

The University's Quality Assurance Code of Practice, QA53 Examination and Assessment Offences, sets out the consequences of committing an offence and the penalties that might be applied.

Penalties for unfair practice will be determined by the Department or by the Faculty/School Board of Studies in line with the procedures set out in QA53. They may include failure of the assessment unit or part of a degree, with no provision for reassessment or retrieval of that failure. Proven cases of plagiarism or cheating can also lead to an Inquiry Hearing or disciplinary proceedings. Claims of inadvertence or ignorance will not be accepted as a basis for mitigation of a penalty.

If you are accused of an offence, the Students' Union's welfare services are available to support you. You have the right to appeal against the outcome of the investigation.

Further information
Examination and assessment offences: www.bath.ac.uk/quality/documents/QA53.pdf
Appealing a decision about an assessment offence:
www.bath.ac.uk/guides/appeal-against-a-decision-about-an-assessment-offence
Students' Union advice and support: thesubath.com/advice

WORD COUNTS

Written coursework tasks will normally have a word range or limit. This is in order to give an indication of the depth and detail of work required, and to ensure that students' submitted work is comparable. You will be required to declare the word count for your work when submitting it for assessment.

If you do not observe the given word range or limit for the coursework task, for example if you exceed the word limit, then a penalty will be applied. The penalty that would apply should be stated in writing when the assignment task is distributed. You should take note of what is included when calculating the total word count (e.g. whether or not contents pages, appendices, footnotes, bibliographies and other elements that are not part of the main text are included).

You should check with your Director of Studies if you have questions about word counts and penalties.

You can find the Department policy and practice on penalties for exceeding word limits in Annex 4 of this handbook.

LATE SUBMISSION OF COURSEWORK

You will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time. This is to ensure fairness to all students who are submitting work.

If there are valid circumstances preventing you from meeting a deadline, your Director of Studies may grant you an extension to the specified submission date. Forms to request an extension are available from your Department. You will need to provide a description of the circumstances which you feel support your request. Your Director of Studies may ask you to produce supporting evidence.

Please note that:

- if you submit a piece of work after the submission date, and no extension has been granted, the maximum mark possible will be the pass mark
- if you submit work more than five working days after the submission date, you will normally receive a mark of 0 (zero), unless you have been granted an extension.

It is not usually possible to mark coursework anonymously if it is submitted after the deadline.

It is important that you speak to your Director of Studies as soon as possible if you become concerned about your submission deadlines.

See also the section in this Handbook on **Submission deadlines**.

INDIVIDUAL MITIGATING CIRCUMSTANCES

Individual Mitigating Circumstances (IMCs) are the conditions which temporarily prevent you from undertaking assessment or significantly impair your performance in assessment. As such, the measure of their severity is not about impact on you, but the impact on your affected assessment.

Full information and guidance on Individual Mitigating Circumstances and Assessment (including definitions of IMCs, in the document "What are Individual Mitigating Circumstances?") is available at: www.bath.ac.uk/registry/imc/imc-students.html

It is strongly advised that you become familiar with the available guidance so that you understand the process and timescales should such circumstances arise.

You should make yourself familiar with these definitions, in addition to any IMC guidance offered by your Department, and support and guidance offered through the Disability Service (www.bath.ac.uk/groups/disability-service) or the Students' Union Advice and Support Centre (thesubath.com/advice).

Your Department/School will be able to advise you on how to submit an IMC claim, and your Director of Studies can help you to understand the potential implications of your IMC claim on your overall progress and/or award, in light of your academic achievement to date and the assessment regulations for your programme.

Your IMC claim must be submitted no more than three days after the affected assessment. The IMC form is available at: www.bath.ac.uk/registry/imc/imc-students.html

You will also need to submit evidence of how your circumstances affected the relevant assessment(s), for example, a medical certificate in the case of illness or injury.

If you know of a potential IMC that may affect your assessment before you begin an examination period or before a submission date, it is important that you speak to your Director of Studies as soon as possible. After speaking to your Director of Studies, if you do intend to submit a formal IMC claim for the assessment(s) you feel were affected, you will still need to complete the form and follow procedures.

ASSESSMENT PROCESSES

Assessment and marking processes at the University are designed to ensure that assessment of your work is fair and consistent, and that academic standards are appropriate and comparable between the University and other higher education institutions. This is achieved in a number of ways.

Marking: Assessments you will complete during your programme are marked according to:

- *marking criteria (or assessment criteria)* - these are the knowledge, understanding and skills which it has been identified that students should demonstrate in the assessment

and which are taken into account during marking. They are based on the learning outcomes being assessed

- *marking schemes* - these are detailed descriptions of how specific numbers of marks should be assigned against individual components of an answer within the assessment task
- *grade descriptors* - these are descriptions of the levels of achievement required in order to get a result within a given band of marks (e.g. 70% or more).

Anonymous marking: The University has adopted a principle of anonymous marking in order to protect students and staff from bias, and the perception of bias, in the marking process. It applies to all examinations and, where practical, other assessment. It is not possible to mark all coursework anonymously as in some types of assessment the student can be easily identified by the marker (e.g. presentations, group work, laboratory work) or it might not be practical, or in the student interest, to do so. You will be informed when your coursework is to be marked anonymously.

Moderation: Both the setting and the marking of assessments are independently checked through a process known as moderation to ensure that questions test the learning outcomes and are set at the right standard, and that marking is consistent and fair. Moderation is conducted by internal examiners and also by your External Examiner (see below).

Boards of Examiners:
Assessment decision-making at the University is the responsibility of Boards of Examiners established at three levels: assessment outcomes go first to *Boards of Examiners for Units*, then *Boards of Examiners for Programmes*, then finally to *Boards of Studies*. Boards of Studies confirm decisions relating to student progression from one stage of the programme to the next and the final award. **The assessment marks you are given initially by markers are therefore provisional up until the point when they have been confirmed by the Board of Studies for your programme.** An official release date is set when your confirmed results will be made available to you via SAMIS (the University's student records system). An academic appeal can only be made in relation to a confirmed result (see the section in this Handbook on **Procedures for Academic Appeals**).

All marks for a unit are reviewed at a meeting of a Board of Examiners for Units which will verify that the assessment process has been conducted appropriately and that the marks are an accurate reflection of the standards achieved. On rare occasions a Board of Examiners may decide to recommend a change to the provisional marks assigned initially, based on evidence that there was a problem with the assessment (for instance, disruption during an examination, or an exam paper that was too easy or difficult) which means that the marks assigned initially do not accurately reflect the standards achieved by the candidates. This adjustment is known as scaling and under these circumstances the marks of all affected students will be changed.

EXAMINATIONS – INFORMATION AND GUIDANCE

Rules and procedures for examinations are set out in the University's Regulation 15 and Rule 2. The dates of the University's formal assessment periods are found on the academic year charts: www.bath.ac.uk/publications/academic-year-charts
You will have access to your personal examination timetable via SAMIS approximately seven weeks before the assessment period begins.

If you have learning or support needs and think you may require alternative examination arrangements please seek advice from the Disability Service and inform your Director of Studies as early as possible.

EXTERNAL EXAMINERS

An External Examiner is someone from another University or a professional organisation who is suitably qualified and experienced in the relevant field of study. At least one External Examiner is appointed for each taught programme or group of programmes. The role of External Examiner is an important one in assuring that assessment processes are fair and academic standards are appropriate, and supporting the development of your programme. External Examiners look at draft examination papers and samples of assessed work, and attend Boards of Examiners.

Once a year, External Examiners provide a written report on each taught programme. University staff will look at these reports and a response will be made to the External Examiner's comments. Staff/Student Liaison Committees (SSLCs) also discuss External Examiner reports as part of annual monitoring activity.

You can read the latest External Examiner report for your programme, and the University's response to it. See: http://go.bath.ac.uk/external-examiners-reports

The External Examiner for your programme are:

Name	Position	Institution	Units covered
Begoña Rodríguez de Céspedes	Senior Lecturer in Translation Studies	University of Portsmouth	Translation Management, Enterprise Skills, Proofreading (TPLS) and Using technology in the T&I industry (MAIT&TPLS)
Michael Somers	Senior Interpreter DG SCIC	European Commission	French consecutive, simultaneous and public service interpreting German consecutive, simultaneous and public service interpreting
Rebecca Edgington	Interpreter and Translator	Head of English Booth, United Nations Geneva	Russian into English consecutive, simultaneous and public service interpreting. Public speaking. Russian to English translation.
Hilary Byrne	Translator	WIPO	English to Russian consecutive and simultaneous interpreting and translation
Ellen Worrell	Translator, Editor and Proofreader	Owner of EW Languages	French & Spanish translation.
Sarah Butcher	DG Translation	European Commission	German & Italian translation.
Sarah Whitehouse	Editing, précis-writing, report-writing (En) and translation (Fr/Ru-En)	Freelance	Précis Writing Editing & Revision

Morag Neath	Deputy Head of English Interpretation Unit	European Commission	Italian & Spanish consecutive, simultaneous and public service interpreting
Jianguo An	UN translator/editor (also interpreter)	United Nations	English to Chinese interpreting and translating, Chinese/English liaison, public service, business interpreting
Anne-Laure Maddy	Freelance interpreter and translator	Praia, Cabo Verde	Chinese to English interpreting and translating Management and Enterprise Skills for Translators and Interpreters (MATBI) Using technology in the translation industry (MATBI)

It is not appropriate for students to make direct contact with External Examiners. If you are dissatisfied with the process or outcome of an assessment, and are considering whether to raise this either informally or formally, the sections of this Handbook on **Procedures for Academic Appeals** and **Dealing with a problem involving the University: Complaints** give some more information about the University's procedures for student complaints and academic appeals. The section on **Student representation** sets out how students can engage with the quality management process through which the University considers and responds to External Examiners' comments and suggestions.

ASSESSMENT REGULATIONS

The University's **New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes ('NFAAR-PGT')** specifies the rules governing students' progression from one stage of their programme to the next as well as for the award of degrees. The rules cover all areas of assessment, including supplementary assessment and the extent to which failure may be condoned. If you began the first stage of your programme in or after the 2011/12 academic year, NFAAR-PGT applies to you. (If you began before then, please ask your Director of Studies for guidance on assessment).

If at any time you are in doubt about how NFAAR-PGT provisions apply to your work, please consult your Director of Studies.

This section highlights areas of the University's assessment framework for the type of programme you are undertaking. It explains the regulations that govern your assessment and outlines how the University makes decisions concerning your progression through your programme and award. Complete information is available in the NFAAR-PGT document.

Important information
This section may contain terms unfamiliar to you. In addition to the explanations we give below you can find full definitions at: www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf For full details of the NFAAR-PGT, visit: www.bath.ac.uk/registry/nfa For information relating to your programme, visit: www.bath.ac.uk/catalogues

Your programme and how you are assessed

Within your programme of study, there are *compulsory units*, (i.e. those units in a programme which must be taken by every student registered on the programme), and *optional units* (i.e. those units you may choose from a range of options).

The **Programme Description: Structure of the programme** section in this Handbook shows the structure of your programme. In the table, compulsory and optional units are labelled 'C' and 'O' respectively.

Please note that you can also access this information via links in your programme's description in the Programme and Unit Catalogues available at: www.bath.ac.uk/catalogues

At the end of the table, there is a link to the relevant appendix of the NFAAR-PGT which states exactly how the assessment rules operate.

[Use the following intro and all of the relevant points after it – they are labelled in groups (A1–A7) to help you identify each of the six sets where optional paragraphs may need to be picked out]

The following points will help you to understand how the assessment rules relate to your specific programme, such as pass marks, averaging of marks and dealing with any failures:

Firstly, there are several references below to the persistent generic rules on the extent of any failures of units permitted overall. The rules are that you can only (1) fail and retrieve units, or (2) marginally fail units and have them condoned, **within set limits.** Breaking these rules results in failure of the programme.

- Your programme does not have any Designated Essential Units (DEUs).

- Your programme is divided into stages, but only some of the units are Stage Required Units (SRUs) that you must pass before being permitted to progress to the next stage. This means that, if you are required to undertake supplementary assessment for a non-SRU, it will only have to be completed before the end of the programme. You must also never break one of the persistent generic rules.

- Your programme has units that constitute the Taught Stage(s) Credits in a separate phase before the period in which you will do the Dissertation/Project type unit(s), as indicated in the table at the end of this section. The Programme Progression Requirement to get from the taught phase to the Dissertation/Project phase is 40 %.

- Should you fail to qualify for the award of the degree of Master, you may be considered for the award of a related Postgraduate Diploma (subject to your having met the requirements for one of those awards).

The normal pass mark for a unit is 40%. In some units, you might need to achieve a threshold mark in one or more component assessments in order to pass the unit overall. Particular rules apply to failure of units of the 'Taught type', or in the 'taught' stages. They are as follows:

- If you fail any units badly (i.e. achieve less than 35%), you will have to undertake supplementary assessment – unless you have failed so many units that you fail outright or the attempted retrieval would break the rule on how much failure can be retrieved.

- If you only fail units marginally (i.e. achieve 35%-39%), you might be able to progress without supplementary assessment. Whether you do progress will depend on the total credit value of the failed units.

Dissertation/Project units have their own special rule on failure: only cases of marginal failure (i.e. 35%-39%) will be given permission for attempted retrieval through supplementary assessment, and any resubmission that is permitted for marginal failure must be made within a specified period. Ultimately, you must pass a Dissertation/Project unit (or have an average of at least 40% for them if there are more than one) for satisfactory completion of the requirements for Dissertation/Project elements.

Your unit results are combined as follows to make overall assessment/award decisions (see annex 1 for information on how distinction, merit and pass are awarded):

- The Taught Stage(s) Average (TSA) will be calculated by taking the credit-weighted average of marks for all units required to contribute to the taught stage(s), or by taking the credit-weighted average of marks for all units defined as of 'Taught type' required to contribute to the programme.
- The Dissertation/Project Average (DPA) will be calculated by taking the credit-weighted average of marks for the unit(s) required to contribute to the Dissertation/Project stage(s), or by taking the credit-weighted average of marks for the unit(s) defined as of 'Dissertation/Project type' required to contribute to the programme.
- The Overall Programme Average (OPA) will be calculated by taking the credit-weighted average of marks for all units required to contribute to the programme.

A Board of Examiners will decide at appropriate points whether you are continuing to meet the requirements for the programme (including not breaking persistent generic rules whereby you can only fail and retrieve, or marginally fail and have condoned, units within set limits), and/or whether you have met all the requirements for your target award or any alternative that might be available. The outcomes will depend on both your performance in individual units and your overall performance. Generally, if you pass each of your units, you will progress and, in due course, be recommended for an award.

If you fail units beyond certain credit values, or you fail some too badly, you might break one of the persistent generic rules whereby you can only fail and retrieve, or marginally fail and have condoned, units within set limits, and this will result in failure of the programme - without any opportunity for supplementary assessment. (Further information on supplementary assessment is provided below.)

The criteria for making awards with distinction or with merit are described in the relevant NFAAR-PGT rules (paras. 78-80).

Supplementary assessment
'Supplementary assessment' is the term normally used for an opportunity given to a student to retrieve failure before starting the next stage of a programme, or by the end of the programme if it is a single-stage programme or the failed units are not Stage Required Units (SRUs). It generally involves re-doing coursework or re-sitting an examination. Students undertaking supplementary assessments are likely to have to do so at the University in the summer re-sit examinations.
For the 2018–19 academic year, this period will be 14 August to 23 August 2019.
Each unit's method of supplementary assessment is shown in the online Unit Catalogue.

At supplementary assessment, students will normally have the opportunity to gain credit for units then successfully passed and to have the mark gained reported to them for feedback purposes, but a maximum mark of 40% will be awarded and used in the Overall Stage Average, the Overall Programme Average, the Taught Stage(s) Average, and any award calculation.

In units where the original assessment is a written examination, supplementary assessment may sometimes take the form of reworking an examination paper, known as 'mandatory extra work', rather than re-sitting the examination. In such cases the pass mark is 70% and a mark below 60% is considered a bad fail.

If you pass all your supplementary assessments, you will be able to progress onto the next stage of your programme and/or, as appropriate, be considered for an award. If you do not pass them all, the outcome will depend on your overall performance including consideration of the rules about passing particular types of units and the persistent generic rules (as set out above).

ACADEMIC APPEALS

Students wishing to submit a request for an academic appeal should refer to Regulation 17 (Conduct of Student Academic Appeals and Reviews): www.bath.ac.uk/publications/regulations-for-students

You are also strongly advised to read the online guidance provided by the Academic Registry: www.bath.ac.uk/registry/appeals

Independent advice about academic appeals is offered by the Students' Union Advice and Support Centre: thesubath.com/advice

Regulation 17.16 outlines how you may appeal against formal Board of Studies decisions in respect of one or more of the following:

  i) the student's suitability to progress from one stage of the programme of study to the next
  ii) the student's suitability to remain on the programme of study
  iii) the marks/grades, degrees, certificates or diplomas, and the classifications/grades awarded to the student.

The regulation also sets out the grounds on which an appeal can be based (Regulation 17.16). Please note that:

- dissatisfaction with a mark or set of marks, or any other aspect of the properly exercised academic judgement of the examiners, will not of itself be acceptable as a valid ground for an academic appeal (Regulation 17.1)
- students who have concerns about assessment outcomes that have not yet been approved by a Board of Studies should seek advice in the first instance from their Director of Studies. This may include matters such as suspecting errors in the totalling or transcription of marks/grades, or wishing to seek clarification about the marking process (Regulation 17.2).

All academic appeals must be submitted within the timescales set out in Regulation 17. Students must provide the required information and evidence, including a completed AA1 form. The form and further academic appeals guidance are available at: www.bath.ac.uk/registry/appeals

Student Complaints are dealt with under separate procedures. For more information, see: www.bath.ac.uk/guides/student-complaints-procedure

If you are uncertain as to whether your concerns are a potential academic appeal or a student complaint, please refer to the guidance at: www.bath.ac.uk/students/support/complaints

GENERAL INFORMATION

THE ACADEMIC YEAR 2018-19

Semester 1

Event	Dates
New student arrivals	Saturday 22 September 2018 - Sunday 23 September 2018
Welcome Week	Monday 24 September 2018 - Sunday 30 September 2018
Semester 1	Monday 1 October 2018 - Friday 14 December 2018
Semester 1 vacation	Monday 17 December 2018 - Friday 4 January 2019
Semester 1	Monday 7 January 2019 - Friday 25 January 2019

Semester 2

Event	Dates
Semester 2	Monday 4 February 2019 - Friday 19 April 2019
Semester 2 vacation	Monday 22 April 2019 - Friday 3 May 2019
Semester 2	Monday 6 May 2019 - Friday 31 May 2019

UNIVERSITY REGULATIONS FOR STUDENTS

All registered students of the University are subject to the University's Regulations for Students. The Regulations contain rules and other important information about being a student at the University of Bath, including regulations governing the payment of fees due to the University, student discipline, fitness to study and those governing attendance, conduct and progress in studies. They also form part of the formal contract between you and the University. You will find references to the requirements of the Regulations for Students throughout this Handbook. You are advised to download a copy of the Regulations and read them carefully as they contain a lot of important information.

Important information
The full Regulations for Students can be found at:
www.bath.ac.uk/publications/regulations-for-students

REGISTRATION STATUS

Note that only registered students may use the University's facilities, such as email, Moodle and the Library. You will be asked to register online at the start of your programme of study and then to re-register at the start of every academic year thereafter until you have completed your programme. It is a requirement that you register when asked to do so. Tuition fees for each academic year are payable at registration in full or in instalments.

Regulation 1.1 explains the requirement to register. Regulations 2.4 and 2.10 explain the consequences of non-payment of tuition fees:
www.bath.ac.uk/publications/regulations-for-students

ATTENDANCE MONITORING

Guidance and requirements on attendance, including the University's Attendance Monitoring and Engagement Policy for Tier 4 students, are available at:
www.bath.ac.uk/guides/attendance-monitoring-for-tier-4-students
This page also sets out information on when and how to request an authorised absence.

CHANGE IN YOUR CIRCUMSTANCES

It is important to ensure that the University holds your correct, up-to-date, personal and academic details within SAMIS, the University's student records database. If you change your address – either your semester-time or home address – please update your details online at:
https://samis.bath.ac.uk

If you change your name, you will need to provide valid proof of the change. Please speak to your Department or Faculty/School administration, or Student Services in the Roper Centre, for advice on how to do this.

If you are considering suspending your studies, transferring from one programme to another, or withdrawing from your programme, please discuss your situation with your Director of Studies. They will be able to advise you on an appropriate course of action.

It is a University Regulation (3.1) that you attend regularly. If circumstances are such that you are not able to do so, then please contact your Director of Studies to discuss your situation and agree an appropriate course of action.

Your Personal Tutor will also be able to provide support and guidance on matters relating to your programme.

The financial implications of withdrawing from the University or suspending your studies can be significant.
You will find general information at: www.bath.ac.uk/students/finance/changes-to-your-study/withdrawing-or-suspending-from-your-course
The Student Money Advice Team in Student Services and the Student Finance Office will be able to advise you on the implications for fees in your situation and on how to suspend any student funding you are receiving.

If you are an international student holding a Tier 4 visa, you should consult the advisers in the Student Immigration Service about the implications of suspending or withdrawing from your programme: www.bath.ac.uk/topics/visas

You will need to register any change of academic circumstance, including a change of optional units, with the University. Please speak to your Department or Faculty/School administration who will advise you on how to do this.

HEALTH AND SAFETY

The University's Health and Safety Policy Statement is available at:
www.bath.ac.uk/corporate-information/health-and-safety-policy

The Policy Statement is also displayed throughout the campus. Staff within the University Health, Safety and Environment Service (Wessex House 3.12) provide professional advice on health and safety matters and monitor the health and safety performance of the University.

Further information
email: uhse@bath.ac.uk

Current University guidance on fieldwork, work placements and overseas travel:
www.bath.ac.uk/corporate-information/fieldwork-safety-standard
www.bath.ac.uk/corporate-information/placements-and-study-abroad-programmes-safety-standard
www.bath.ac.uk/guides/overseas-travel-safety-guidance

DATA PROTECTION

The University's Data Protection Policy and Guidelines on Data Protection may be accessed via the data protection website: www.bath.ac.uk/data-protection

ANNEXES

ANNEX 1 ASSESSMENT AND PROGRESSION REGULATIONS

All Masters programmes are assessed under the New Framework for Assessment: Assessment Regulation (NFAAR), details of which can be found in **'The New Framework for Assessment: Assessment Regulations.'** The key aspects are summarised below. Please also see the links provided below for full NFAAR guidance related to each award.

Masters degree *(for full details please see: http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf) and also http://www.bath.ac.uk/registry/registry.bho/assessment/nfa-briefing-030.pdf*

Awards applying to students graduating on 1st August 2014 and beyond

Masters degree - a student must achieve:

at least **90 credits**, at least 75 of these credits being gained at M level;

both an overall programme average (OPA) of at least 40.00% and a dissertation/project average (DPA) of at least 40.00%.

Masters degree with Merit - a student must achieve:

(i) an overall programme average (OPA) of at least 60.00%, (ii) a dissertation/project average (DPA) of at least 60.00%, and (iii) a taught stage(s) average (TSA) of at least 50.00%.

Masters degree with Distinction - a student must achieve:

(i) an overall programme average (OPA) of at least 70.00%, (ii) a dissertation/project average (DPA) of at least 70.00%, and (iii) a taught stage(s) average (TSA) of at least 60.00%.

Condoning

Designated Essential Units (DEU) <u>cannot</u> be condoned.

Marks of 35%-39% in non-DEU taught stage credits (TSC) can be condoned.

Maximum of 12 taught stage credits (TSC) (20% of the award)).

Dissertation/project credits (DPC) <u>cannot</u> be condoned.

Retrieval (supplementary assessment)

Taught-stage credits (TSC) – maximum of 18 credits for taught units (TSC) may be retrieved after failure by supplementary assessment.

Dissertation/project credits (DPC) - can only be retrieved if the fail mark is in the range 35%-39%.

A student will be permitted **one attempt only** to retrieve a failed unit. Unit marks will be capped at 40% on retrieval.

ANNEX 2 COURSEWORK SUBMISSION PROCEDURES

All written coursework assignments are marked anonymously. You must **not** put your name on the assignment itself or in the file name.

File naming procedures are extremely important to allow markers to return feedback to the correct student.

- Save all written coursework assignments in Microsoft Word format.
- Include your *candidate number*, the *unit code* and the *coursework assignment number* at the top of each assignment. We advise you use the 'header' function in Word to do this.
- Ensure that the extension (.doc or .docx) is saved as part of the file name so that it will be processed by Turnitin.
- You must use the following file naming convention when naming your file: your candidate number, the unit code and the coursework assignment number in that order, i.e. **03856_PL50820_CW1** (this indicates that the assignment is the work of candidate number 03856, it is for unit PL50820 French to English translation and it is the first coursework assignment.) Please see page below for an example of what this looks like.
- Ensure you upload your document to the correct assignment upload on the correct Moodle page.

Your teacher will mark electronically, using comments and track changes within your original assignment to provide you with feedback on your assignment. They will upload this to Moodle by 5pm the day before your class. If you want to bring a copy of your marked assignment to your class, you must print it out yourself.

Once marking is complete and feedback returned, anonymity will be removed in Moodle. This allows the teacher to review students' progress.

Candidate number
You will find your candidate number by logging into SAMIS on the web.

Unit code
The list of unit codes are provided below in Annex 3.

Coursework assignment number
Your teacher will provide you with the coursework assignment number when setting the assignment. More details of the number of coursework assignments per unit are provided below in Annex 3.

Please check on the MAIT & TPLS programmes' Moodle page http://moodle.bath.ac.uk/course/view.php?id=53970 for information about the following:

- Guidelines on how to upload coursework to Moodle
- Penalties for late submission
- Information about requesting an extension to a deadline

Example of completed coursework template

There is a coursework template available to download and use on the programmes' Moodle page here: http://moodle.bath.ac.uk/course/view.php?id=53970

Here is an example of a completed coursework template where the student has filled in their details in the header.
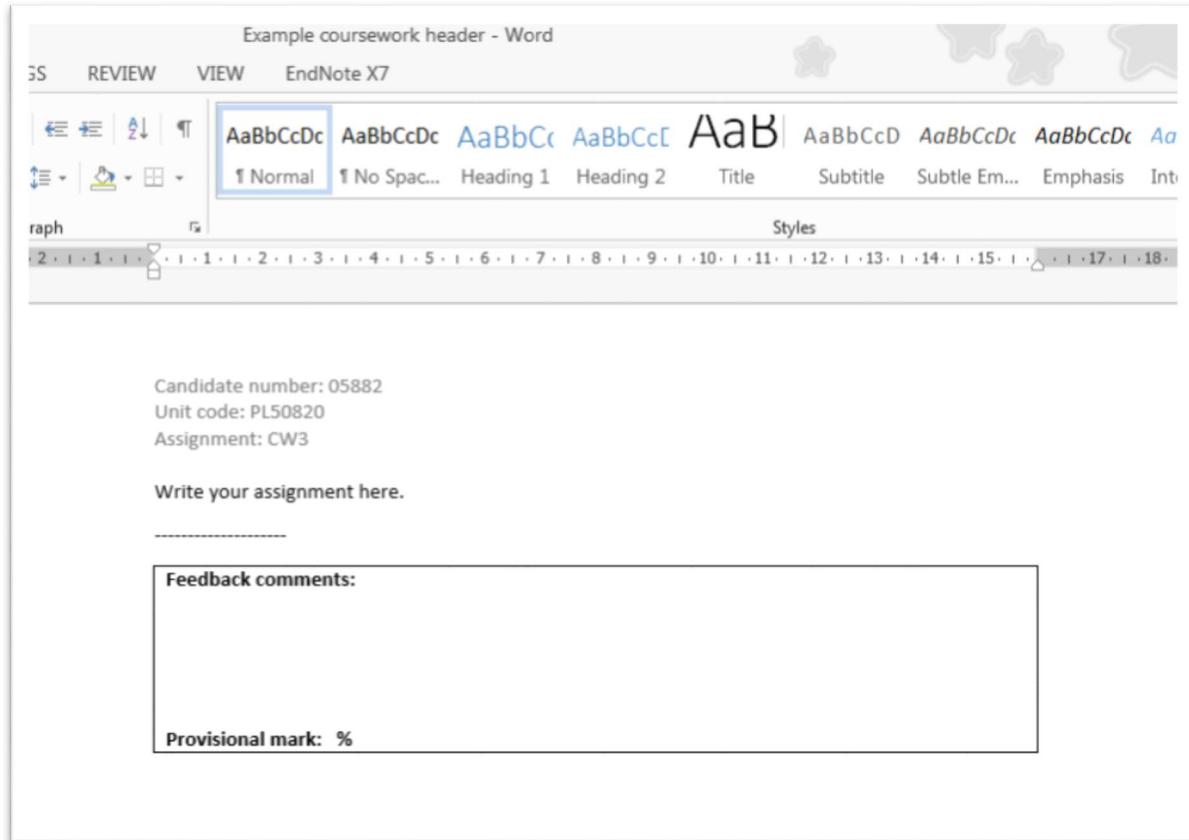
ANNEX 3 UNIT CODES & NUMBER OF COURSEWORK ASSIGNMENTS

Unit code	Unit name	Teaching period	Number of coursework assignments
PL50582	Editing & Revision	AY*	8
PL50980	Chinese to English Translation for Business	AY*	7
PL50981	English to Chinese Translation for Business	AY*	7
PL50816	Translation Chinese into English I	Sem 1	4
PL50818	Translation English into Chinese I	Sem 1	4
PL50820	Translation French into English I	Sem 1	4
PL50822	Translation German into English I	Sem 1	4
PL50824	Translation Italian into English I	Sem 1	4
PL50830	Translation Russian into English I	Sem 1	4
PL50832	Translation English into Russian I	Sem 1	4
PL50834	Translation Spanish into English I	Sem 1	4
PL50974	Proofreading, Editing and Management Skills for Translators and Interpreters (Chinese)	Sem 1	4
PL50586	Précis Writing for the UN	Sem 2	4
PL50587	Enterprise Skills for Linguists	Sem 2	4
PL50817	Translation Chinese into English II	Sem 2	4
PL50819	Translation English into Chinese II	Sem 2	4
PL50821	Translation French into English II	Sem 2	4
PL50823	Translation German into English II	Sem 2	4
PL50825	Translation Italian into English II	Sem 2	4
PL50831	Translation Russian into English II	Sem 2	4
PL50833	Translation English into Russian II	Sem 2	4
PL50835	Translation Spanish into English II	Sem 2	4
PL50837	Using technology in the T & I industry (MAIT & TPLS)	Sem 2	1
PL50975	Advanced Translation (Chinese)	Sem 2	4
PL50976	Using technology in the Translation Industry (Chinese)	Sem 2	1

*AY = Academic year

ANNEX 4 WORD COUNT AND PENALTIES POLICY

The PoLIS Department applies the University policy regarding Word Counts and Penalties (QA16. 9 http://www.bath.ac.uk/quality/documents/QA16.pdf)

9. Word counts and penalties for exceeding the word count

9.1 Written coursework tasks should normally have a word limit or a word range, and require students to declare a word count with their submitted work.

9.2 Where a word limit or word range applies then the penalty for non-compliance with the word limit or word range should be clearly stated in writing when the assignment task is distributed.

9.3 Where a policy on penalising non-compliance with word limits and word ranges is not stated in accordance with 9.2 then the following default policy will apply:

• the marker(s) will stop reading the work once the student has exceeded a word limit (or the upper figure of a word range) by 10%. If a student writes less than the word limit (or the lower figure of a word range) they risk not maximising their potential mark;

• for the purpose of calculating the word count, footnotes are included, whereas contents pages, executive summaries, tables, figures, appendices and reference lists/bibliographies are excluded.

9.4 Word count penalty policies should be consistently applied as stated.

PLEASE NOTE THAT QUOTATIONS **ARE** INCLUDED IN THE WORD COUNT

ANNEX 5 COURSEWORK, EXAM AND DISSERTATION MARKING GUIDELINES

There are generic marking guidelines AND marking guidelines for specific units on the following pages.

Department of Politics, Languages and International Studies

MA in Interpreting & Translating & MA in Translation and Professional Language Skills

Generic Marking Guidelines for Coursework, Exams and Dissertations

	Marking range	(1) Knowledge and understanding of relevant techniques, skills and methods	(2) Ability to apply relevant techniques, skills and methods to specific tasks	(3) Ability to reflect critically on relevant topics and issues so as to produce accurate and complete interpretation, translation or writing.	(4) Clarity of expression, delivery and/or presentation of material and overall structure

	80% or more. Outstanding performance of professional standard which equates to a performance that might be expected from a competent practicing interpreter/translator/précis writer.	Outstanding level of the knowledge and understanding of the techniques and skills for interpretation/translation/précis writing. Thorough understanding of the source speech/text and target language expressions. The performance shows that the level of the knowledge and understanding are beyond that stipulated in the unit.	Near perfect application of relevant techniques, skills and methods for interpretation/translation/précis writing. Incisive analysis and comprehension of the source speech/text, leading to accurate and complete renditions of the target expressions thereof.	Work of professional standard that reflects a thorough understanding of the topic or issue discussed in the original speech and/or text.	Rendition could be used/published as it stands. The performance/target language expressions is/are equivalent to, or in some instances better than, the original speech/text.
Distinction	**70-79%** Excellent performance which indicates that the student has assimilated the key principles of interpreting/translating/précis writing, and shows	Unusually high level of the knowledge and understanding of the techniques and skills for interpretation/translation/précis writing. Very good understanding of the source speech/text and target language	Very well application of relevant techniques, skills and methods for interpretation/translation/précis writing. Very good analysis and comprehension of the source speech/text, leading to accurate and near complete	A high degree of analytical and critical	Fully meets formal criteria. The performance can be used/published with very minor revision. Excellent target language expressions.

	strong evidence of potential for professional work. The message should be conveyed in all its essentials, with no errors of substance or significant omissions, and the student should display a thorough command of the appropriate aspects of the target language.	expressions. The performance shows that the level of the knowledge and understanding reach that stipulated in the unit.	renditions of the target expressions thereof.	ability to incorporate existing knowledge of a specific topic and/or issue leading to highly accurate and complete renditions.	
Merit	**60-69%** Very good performance which shows substantial potential for professional work, but with minor errors of substance and omissions, and/or minor lapses in expression in the target language. The listener/reader/user should nevertheless be able to gather the main lines of the argument without difficulty or distraction.	Good level of the knowledge and understanding of relevant techniques and skills for interpretation/translation/ précis writing, and of the source speech/text and target language expressions. The performance showed good level of the knowledge and understanding stipulated in the unit.	Well application of relevant techniques, skills and methods for interpretation/translation / précis writing. Good analysis and comprehension of the source speech/text, leading to mostly accurate and mainly complete renditions of the target expressions thereof. No significant weaknesses in competence in the subject.	Accurately and completely rendered, with occasional and/or minor errors of substance or argumentation. Demonstrates a good knowledge of relevant topic and/or issue.	Has met the criteria well. Generally shows good interpretation, translation, speaking or writing ability. Good target language expressions.

	50-59% Good performance which conveys message adequately on the whole, showing some potential for professional work, but with errors of substance and omissions, and/or lapses in expression in the target language. The listener/reader/user may have difficulty in following the main lines of argument, but the performance should not seriously hamper comprehension of the original speaker/writer's intentions.	Acceptable level of the knowledge and understanding of relevant techniques and skills for interpretation/translation/ précis writing, and of the source speech/text and target language expressions. The performance shows acceptable level of the knowledge and understanding stipulated in the unit.	Competent application of relevant techniques, skills and methods for interpretation/translation /précis writing. Acceptable level of analysis and comprehension of the source speech/text, leading to acceptable level of accurate renditions of the target expressions thereof. No major weaknesses in competence in the subject, but with some flaws.	Some misunderstandings and/or minor errors of substance of the source speech/text and target language expressions, resulting from occasionally flawed application of techniques, skills and methods. Student demonstrates a moderate level of general knowledge of the relevant topic and/or issue.	Has met the formal criteria. Reveals an ability to set out arguments/interpreting/translating clearly and logically. Some occasional flaws should not seriously affect the comprehension of the listener/reader/user.
Pass	**40-49%** Satisfactory performance which generally conveys the sense of the original and is therefore a useable interpretation/translation/ précis writing, despite significant errors of substance, omissions and/or lapses in expression in the target language. Shows limited potential for professional work.	Some knowledge and understanding of relevant techniques and skills for interpretation/translation/précis writing, and of the source speech/text and target language expressions. The performance shows some basic level of the knowledge and understanding stipulated in the unit, but may reveal some gaps in knowledge and understanding.	Basic knowledge of, and acceptable application, with some weaknesses, of relevant techniques, skills and methods for interpretation/translation/précis writing. Basic level of analysis and comprehension of the source speech/text, leading to a basic level of accurate renditions of the target expressions thereof, with some errors in substance.	Work contains more serious errors of substance, or argumentation requiring considerable revision. Some obvious gaps in level of general knowledge of the relevant topic and/or issue.	Has met basic criteria but there are some weaknesses. Generally shows adequate speaking and/or writing ability, and appropriate standards of the target language, but with more serious problems in target language expressions. However, the listener/reader/user should be able to grasp the substance of the original speech/text.

Fail	**30-39% Fail** – Unacceptable performance which contains too many errors and omissions to be useable and thus constitutes a failed interpretation/translation/ précis writing, even if some passages may be coherent. Work of a quality which would be unacceptable in a professional context. No credits awarded.	Only partial knowledge and understanding of relevant techniques and skills for interpretation/translation/ précis writing, and of the source speech/text and target language expressions. The performance shows an unacceptable level of the knowledge and understanding stipulated in the unit, and shows poor comprehension of the basic concept and skills.	Failure to adequately use techniques, skills and methods for interpretation/translation /précis writing. Work that requires rewriting or is unusable and thus constitutes failed interpreting/translation/writing.	Total absence of logical, clear and analytical reasoning. Unusable rendition of interpretation/translation/ writing. No or little knowledge of the relevant topic and/or issue.	Weak presentational skills. Fails to meet formal criteria/standards of target language expressions in more substantial ways, which changes the intended meaning thus misleading the listener/reader/user.

<30% Fail –Totally unacceptable performance which is totally unusable. Too many errors and omissions. The listener/reader/user would be misled to a serious extent. Little or no evidence of the potential for professional work. A mark below 30% will normally only be awarded where the task is not completed. No credits awarded.	There may be some relevant knowledge, but it is muddled and demonstrates a very poor understanding of the relevant techniques and skills for interpretation/translation/précis writing, and of the source speech/text and target language expressions. The performance shows a totally unacceptable level of the knowledge and understanding stipulated in the unit, and shows very poor comprehension of the basic concept and skills.	Failure to use techniques, skills and methods for interpretation/translation/ writing. Work shows no knowledge of those techniques, skills and methods, and is beyond rewriting or acceptable correction, and thus is totally unusable.	No evidence of skill and/or ability. Total lack of knowledge of relevant topic and/or issue.	Fails to meet formal criteria/standards of target language expressions in numerous ways, producing a totally unusable rendition.

Department of Politics, Languages and International Studies

MA in Interpreting & Translating & MA in Translation and Professional Language Skills

Generic Marking Guidelines for Coursework, Exams and Dissertations

	Marking range	(1) Knowledge and understanding of relevant techniques, skills and methods	(2) Ability to apply relevant techniques, skills and methods to specific tasks	(3) Ability to reflect critically on relevant topics and issues so as to produce accurate and complete interpretation, translation or writing.	(4) Clarity of expression, delivery and/or presentation of material and overall structure

	80% or more. Outstanding performance of professional standard which equates to a performance that might be expected from a competent practicing interpreter/translator/précis writer.	Outstanding level of the knowledge and understanding of the techniques and skills for interpretation/translation/ précis writing. Thorough understanding of the source speech/text and target language expressions. The performance shows that the level of the knowledge and understanding are beyond that stipulated in the unit.	Near perfect application of relevant techniques, skills and methods for interpretation/translation / précis writing. Incisive analysis and comprehension of the source speech/text, leading to accurate and complete renditions of the target expressions thereof.	Work of professional standard that reflects a thorough understanding of the topic or issue discussed in the original speech and/or text.	Rendition could be used/published as it stands. The performance/target language expressions is/are equivalent to, or in some instances better than, the original speech/text.
Distinction	**70-79%** Excellent performance which indicates that the student has assimilated the key principles of interpreting/translating/	Unusually high level of the knowledge and understanding of the techniques and skills for interpretation/translation/ précis writing. Very good understanding of the source speech/text and target language	Very well application of relevant techniques, skills and methods for interpretation/translation / précis writing. Very good analysis and comprehension of the source speech/text, leading to accurate and near complete	A high degree of analytical and critical	Fully meets formal criteria. The performance can be used/published with very minor revision. Excellent target language expressions.

	précis writing, and shows strong evidence of potential for professional work. The message should be conveyed in all its essentials, with no errors of substance or significant omissions, and the student should display a thorough command of the appropriate aspects of the target language.	expressions. The performance shows that the level of the knowledge and understanding reach that stipulated in the unit.	renditions of the target expressions thereof.	ability to incorporate existing knowledge of a specific topic and/or issue leading to highly accurate and complete renditions.	
Merit	**60-69%** Very good performance which shows substantial potential for professional work, but with minor errors of substance and omissions, and/or minor lapses in expression in the target language. The listener/reader/user should nevertheless be able to gather the main lines of the argument without difficulty or distraction.	Good level of the knowledge and understanding of relevant techniques and skills for interpretation/translation/ précis writing, and of the source speech/text and target language expressions. The performance showed good level of the knowledge and understanding stipulated in the unit.	Well application of relevant techniques, skills and methods for interpretation/translation / précis writing. Good analysis and comprehension of the source speech/text, leading to mostly accurate and mainly complete renditions of the target expressions thereof. No significant weaknesses in competence in the subject.	Accurately and completely rendered, with occasional and/or minor errors of substance or argumentation. Demonstrates a good knowledge of relevant topic and/or issue.	Has met the criteria well. Generally shows good interpretation, translation, speaking or writing ability. Good target language expressions.

Pass	50-59% Good performance which conveys message adequately on the whole, showing some potential for professional work, but with errors of substance and omissions, and/or lapses in expression in the target language. The listener/reader/user may have difficulty in following the main lines of argument, but the performance should not seriously hamper comprehension of the original speaker/writer's intentions.	Acceptable level of the knowledge and understanding of relevant techniques and skills for interpretation/translation/précis writing, and of the source speech/text and target language expressions. The performance shows acceptable level of the knowledge and understanding stipulated in the unit.	Competent application of relevant techniques, skills and methods for interpretation/translation/précis writing. Acceptable level of analysis and comprehension of the source speech/text, leading to acceptable level of accurate renditions of the target expressions thereof. No major weaknesses in competence in the subject, but with some flaws.	Some misunderstandings and/or minor errors of substance of the source speech/text and target language expressions, resulting from occasionally flawed application of techniques, skills and methods. Student demonstrates a moderate level of general knowledge of the relevant topic and/or issue.	Has met the formal criteria. Reveals an ability to set out arguments/interpreting/translating clearly and logically. Some occasional flaws should not seriously affect the comprehension of the listener/reader/user.

40-49% Satisfactory performance which generally conveys the sense of the original and is therefore a useable interpretation/translation/précis writing, despite significant errors of substance, omissions and/or lapses in expression in the target language. Shows limited potential for professional work.	Some knowledge and understanding of relevant techniques and skills for interpretation/translation/précis writing, and of the source speech/text and target language expressions. The performance shows some basic level of the knowledge and understanding stipulated in the unit, but may reveal some gaps in knowledge and understanding.	Basic knowledge of, and acceptable application, with some weaknesses, of relevant techniques, skills and methods for interpretation/translation/précis writing. Basic level of analysis and comprehension of the source speech/text, leading to a basic level of accurate renditions of the target expressions thereof, with some errors in substance.	Work contains more serious errors of substance, or argumentation requiring considerable revision. Some obvious gaps in level of general knowledge of the relevant topic and/or issue.	Has met basic criteria but there are some weaknesses. Generally shows adequate speaking and/or writing ability, and appropriate standards of the target language, but with more serious problems in target language expressions. However, the listener/reader/user should be able to grasp the substance of the original speech/text.

Fail	30-39% Fail – Unacceptable performance which contains too many errors and omissions to be useable and thus constitutes a failed interpretation/translation/précis writing, even if some passages may be coherent. Work of a quality which would be unacceptable in a professional context. No credits awarded.	Only partial knowledge and understanding of relevant techniques and skills for interpretation/translation/ précis writing, and of the source speech/text and target language expressions. The performance shows an unacceptable level of the knowledge and understanding stipulated in the unit, and shows poor comprehension of the basic concept and skills.	Failure to adequately use techniques, skills and methods for interpretation/translation /précis writing. Work that requires rewriting or is unusable and thus constitutes failed interpreting/translation/writing.	Total absence of logical, clear and analytical reasoning. Unusable rendition of interpretation/translation / writing. No or little knowledge of the relevant topic and/or issue.	Weak presentational skills. Fails to meet formal criteria/standards of target language expressions in more substantial ways, which changes the intended meaning thus misleading the listener/reader/user.

<30% Fail –Totally unacceptable performance which is totally unusable. Too many errors and omissions. The listener/reader/user would be misled to a serious extent. Little or no evidence of the potential for professional work. A mark below 30% will normally only be awarded where the task is not completed. No credits awarded.	There may be some relevant knowledge, but it is muddled and demonstrates a very poor understanding of the relevant techniques and skills for interpretation/translatio n/précis writing, and of the source speech/text and target language expressions. The performance shows a totally unacceptable level of the knowledge and understanding stipulated in the unit, and shows very poor comprehension of the basic concept and skills.	Failure to use techniques, skills and methods for interpretation/translati on/ writing. Work shows no knowledge of those techniques, skills and methods, and is beyond rewriting or acceptable correction, and thus is totally unusable.	No evidence of skill and/or ability. Total lack of knowledge of relevant topic and/or issue.	Fails to meet formal criteria/standards of target language expressions in numerous ways, producing a totally unusable rendition.

Marking guidelines for units

The guidelines to be applied for the assessment of units have been established as follows:

Guidelines for the assessment of interpreting

PATH 1

The criteria to be applied to work in interpreting *into the mother tongue* (the candidate's A language) from a B or C language are as follows. Within each band of marks, particular account will be taken of candidates' presentation and delivery.

80%+	Work of professional standard which equates to a performance that might be expected from a competent practising interpreter.
70-79%	Work which indicates that the student has assimilated the key principles of interpreting and shows strong evidence of potential for professional work. The message should be conveyed in all its essentials, with no errors of substance or significant omissions, and the student should display a thorough command of the appropriate aspects of the target language.
60-69%	Work which shows substantial potential for professional work, but with minor errors of substance and omissions, and/or minor lapses in expression in the target language. The listener should nevertheless be able to gather the main lines of the argument without difficulty or distraction.
50-59%	Work which conveys the message adequately on the whole, but with some errors of substance and omissions, and/or lapses in expression in the target language. However, these should not seriously hamper comprehension of the original speaker's intentions. Shows some potential for professional work.
40-49%	Work which generally conveys the sense of the original and is therefore a usable interpretation, despite significant errors of substance, omissions and/or lapses in expression in the target language. Shows limited potential for professional work.
35-39%	Work which contains too many errors and omissions to be usable and thus constitutes a failed interpretation, even if some passages may be coherent. Work of a quality which would be unacceptable in a professional context.
30-34%	Work which is totally unusable. Shows little or no potential for professional work. A mark below 30% will normally only be awarded where a student abandons the examination task; in such cases, there is no minimum mark.

PATH 2

The criteria to be applied to work in interpreting *into the mother tongue* (the candidate's A language) from a B language are as for Path 1 above.

The criteria to be applied to work in interpreting *into a non-mother tongue* (B language) from the candidate's A language are as follows. Once again, within each band of marks, particular account will be taken of candidates' presentation and delivery.

80%+   Work of professional standard which equates to a performance that might be expected from a competent practising interpreter.

70-79%   Work which indicates that the student has assimilated the key principles of interpreting and shows strong evidence of potential for professional work. The message should be conveyed in all its essentials, with no errors of substance or significant omissions. Expression in the target language should be sound and comprehensible, despite inevitable non-native features.

60-69%   Work which shows substantial potential for professional work, but with minor errors of substance and omissions, and some lapses in expression in the target language. The listener should nevertheless be able to gather the main lines of the argument without undue difficulty or distraction.

50-59%   Work which conveys the message adequately on the whole, but with some errors of substance and omissions, as well as intrusive lapses in expression in the target language. However, these should not prevent comprehension of the original speaker's intentions. Shows some potential for professional work.

40-49%   Work which generally conveys the sense of the original and is therefore a usable interpretation, despite significant errors of substance, omissions and/or non-native features in the target language. Shows limited potential for professional work.

35-39%   Work which contains too many errors and omissions or non-native features to be usable and thus constitutes a failed interpretation, even if some passages may be coherent Work of a quality which would be unacceptable in a professional context.

30-34%   Work which is totally unusable. Shows little or no potential for professional work. A mark below 30% will normally only be awarded where a student abandons the examination task; in such cases, there is no minimum mark

Guidelines for the assessment of liaison, public service and commercial interpreting

The criteria to be applied to work in public service interpreting, i.e. in both directions between the candidate's A language and a B language are as follows. Within each band of marks, particular account will be taken of candidates' presentation and delivery.

80%+   Work of professional standard which equates to a performance that might be expected from a competent practising interpreter.

70-79%   Work which indicates that the student has assimilated the key principles of interpreting and shows strong evidence of potential for professional work. The message should be conveyed in all its essentials, with no errors of substance or significant omissions, and the student should display a thorough command of the appropriate aspects of the A language. Expression in the B language should be sound and comprehensible, despite inevitable non-native features.

60-69%   Work which shows substantial potential for professional work, but with minor errors of substance and omissions, and/or some lapses in expression in either the A or the B language. The listener should nevertheless be able to gather the main lines of the argument without difficulty or distraction.

50-59%   Work which conveys the message adequately on the whole, but with some errors of substance and omissions and/or lapses in expression, including intrusive non-native features in the B language. However, these should not seriously hamper comprehension of the original speaker's intentions. Shows some potential for professional work.

40-49%   Work generally conveys the sense of the original and is therefore a usable interpretation, despite significant errors of substance, omissions and/or lapses in expression and non-native features in the B language. Shows limited potential for professional work.

35-39%   Work which contains too many errors and omissions or non-native features to be usable and thus constitutes a failed interpretation, even if some passages may be coherent. Work of a quality which would be unacceptable in a professional context.

30-34%   Work which is totally unusable in a professional context. Shows little or no potential for professional work. A mark below 30% will normally only be awarded where a student abandons the examination task; in such cases, there is no minimum mark.

Guidelines for the assessment of translation

PATH 1

The criteria to be applied to work in translation *into the mother tongue* (English) from two foreign languages are as follows. In all cases, account will be taken of the conditions under which the translation was performed.

80%+   Work of professional standard which could be used/published as it stands.

70-79%   Work of professional standard which could be used/published with only very minor revision.

60-69%   Work which requires moderate revision before it could be used/published. This band covers translations which may contain occasional errors of substance but otherwise need only minor revision, as well as those with no such errors but requiring a greater amount of revision. Shows substantial potential for professional work.

50-59%   Work with some misunderstandings and/or minor errors of substance and requiring more extensive revision, but which might still be accepted by an employer subject to such revision. Any flaws must not seriously impair comprehension of the source text. Shows some potential for professional work.

40-49%   Work containing more serious errors of substance and requiring considerable revision, though still adequately conveying the sense of the original. This band includes translations that would require large-scale revision before being acceptable to an employer and which might be rejected outright. Shows limited potential for professional work.

35-39%   Work which would be unacceptable by professional standards and which an employer would reject. Nevertheless, there is occasional evidence of the potential to work at a professional level.

30-34%   Work which is beyond rewriting and totally unusable in a professional context. Shows little or no potential for professional work. A mark below 30% will normally only be awarded where a translation is incomplete; in such cases, there is no minimum mark.

PATH 2

The criteria to be applied to work in translation *into the mother tongue* from one foreign language are as for Path 1 above.

The criteria to be applied to work in translation *into a non-mother tongue language* are as follows. In all cases, account will be taken of the conditions under which the translation was performed.

80%+   Work of professional standard which could be used/published as it stands.

70-79%   Work with no errors of substance and only minor errors of usage which could be used/published with minimal revision.

60-69%   Work which requires moderate revision before it could be used/published, including instances of non-native usage. This band covers translations which may contain occasional errors of substance but otherwise need only minor revision, as well as those with no such errors but requiring a greater amount of revision. Shows substantial potential for professional work.

50-59%   Work with some misunderstandings and/or minor errors of substance and more intrusive non-native features, requiring more extensive revision, but which might still be accepted by an employer subject to such revision. However, these flaws must not seriously impair comprehension of the source text. Shows some potential for professional work.

40-49%   Work containing more serious errors of substance and frequent non-native features requiring considerable revision, though still adequately conveying the sense of the original. This band includes translations that would require large-scale revision before being acceptable to an employer and which might be rejected outright, even if there are no major errors of substance or misunderstandings. Shows limited potential for professional work.

35-39%   Work which would be unacceptable by professional standards and which an employer would reject. Nevertheless, there is occasional evidence of the potential to work at a professional level.

30-34%   Work which is beyond rewriting and totally unusable in a professional context. Shows little or no potential for professional work. A mark below 30% will normally only be awarded where a translation is incomplete; in such cases, there is no minimum mark.

Guidelines for the assessment of editing & revision

The criteria to be applied to editing and revision work in the mother tongue (English) are as follows. In all cases, account will be taken of the conditions under which the work was performed.

80%+	Work of professional standard which could be used/published as it stands.
70-79%	Work of professional standard which could be used/published with only very minor revision. The language used must be fluent, natural English, entirely free of non-native features, interference from the source language (where applicable) or errors of English spelling, punctuation, grammar or usage. Very few deviations from the prescribed style guide (where assessed) or errors of fact (e.g. incorrect names, titles or dates which could have been checked) will be tolerated.
60-69%	Work which requires moderate revision before it could be used/published. The language used must be entirely free of non-native features and interference from the source language (where applicable). Occasional errors of English spelling, punctuation, grammar or usage will be tolerated. The exercise may display occasional infelicities of English style, register or fluency, deviations from the prescribed style guide (where assessed) or errors of fact.
50-59%	Work requiring more extensive revision. The exercise may display a few non-native language features and/or more frequent errors of English spelling, punctuation, grammar or usage, infelicities of English style, register or fluency, or errors of fact.
40-49%	Work requiring considerable revision, which displays more frequent non-native language features or frequent errors of English spelling, punctuation, grammar or usage, infelicities of English style, register or fluency, or errors of fact.
35-39%	Work which requires rewriting rather than revision and thus constitutes a failed exercise.
30-34%	Work which is beyond rewriting and totally unusable. A mark below 30% will normally only be awarded where a piece of work is incomplete; in such cases, there is no minimum mark.

Guidelines for the assessment of proofreading

The criteria to be applied to proofreading in the mother tongue (English) are as follows. In all cases, account will be taken of the conditions under which the work was performed. Speed of working (where assessed) will be taken into account.

80%+	Work of professional standard which could be used/published as it stands.
70-79%	Work of professional standard which could be used/published with only very minor revision. The exercise must be entirely free of non-native features, interference from the source language (where applicable) or errors of English spelling, punctuation, grammar or usage. Very few deviations from British Standard proofreading conventions (where assessed) or the prescribed style guide (where assessed) will be tolerated. It may contain very few errors of fact, failures of internal consistency in the text or proposed changes which would properly amount to editing rather than proofreading, without a note to that effect for the client.
60-69%	Work which requires moderate revision before it could be used/published. The language used must be entirely free of non-native features and interference from the source language (where applicable). Occasional errors of English spelling, punctuation, grammar or usage will be tolerated. The exercise may display more frequent deviations from British Standard proofreading conventions (where assessed) or the prescribed style guide (where assessed). It may contain more frequent errors of fact, failures of internal consistency in the text or proposed changes which would properly amount to editing rather than proofreading, without a note to that effect for the client.
50-59%	Work requiring more extensive revision. The exercise may display a few non-native language features and examples of interference from the source language (where applicable), as well as more frequent errors of English spelling, punctuation, grammar or usage, or infelicities of English style, register or fluency. It may display more frequent deviations from British Standard proofreading conventions (where assessed) or the prescribed style guide (where assessed). It may contain more frequent errors of fact, failures of internal consistency in the text or proposed changes which would properly amount to editing rather than proofreading, without a note to that effect for the client.
40-49%	Work requiring considerable revision, which displays frequent non-native language features, or frequent errors of English spelling, punctuation, grammar or usage, or frequent infelicities of English style, register or fluency. It may display frequent deviations from British Standard proofreading conventions (where assessed) or the prescribed style guide (where assessed). It may contain frequent errors of fact, failures of internal consistency in the text or proposed changes which would properly amount to editing rather than proofreading, without a note to that effect for the client.
35-39%	Work which requires rewriting rather than revision and thus constitutes a failed exercise.
30-34%	Work which is beyond rewriting and totally unusable. A mark below 30% will normally only be awarded where a piece of work is incomplete; in such cases, there is no minimum mark.

Guidelines for the assessment of précis-writing for the UN

The criteria to be applied to précis-writing in the mother tongue (English) are as follows. In all cases, account will be taken of the conditions under which the work was performed.

80%+	Work of professional standard which could be used/published as it stands.

70-79%	Work of professional standard which could be used/published with only very minor revision. The summary must reproduce, accurately and concisely, the most important points of the original statement. The language used must be fluent, natural English, entirely free of non-native features, interference from the source language (where applicable), or errors of English spelling, punctuation, grammar or usage. Very few deviations from the prescribed style guide (where assessed) or errors of fact (e.g. incorrect names, titles or dates which could have been checked) will be tolerated.

60-69%	Work which requires moderate revision before it could be used/published. The summary must reproduce, accurately and concisely, the most important points of the original statement. The language used must be fluent, natural English, entirely free of non-native features or interference from the source language (where applicable). Occasional errors of English spelling, punctuation, grammar or usage will be tolerated. The summary may display a few deviations from the prescribed style guide (where assessed) or errors of fact.

50-59%	Work requiring more extensive revision. The summary may omit a few of the more important points of the original statement, or may include some less important material which could have been omitted. It may display a few non-native language features or examples of interference from the source language (where applicable), or more frequent errors of English spelling, punctuation, grammar or usage, infelicities of English style, register or fluency, or errors of fact.

40-49%	Work requiring considerable revision, which poorly reproduces the content and/or emphasis of the source text and displays more frequent non-native language features or examples of interference from the source language (where applicable) or frequent errors of English spelling, punctuation, grammar or usage, infelicities of English style, register or fluency, or errors of fact.

35-39%	Work which requires rewriting rather than revision and thus constitutes a failed exercise.

30-34%	Work which is beyond rewriting and totally unusable. A mark below 30% will normally only be awarded where a piece of work is incomplete; in such cases, there is no minimum mark.

Guidelines for the assessment of translation management and enterprise skills

The criteria to be applied to translation management and enterprise skills work are as follows. In all cases, account will be taken of the conditions under which the work was performed.

80%+   Work which possesses all the qualities of the 70-79% mark range and includes an original approach to the material in question. This is a highly polished work with points argued at an advanced level. The work is free of errors of English spelling, punctuation, grammar or usage and is judged to be of a publishable standard in translation industry trade publications.

70-79%   Work which is sophisticated in methodology and intelligently argued, whilst providing some evidence of originality of approach. Thought has been given to developing the arguments made and this has resulted in complex and well-made points. The work is well structured and very well written, with arguments backed up by primary source material and correct referencing and bibliography. The work is free of errors of English spelling, punctuation, grammar or usage.

60-69%   The majority of necessary subject issues have been covered, although further explanation is desirable. The work is well organised and arguments made effectively. An ability to draw upon primary source material is demonstrated and effectively related to the issues in question. A well-written work, with a clear argument sequence. Good referencing and bibliography. Occasional errors of English spelling, punctuation, grammar or usage will be tolerated

50-59%   The work demonstrates some awareness of the issues under discussion, however, some major points have been omitted and those which have been included have only been investigated superficially. Generally clearly written with satisfactory referencing; however, the work may contain more frequent errors of English spelling, punctuation, grammar or usage

40-49%   Work in which significant elements are confused and do not address the question. Mainly descriptive in approach with a tendency avoid any depth of argument. The work may contain frequent errors of English spelling, punctuation, grammar or usage.

35-39%   Work which is largely unstructured, poorly argued and poorly written. There has been a failure to address the issues raised by the question and there is conceptual confusion throughout. Very insubstantial use of primary or secondary source material. Work which requires rewriting and thus constitutes a failed exercise

30-34%   Work which is beyond rewriting and totally unusable. A mark below 30% will normally only be awarded where a piece of work is incomplete; in such cases, there is no minimum mark.

The criteria to be applied to using technology in the translation & interpreting Industry are as follows.

80% +   Work which possesses all the qualities of the 70-79% mark range, and includes an original and detailed approach to the project. There is clear evidence of considerable in-depth understanding of the workings of the tools utilized in the project. The work is free of errors of English spelling, punctuation, grammar or usage and is judged to be of a publishable standard in translation industry trade publications.

70-79%   Work which is sophisticated in methodology and intelligently laid out whilst providing some evidence of originality of approach. There is clear and precise evidence of considerable in-depth understanding of the workings of the tools utilized in the project. The work is free of errors of English spelling, punctuation, grammar or usage. The work is close to being publishable in standard translation industry trade publications.

60-69%   The majority of necessary material has been included, although further explanation of the workings of the tools utilized is desirable. There is significant evidence of considerable in-depth understanding of the workings of the tools utilized in the project. Occasional errors of English spelling, punctuation, grammar or usage will be tolerated. With some further revision, the work could be publishable in standard translation industry trade publications.

50-59%   The work demonstrates some awareness of the tools utilized in the project, however, some major points have been omitted and those which have been included have only been mentioned superficially. Generally clearly written with satisfactory detail; however, the work may contain more frequent errors of English spelling, punctuation, grammar or usage. With more substantial revision, the work could be publishable in standard translation industry trade publications.

40-49%   Work in which significant elements are confused and do not adequately detail knowledge of the tools utilized in the project. Mainly descriptive in approach with a tendency avoid any depth of argument. The work may contain frequent errors of English spelling, punctuation, grammar or usage. The work would have to be completely re-written in order to be publishable in standard translation industry trade publications.

35-39%   Work which is largely unstructured, poorly argued and poorly written. There has been a failure to clearly demonstrate knowledge of the tools utilized in the project and there is conceptual confusion throughout. Very insubstantial material. Work which requires rewriting and thus constitutes a failed exercise. The work shows little potential for publication in standard translation industry publications.

30-34%   Work which is beyond rewriting and totally unusable. The work shows little or no potential for publication in standard translation industry publications. A mark below 30% will normally only be awarded where a piece of work is incomplete; in such cases, there is no minimum mark.

The criteria to be applied to public speaking are as follows

80% +   Work which possesses all the qualities of the 70-79% mark range. The prepared speech will be well-structured, logical and easy to follow. The underlying arguments will be clear, sound, original and lend themselves easily to debate. The same criteria will apply to the improvised speech. Delivery of both shall be fluid, articulate and convincing. Speeches will be largely free of errors of English grammar or usage and are judged to be of a high professional standard.

70-79%   Work which is sophisticated in methodology and intelligently presented. There is clear evidence of a thorough understanding of how to structure a speech and make it interesting and convincing. Delivery is seamless and the speeches are largely free of errors of English grammar or usage. Speeches will be of a good professional standard.

60-69%   The work shows that the student has a solid grasp of how to structure and deliver a speech but with some minor lapses in terms of expression, logical reasoning or presentation particularly in the improvised speech. The main arguments should however be clear and delivery convincing. Occasional errors of English grammar or usage will be tolerated. Speeches will show good potential for achieving a professional standard.

50-59%   The work demonstrates awareness of how to structure and deliver a speech. However some arguments might be somewhat difficult to follow because of lack of clarity, missing links or illogical reasoning. Delivery is a bit halting or unconvincing. Generally clear. However, the work may contain more frequent errors of English grammar or usage. Speeches in this category will show some potential for achieving a professional standard.

40-49%   Work in which significant elements are confused in terms of structure, underlying arguments and delivery. The work may contain frequent errors of English grammar or usage. Speeches in this category will show only limited potential for achieving a professional standard.

35-39%   Work which is largely unstructured, poorly argued and poorly delivered. There has been a failure to clearly demonstrate understanding of how to prepare, structure and deliver a speech and underlying arguments are confused, difficult to follow and lack a logical foundation. Presentation is halting, unconvincing and use of English is poor with grammatical and syntactical errors throughout. Work which requires redoing and thus constitutes a failed exercise. Speeches in this category will be unacceptable in a professional context.

30-34%   Work which is totally unusable. Speeches in this category will show little or no potential to achieve a professional standard. A mark below 30% will normally only be awarded where the assessed speeches were not made; in such cases, there is no minimum mark

ANNEX 6 DISSERTATION GUIDELINES FOR STUDENTS

Introduction to the dissertation process

Unit Description for PL50588: MAIT & TPLS Dissertation/Project

Aims	The aim of the dissertation/project is to allow students to demonstrate that they have acquired a comprehensive understanding of the issues and processes involved in some particular aspect of professional work which they have explored in an original way.
Learning Outcomes	On successful completion of this unit, students will have identified a number of issues relevant to professional work and explored these in a systematic and creative way within a clear theoretical framework. They will have demonstrated a full understanding and a critical awareness of these issues, and developed further insight into the work of the professional linguist.
Skills	The dissertation/project requires students to exercise self-direction in selecting, planning and implementing an appropriate topic. They must use original and independent thinking to deal with complex linguistic issues, and in tackling and solving problems.
Content	The dissertation/project can take one of two forms: a thesis-type dissertation on a topic covered by the taught programme, or an extended translation with a commentary. In both cases, students are allocated a supervisor who advises them on their choice of project and monitors its execution. The normal length for both types is around 15,000 words (in the case of translation projects, 10,000 for the source text and 5,000 for the commentary).
Assessment	This unit is 100% coursework, and assessed through the submission of a 15,000 word translation & commentary or a thesis-type dissertation.
Marking criteria	For more information on the dissertation marking criteria you should refer to the relevant mark sheet in the appendices.

Unit Description for PL50977: MATBI Dissertation Extended Translation Project

Aims	The aim of the project, which represents the dissertation element of the MA in Translation with Business Interpreting (Chinese), is to allow students to demonstrate that they have acquired a comprehensive understanding of the issues and processes involved in translating to a professional standard.
Learning Outcomes	By the end of the unit, students will be able to: • critically develop a methodological and theoretical framework for carrying out an extended piece of translation; • demonstrate a full understanding and a critical awareness of key issues in translation; • critically reflect on their own practice in order to develop further insight into the work of the professional linguist, drawing on appropriate theoretical models.

Skills	The project requires students to exercise self-direction in selecting, planning and implementing an appropriate translation. They must use original and independent thinking to deal with complex linguistic issues, and in tackling and solving problems. The report which accompanies the translation allows them to develop skills around critical thinking, use of theoretical sources and cogent expression of an argument in written form.
Content	Students choose a text for translation (10,000 words or equivalent in Chinese characters) related to one of the areas of specialism developed in the programme of study, in agreement with their supervisor. The completed translation is accompanied by a report of 5,000 words providing a commentary on their translation strategy, which must draw on suitable theoretical models.
Assessment	10,000 word translation project + 5,000 word dissertation (or equivalent in Chinese characters)
Marking criteria	For more information on the dissertation marking criteria you should refer to the relevant mark sheet in the appendices.

Dissertations, compared to coursework that you may have produced previously, require you to work in much greater depth. The dissertation accounts for one third of the whole MA programme, being a 30-credit unit, this equates to approximately **500 hours** work. **The importance of the dissertation cannot therefore be over emphasized** given that it is worth one third of the programme, it should equate to the TOTAL amount of work undertaken in one of the taught semesters (contact time *and* private study). Students must therefore expect to be fully occupied on their dissertation over the whole of the summer.

Dissertation overview

Translation and commentary

For a translation type dissertation the word count for the source text should be 10,000 plus an extra 5,000 words for the commentary. The source text cannot be longer than 10,000 words; however up to 20% minus is permitted in the length of the source text so it must be within 8,000-10,000 words. If the source text is shorter than 10,000 words the commentary must then be correspondingly longer to make the whole dissertation up to 15,000 words. If your source text is 10,000 words you may go over by 10% in the word count of your commentary.

Source text

The source text can be of any genre (fiction, biography, report, scientific textbook, etc.). You should check with your supervisor to be sure that their expertise matches the kind of text you would like to translate. Examples of discursive dissertation include 'What measures may be adopted by interpreters to facilitate communication when working for clients speaking or listening to a second language?' and 'Issues with machine translation.'

Commentary

The purpose of the commentary is to discuss the issues raised in the course of the translation. While this is intended to be a practical exercise, candidates **must** show some familiarity with mainstream literature on translation theory. This is readily achieved by occasional references in the text and a short - but relevant - bibliography. Here are some general works that might be used as a starting point:

- Bellos, David (2011) 'Is that a fish in your ear?' Translation and the Meaning of Everything: Faber & Faber
- Robinson, Douglas (2003) Becoming a Translator: An Introduction to the Theory and Practice of Translation, UK: Routledge
- Baker, Mona (1992) In Other Words [electronic resource]: a course book in translation: Routledge
- Fuller, F. (1984) The Translator's Handbook, Pennsylvania: Pennsylvania State University Press
- Hervey S. and Higgins I. (1992) Thinking Translation: A Course in Translation Method, London, New York and Canada: Routledge
- Newmark P. (1988) A Textbook of Translation, London: Prentice Hall
- Wagner, Bech and Martínez (2002) Translating for the European Union Institutions, Manchester: St. Jerome Publishing
- Pym, Anthony (2009) Exploring Translation Theory, Abingdon UK: RoutledgeMunday, Jeremy (2008) Introducing Translation Studies, UK : Routledge

Use of Digital Translation Tools

Professional translators increasingly make use of digital tools when completing translation projects. Some students will be familiar with these tools from the unit 'PL50837 Using Technology in the Translation & Interpreting Industry' offered in semester 2. Students are not obliged to use such tools when preparing their dissertation, however they may choose to do so. In using digital tools, students should be aware of the following:

- Use of translation software (e.g. MemoQ) is optional, but should be discussed with your dissertation supervisor. It will not be helpful for all projects.

- Not all supervisors will be conversant with the software you may choose to use and cannot offer technical support or advice.
- You must disclose the use of any digital tools in your commentary and reflect on the advantages and challenges those tools have presented. Your ability to reflect critically on these issues will be taken into consideration when assessing your commentary.
- If you wish to use digital tools for the dissertation project, you must buy your own software. We have a license for MemoQ on campus, but this is restricted to 25 users at any one time. It is possible for students of the programme to buy MemoQ at a reduced rate.
- If using MemoQ or similar software (e.g. Trados or Wordfast) you must make your own translation memory/term base, and you must be able to provide this to your supervisor on request.
- Students will not be penalised if they choose not to use digital tools in preparing their dissertation, nor will they be automatically given a higher mark if they do choose to use these tools.

Thesis-type dissertation *(this option is not available to MATBI students)*

Students can pick a topic from the taught programme and expand this into a thesis-type of dissertation. The word count must be 15,000 words plus/minus 10%.

Chinese characters

Translation and commentary - you should aim for a source text of about 8,000 words or 12,000 Chinese characters, with a 7,000 word or 11,000 character commentary.

Thesis-type dissertations should be 15,000 words or 23,000 characters long. A 10% margin either way is allowed.

Target language

For translations, the target language must be the student's Path 1 language. This rule will be waived only in exceptional cases. In any event, all translation-type dissertations are assessed on the basis of the Path 1 criteria.

Likewise, thesis-type dissertations will normally be written in the student's Path 1 language. Although more flexibility may be shown on the question of language here, at the discretion of the Course Directors, students must be aware that no allowances are made in the assessment process for the fact that the author is writing in a 'B' language.

Ethical considerations in conducting fieldwork

You must make sure that your interviewees really want to participate in your research, understand why you are doing it and how the data will be used. Where appropriate, you must ensure anonymity and confidentiality. The respondent must be free to withdraw at any time. He or she should have your contact details and is entitled to feedback.

You will need: a brief description of your research project for participants to read before they begin the interview; their consent to recording the interview; their confirmation that they are happy to continue with the interview (either by recording their agreement on your tape, or with a written consent form). Ensuring confidentiality should include (a) offering to give the interviewees pseudonyms; (b) careful data storage, in accordance with the Data Protection Act. You should check with the respondent whether he or she would like to see interview transcripts and/or your final dissertation.

Timeline

- Students will receive an **introductory talk** on the dissertation process in **week 10 of semester 1** before they make their decision on what type of dissertation to do.
- Students must decide whether to do a translation & commentary or thesis-type dissertation
- For translation & commentary dissertations students must let Emily Toynbee know which language they will translate from and what broad topic the source text will be. Students must email this information to the administrator by **Friday 11 January 2019 at 12 noon.**
- For thesis-type dissertations students must let the administrator know which language they will write in and what broad topic the subject area will be. Students must email this information to the administrator by **Friday 11 January 2019 at 12 noon**.
- If the department approves the preliminary choice of topic area the department will allocate a supervisor. Students will be informed who their supervisor is by **Friday 8 February 2019.**
- Students and their supervisors will then consult to finalise the choice of topic or text. This should be done **by Friday 28 June 2019**. Students will then be in a position to start work on their dissertation.

Selecting your source text:

- It is entirely up to students to propose source texts for translation - supervisors are not able to advise them on this. However, the final word on the choice of topics and texts rests with the department, to ensure that the student can be provided with the right quality of supervision and advice.
- If you wish to translate material which has been published commercially, such as a short story, it is essential to obtain the permission of the copyright holder in advance. This will involve contacting the publisher in the first instance. You should try to get an email or a letter from the publisher confirming that you have been given permission to translate the text.
- The proposed source text must **not** have been translated before.
- Please note once the choice of language and topic or text has been agreed, it may not be changed.

Supervision arrangements

Students will receive three hours of contact with their supervisors. This may take the form of a tutorial or may be conducted via email if the student is no longer based in Bath. Typically students will receive 2 hours of face-to-face tutorial plus one hour of contact by email. Students can expect that their supervisors will reply to their emails within one week. If they do not hear from them at the end of one week they should contact the Director of Studies.

Students should note that supervisors will take some holiday time over the summer. Supervisors may therefore require drafts to be submitted by a certain date so that they have time to comment on them. It is the student's responsibility to make sure they arrange with the supervisor a time for them to submit the draft of their dissertation. This must then allow enough time for the student to make any necessary revisions in time to meet the submission deadlines.

Please make sure you make use of your initial supervision over the summer because if you fail your dissertation you will not automatically receive any further supervision.

Translation and commentary

For dissertations consisting of a translation with commentary, it is important to bear in mind that the quality of the translation itself is a major element when the dissertation comes to be assessed. The translation is worth 60% and the commentary is worth 40% of the final mark. The translation must therefore be the student's own work, and will not be corrected, revised or improved in any *specific* way by the supervisor. The procedure is as follows:

- The student submits a draft of the translation. The supervisor provides general comments **once only** on the quality and technique, but without reference to specific elements of the text and without indicating any corrections. The kind of issues arising from the text that might be considered in the commentary may be discussed, and advice given on presentation, referencing and other practical details.

- The student submits a draft of the commentary, accompanied by the translation. The supervisor will make no further comments on the translation, but can offer guidance **once only** on the form and substance of the commentary section.

Thesis-type *(this option is not available for MATBI students)*

The approach to supervision of conventional, discursive dissertations will vary according to the nature of the topic and is to be agreed between student and supervisor.

The first step will usually be to decide on a clear plan and methodology. The next steps will be to write an introduction or outline explaining the reason for selecting the topic and the purpose or objective(s) of the dissertation followed by an analysis of the methodology or approach to be used. The body of the text should be divided into sections and sub-sections that focus on specific issues leading to a discussion of the findings. The conclusion should summarize the findings and rejoin the introduction in terms of reiterating the purpose and confirming that the objectives were met.

Format of dissertations

The student will provide the front cover (title page) on each copy of the dissertation using the template located on the MAIT, TPLS & MATBI programmes' Moodle page.

The student must arrange for one paper copy to be bound, preferably with black thermal binding with a clear acetate cover on the front and card at the back. This can be done at the Imaging, Design and Print Services department on campus (see their web pages for further info at http://www.bath.ac.uk/marketing/printing/index.html). If you are unable to get thermal binding done at a print shop near you please get spiral or comb binding done instead.

While Times New Roman 12-point might be taken as a standard, because of the wide variety of source texts, which can involve pictures, graphics, etc. issues of presentation are left to the judgement and common sense of supervisors.

Style guides such as the Harvard System are available from the library but any established style guide, applied consistently, is fine.

Line spacing should be at least 1.5. It should be double sided.

Layout of translation & commentary dissertations

The source and target texts must be presented in parallel columns, for ease of reference with the source text on the left. A copy of the original version of the source text must also be attached to the back of the dissertation as an annex.

The dissertation should be assembled in this order:

- title page
- signed copyright sheet
- acknowledgements
- list of contents
- one page long introduction (explaining the choice of source text and its challenges)
- the translation, alongside the source text in parallel columns
- the commentary
- a bibliography & the style guide used
- appendices (including a photocopy of the pages you have used in the source text as it appeared in print).

Format of commentary

It is strongly recommended that the commentary is structured into sections dealing with the various issues raised. This not only helps students to organise their ideas, but also generally makes the text more coherent and hence easier to assess.

Layout of thesis-type dissertation *(this option is not available for MATBI students)*

The dissertation should be assembled in this order:

- Title page
- Acknowledgements
- Contents page
- Main body of thesis
- Introduction
- Methodology
- Sections on specific issues
- Discussion
- Findings & Conclusion
- Appendices

Dissertation submission procedures

Deadline for submission

The dissertation submission deadline is **Friday 13 September 2019 at noon.**

Binding

The student must arrange for **one** paper copy to be printed and bound, either with thermal, spiral or comb binding. This can be done at the Imaging, Design and Print Services department on campus (see their web pages for further info at http://www.bath.ac.uk/marketing/printing/index.html). Please note that you may need to contact them in advance and book in a time to get this done, as they get very busy around this period.

Posting or handing in your dissertation

If you are posting your dissertation it is your responsibility to make sure it arrives by the deadline. Students are welcome to come in to the University and submit their dissertation in person.

Uploading to Moodle

Students must also upload their dissertation to Moodle by the deadline date. The document must be in pdf or word format and not larger than 20MB, as that is the maximum file size that will go through Turnitin, the plagiarism detector tool.

Submission procedures in brief

- The student must submit the final version of the dissertation both in hard copy and on Moodle by **Friday 13 September 2019 at noon.**
- The electronic copy uploaded to Moodle should be in a single file (although it is permitted to separate it into two files if it is easier to upload the source text separately).
- One copy of the dissertation submission form (this is on the programmes' Moodle page) confirming various details to be submitted with the two paper copies.

Extensions

Extensions to the submission deadline will only be granted in exceptional cases by the Director of Studies, where compelling reasons are put forward. Such extensions are not automatic. It is recommended that you do not wait until the last minute to ask for an extension if you are having difficulties, as it may not be granted. You must request an extension from your Director of Studies. Please note that Unit Conveners are not allowed to award an extension.

Assessment

Dissertations are assessed by two internal markers and a sample will be referred to an external examiner for moderation. Their reports are considered by the Board of Examiners for Programmes, which makes a recommendation to the Faculty Board of Studies. If a dissertation fails marginally (35-39%), candidates normally have one chance to resubmit. A specific deadline for this will be set by the Board of Examiners for Programmes. However, the Board may decide that a failed dissertation is so poor that no resubmission should be allowed.

Results

You will be able to find out your result on SAMIS after the Faculty Board of Studies meeting in late November. As soon as possible after the results are released, Emily will email to you the feedback by your markers on your dissertation. This will be emailed to your University of Bath email address.

In December, Emily will post the marked hard copy of your dissertation back to your 'home' address on SAMIS.

You must also remember to re-register via SAMIS online in mid to late September and keep your address and email details up-to-date.

Graduation

Providing you pass your dissertation, you can expect to graduate in December at the Winter Award Ceremonies. Students can find information about upcoming award ceremonies at: http://www.bath.ac.uk/graduation/. Dates about the winter ceremonies are usually released on this webpage by mid-September.

The University Registry will contact you in early October by email about arrangements for the degree ceremony. We recommend you proceed on the basis that you will pass the

dissertation when the Registry contacts you, as it will be too late if you wait until your result is confirmed at the end of November.

What happens if you fail your dissertation?

If you fail your dissertation the BEP may decide to allow you to resubmit your dissertation. The Board usually allows only 3 months for you to make these corrections. The same requirements apply to a resubmitted dissertation in terms of format and submission procedures.

You will receive a detailed feedback sheet with your examiners comments to help you with this. This will be sent to you by Emily along with a letter to confirm your resubmission deadline.

You will be asked to let Emily know if you intend to resubmit your dissertation and try for the award of Master's degree. If you decide not to resubmit you will then receive the Diploma.

If you do decide to resubmit your dissertation, you will be asked to decide whether to have further supervision or not. This may have implications if you have a student visa and it is the student's responsibility to seek advice from the international advisors in student support.

Some frequently asked questions

Do I need to be at the University and/or see my supervisor in person over the summer?

No - it is not necessary to stay in Bath, and contact with supervisors can be by e-mail. However, you should arrange to meet your supervisor in person in the process of agreeing your project; sometimes it will be a member of staff you already know because they teach you, but some supervisors will not have any regular teaching involvement on the programmes.

What is the word count for my dissertation?

University policy states:
• the marker(s) will stop reading the work once the student has exceeded a word limit (or the upper figure of a word range) by 10%. If a student writes less than the word limit (or the lower figure of a word range) they risk not maximising their potential mark;
• for the purpose of calculating the word count, footnotes are included, whereas contents pages, executive summaries, tables, figures, appendices and reference lists/bibliographies are excluded.

In addition, these questions are sometimes asked:
• are references included in the word count of my commentary? - *Yes*
• are quotations included in the word count of my commentary? - *Yes*
• is the one-page introduction to the translation and commentary dissertation included in the word count of my commentary? – *Yes*

Do I need to re-register for the next academic year?

Students are required to re-register in September though you will not have to pay any more fees. You will be emailed about how to do this at the time by the student records team. You will not have to pay any extra fees for this. By doing this it keeps your email account active (which is important as that is the way that all departments in the University will contact you) and it keeps your log in active so you can find out your dissertation result. However you will no longer be able to use the library.

When will I find out my dissertation result?

This will be after the Board of Studies meeting in late November. You will need to log in to SAMIS and you will find your results there. Emily will confirm the date by email nearer the time.

Should I say I can attend the award ceremony?

We advise students who want to attend the award ceremony to say so when they are contacted (by email) by the University Registry. If you leave it until after you have received confirmation of your dissertation result there will not be time to arrange it. Please note places at the award ceremonies go quickly so respond promptly to the graduation team's email. After the Board of Studies meeting late November we will pass on the complete list of students eligible to graduate.

How do I get my degree certificate if I don't attend graduation?

After the award ceremony Registry will contact all students who did not collect their degree certificate in person in order to arrange to post it to them. This will be via University of Bath email. Please make sure you follow the instructions they give you. It is likely they will want to confirm with you the address it should be sent to.

Why do I need to submit two paper copies of my dissertation?

The dissertation first and second markers will each be given paper copy of your dissertation immediately after you have submitted in. They then mark independently and only discuss a final mark once they have done so.

Quick check list:

1	**Title page** The template can be downloaded from Moodle programme page. Make sure you complete your dissertation title and your name from the template.
2	**Copyright page** Sign and include this after your main title page
3	**Acknowledgements** Include the people who contributed to the work and were indispensable in some way.
4	**Contents page**
5	**Introduction** • A short (one page long is sufficient) introduction is required for the translation & commentary dissertations. This should explain the choice of source text. • For thesis-type dissertations the introduction forms a part of the main body of the dissertation so there is no restriction on its length.
6	**Main body of thesis** **Translation/commentary** • the translation, alongside the source text in parallel columns • the commentary • bibliography & the style guide used **Thesis-type** • introduction • method • sections on specific issues

	• discussion
	• findings & conclusion
8	**Appendices**
	• Translation & commentary must include a photocopy of the source text as it appeared in print.
	• Thesis-type must include any appropriate appendices.

PL50588 Dissertation mark sheet (translation with commentary) – MAIT & TPLS

PL50977 Dissertation Extended translation project (translation with commentary) - MATBI

Student:	
Marker 1:	
Marker 2:	
Final mark for translation:	%
Final mark for commentary:	%
Final mark*:	%

Guidance on calculating final mark NB this should only be done once blind double marking has been completed	
Translation (weighting 60%):	_ _ % x 0.6 = _ _ . _ _
Commentary (weighting 40%):	_ _ % x 0.4 = _ _ . _ _
Final mark must be in a whole percentage: *(Round the final mark up or down as appropriate)*	Total: _ _ %

Tick which box applies for each element below	Distinction	Merit	Pass	Fail
Translation				
Evidence of original and independent thinking				
Standard of professional work				
Commentary				
Clarity of methodology, argument and discussion				
Evidence of independent thinking				
Range, use and citation of sources				
Referencing				
Familiarity with mainstream literature on translation				
Presentation				
Register and style				
Organisation and presentation				

Proofreading				

NB. The above elements are not equally weighted

Distinction: 70% and above
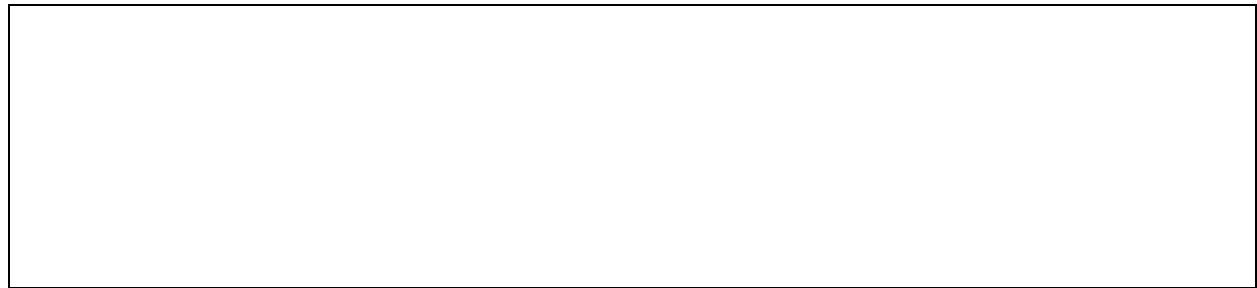Merit: 60-69%
Pass: 40-59%
Fail: 39% and below

<u>Marker comments</u>

<u>Translation</u>

<u>Commentary</u>

<u>Organisation and presentation</u>

<u>Overall</u>

99

This mark sheet should be completed in consultation between both markers (once blind double marking has been completed) and then sent electronically to Emily Toynbee (polis-pg-langs@bath.ac.uk).

Please note this mark sheet will be returned to the student after the BEP along with the Marker 1's copy of the dissertation.

Dissertation marking criteria for translation with commentary

80% > **Distinction**	Work of a high professional standard which could be used/published as it stands. The text is particularly challenging. The register and style of work are appropriate. The overall structure is clear and logical. The translation and annotation are well-integrated. The work is carefully proof-read and well presented.
70-79% **Distinction**	Work of a good professional standard which could be used/published with only very minor revision. The text is particularly challenging. The register and style of work are appropriate. The overall structure is clear and logical. The translation and annotation are well-integrated. The work is carefully proof-read and well presented.
60-69% **Merit**	Work which requires moderate revision before it could be used/published, but shows good potential for working in a professional context. This band covers translations which may contain occasional errors of substance but otherwise need only minor revision, as well as those with no such errors but requiring a greater amount of revision. The register and style of work are appropriate. The overall structure is clear and logical. The translation and annotation are well-integrated. The work is carefully proof-read and well presented.
50-59% **Pass**	Work with some misunderstandings and/or minor errors of substance and requiring more extensive revision. However, these flaws must not seriously impair comprehension of the source text. Shows some potential for working in a professional context. The register and style of work are appropriate. The overall structure is clear and logical. The translation and annotation are well-integrated. The work is proof-read and generally well presented.
40-49% **Pass**	Work containing more serious errors of substance and requiring considerable revision, though still adequately conveying the sense of the original. This band includes translations that require large-scale revision, even if there are no major errors of substance or misunderstandings. Work in this band shows only limited potential for working in a professional context. The register, style and the overall structure are adequate. The work is proof-read and presented adequately.
35-39% **Marginal** **Fail**	Work which requires rewriting rather than revision and thus constitutes a failed translation. Work that has not been carefully proofread or presented adequately. Work in this band would not be acceptable by professional standards and would be rejected by an employer.
34% < **Bad Fail**	Work which is beyond rewriting and totally unusable. Shows little or no potential to work in a professional context. A mark below 30% will normally only be awarded where a translation is incomplete.

PL50588 MAIT & TPLS Dissertation mark sheet (discursive)

Student:	
Marker 1:	
Marker 2:	
Final mark*:	**%**

*NB the final mark should only be agreed once blind double marking has been completed

Tick which box applies for each element below	Distinction	Merit	Pass	Fail
Structure				
Methodological framework				
Clear and logical structure				
Clear, logical and orderly progression				
Strength of argument / discussion				
Clear argument and discussion				
Evidence of a proper theoretical framework				
Evidence of independent thinking				
Evidence of critical reading				
Suitable and wide-ranging sources				
Referencing				
Appropriate register and style				

NB. The above elements are not equally weighted

Distinction: 70% and above
Merit: 60-69%
Pass: 40-59%
Fail: 39% and below

Marker comments

Structure

Strength of argument and discussion

Overall

This mark sheet should be completed in consultation between both markers (once blind double marking has been completed) and then sent electronically to Emily Toynbee (polis-pg-langs@bath.ac.uk).

Please note this mark sheet will be returned to the student after the BEP along with the Marker 1's copy of the dissertation.

Marking criteria for discursive dissertation

80% > Distinction	Excellent in all respects, showing clear evidence of originality in choice of topic and research development. The results based on the evidence provided are publishable. A mark in this range may be awarded for work that shows exceptional experimental technique and/or a sound methodological approach. The dissertation is carefully proof-read and well presented.
70-79% Distinction	Very good to excellent work, showing a thorough understanding of the subject and relevant literature; critical appraisal; accuracy; very good presentation; the ability to apply techniques and theory to unfamiliar problems; excellent analytical or experimental method and/or good methodological approach, and/or originality. The work is carefully proof-read and well presented.
60-69% Merit	Good to very good work, showing: a broad understanding; good knowledge of the subject and relevant literature; accuracy; good structure and presentation; relevant conclusions; some ability to apply techniques and theory to unfamiliar problems; good analytical or experimental method and/or good methodological approach. The work is carefully proof-read and well presented.
50-59% Pass	Satisfactory to good work, showing: adequate reading and understanding of the subject; a reasonably coherent body of work, with clear and attainable objectives; clear description of the work carried out; satisfactory to good analytical or experimental method. The work is proof-read and generally well presented.
40-49% Pass	Work that is mostly satisfactory, showing basic knowledge of the subject; adequate presentation; attainable objectives; not necessarily reaching a conclusion; adequate methodology and/or adequate analytical or experimental method. The work is proof-read and presented adequately.
35-39% Marginal Fail	Unsatisfactory work that shows little achievement; little analysis or inadequate analytical or experimental methodology. Work containing more serious faults and requiring rewriting rather than revision and thus constitutes a failed dissertation. Work that has not been carefully proofread or presented adequately.
< 34% Bad Fail	Little relevant material or results; unclear or unsubstantiated arguments; poor accuracy or understanding. Work which is beyond rewriting and totally unusable. A mark below 30% will normally only be awarded where a piece of work is incomplete.