GENERAL INFORMATION	
Awarding Institution//Body	University of Bath
*Teaching Institution**	University of Bath, Department of Politics, Languages and International Studies
Validated/Franchised/Licensed (if appropriate)	
*Programme accredited by (including date of accreditation)**	
Programme approved by (including date & minute number of Senate)	The programme was established in 1966 and upgraded to Master's level in 1996. Senate 29th May 1996 (S10084(d))
Final award	Master of Arts Postgraduate Diploma (awarded to students who pass the taught part of the programme but do not submit or successfully complete the dissertation/ project)
*Programme title**	MA in Interpreting and Translating
UCAS code (if applicable)	
*Subject Benchmark Statement**	
*Intended level of completed programme (in line with FHEQ eg 5, 6, 7,)**	Level 7 = M
*Duration of programme & mode of study**	One calendar year, full time (Nine months for Postgraduate Diploma)
*Date of Specification preparation/revision**	Prepared September 2001, revised January 2005, September 2007, March 2011, May 2012, updated July 2012. Revised October 2012. Feb 2013.
*Applicable to cohorts (eg. for students commencing in September 2014 or 2014/15- 2015/16)**	2016/17

*Synopsis and academic coherence of programme
The programme covers the disciplines of conference interpreting (simultaneous, consecutive and liaison) and translation. It teachers 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 applies and professional knowledge.
*Educational aims of the programme

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. This likewise matches the Master's level descriptor referred to above (points i, ii and iii).

***Intended learning outcomes** (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

➢ Knowledge & Understanding:	**Postgraduate Diploma**
	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
	MA
	In addition to the above, 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:	**Postgraduate Diploma** 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. **MA** In addition to the above, 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:	**Postgraduate Diploma** 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.

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In addition to the above, 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: | | **Postgraduate Diploma**

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.

MA

In addition to the above, 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. |

*Structure and content of the programme (including potential stopping off points)

See Annex 1 for the detailed Programme Description. Details of unit contents can be found from the Unit Catalogue from http://www.bath.ac.uk/catalogues/other.html - please note that these are updated in July of each year to list units for the following academic year.

The languages available on the programme at present are Chinese, French, German, Italian, Russian and Spanish. Students are admitted to one of two "paths": Path 1 involves working from two foreign languages into English; Path 2 involves working in both directions between English and one foreign language.

The taught element of the programme lasts for two semesters: students eligible to proceed to the MA then have until 30 September to complete their dissertation/project.

The European stream consists of two year-long core units (simultaneous interpreting, consecutive interpreting), one core unit in Semester 1 (translation I); one optional unit in semester 1 (public speaking); one core unit in Semester 2, (translation II) and optional units

in Semester 2 (public service interpreting and using technology in T&I industry) and a variety of extra-curricular units.

The Chinese stream consists of three year-long units (consecutive interpreting, simultaneous interpreting and Liaison/PSI), and one core unit (translation I) in Semester 1; one optional unit in semester 1 (public speaking) and several optional units in Semester 2 (translation II and using technology in T & I industry) and a variety of extra-curricular units.

The extra-curricular units are not assessed and do not carry credits.

Students are required to obtain a total of 60 credits from the taught element of the programme. The dissertation/project carries a further 30 credits.

After completing the taught programme to the necessary standard, students may proceed immediately to their MA dissertation/project. This can take one of two forms: a thesis-type project 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 each type is around 15,000 words.

The programme is currently available on a full-time basis only.

Students who decide not to submit a dissertation/project may be awarded the Postgraduate Diploma (see "Progression Regulations" below).

Details of work placements / work-based learning / industrial training / study abroad requirements

A number of work placements in Western Europe are made available to students during Semester 2 in the language services of international organisations, government departments and commercial enterprises. These are mostly for students from the European stream of the programme. They cannot be guaranteed, however, as they are dependent on the willingness of host organisations to accept students under this arrangement. As many students as possible are visited by programme staff during their placements. It should be noted that the great majority of these placements are unpaid, and students should thus allow for the necessary cost of travel and accommodation.

Details of support available to students (e.g. induction programmes, programme information, resources)

Upon registration at the University, all students are provided with a series of induction sessions designed to introduce them to academic and other facilities and procedures. This includes briefings on the Library, computing facilities and use of the interpreting equipment. The International Office organises further introductory sessions for students from outside the EU.

Descriptions of all the units offered in the programme are available on the University programme and unit catalogues http://www.bath.ac.uk/catalogues/ Full details of the programme are set out in the Student Handbook which is available on the programme's Moodle page.

Multi-media facilities and live foreign-language TV viewing are available in the Self-Access Language Centre on level 5 of the Library. The Centre is open all day, in the evenings and at weekends. Students have access to the interpreting rooms (via coded keypads) for practice at most times outside teaching hours. All this PoLIS equipment is maintained by the Department's own audio-visual technician.

All taught students will be allocated a Personal Tutor and postgraduate research students a supervisor who are responsible for monitoring and supporting the academic progress and general welfare of their students.

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: http://www.bath.ac.uk/students/support/.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation sports schemes are sometimes available for older children during the school holidays.

Admissions criteria (including arrangements for APL/APEL)

Academic requirements

- First or 2:1 Honours degree (or equivalent) in an appropriate subject, from a recognised university.
- **Applicants for Path 1** need to offer English as their 'A' language and demonstrate degree-level competence in two foreign languages (Chinese, French, German, Italian, Russian and Spanish).
- **Applicants for Path 2** with Chinese or Russian as their 'A' language need to demonstrate a degree or equivalent qualification in English. Applicants whose 'A' language is English should demonstrate degree level attainment or similar in either Chinese or Russian.

English Language requirements

Certificates **must be dated to within two years** of the start of the programme of study.

Applicants for Path 2 whose first or "A" language is not English are expected to have an IELTS score of at least 7.5 (with not less than 7.0 in the speaking component and no less than 6.5 in each of the reading, writing and listening components). The IELTS qualification is preferred.

Non-graduate applicants and holders of alternative qualifications who can demonstrate an equivalent level of competence will also be considered.

Applicants will normally be invited to Bath for interview and testing. For Chinese candidates, interviews and tests will generally be conducted in Beijing, Hong Kong and Taipei. Special arrangements may also be made for Chinese stream applicants to be assessed in other cities.

Summary of assessment and progression regulations

The programmes assessment and progression regulations are covered by the university's "New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate

taught programmes (NFAAR-PGT)" which can be found at
http://www.bath.ac.uk/registry/nfa/index.htm.

Specific regulations for the masters are summarised in Appendix 11 at
http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf.

Details of 'Stage Required Units' and 'Designated Essential Units' can be found in the
Programme Description in Annex 1.

The full scheme of assessment is contained in the Student Handbook. Details of the
assessment procedures for each unit are included in the Unit Descriptions

In brief, assessment takes place:

- by coursework and examination for all the units involving translation;
- by examination only for all the units involving interpreting.

The extra-curricular units are not assessed.

The key factor in assessment is the *usability* of the interpreting performance or translation.
Detailed marking guidelines have been drawn up for both interpreting and translation, in
consultation with the External Examiners, with bands of marks to which definitions of
performance are attached. These are included in the Student Handbook.

Programme-specific points (in addition to the NFA regulations above)

To proceed to the MA by dissertation/project, students must successfully complete core and
optional units totalling 60 credits and achieve an overall mark of at least 40%.

Students whose dissertation fails, or who are eligible to proceed to the MA but do not submit
a dissertation within the specified time limit, are awarded the Postgraduate Diploma.

Schedule for Board of Examiners and Timings of Re-assessment

Once assessed work has been marked/moderated and viewed by the external examiner, all
marks are considered by a Board of Examiners for Units (BEU) – these typically meet at the
end of each semester i.e. February and June, and once the dissertation has been completed
in November. Once the marks have been officially agreed by a BEU, they are then collated
and subsequently considered by a Board of Examiners for Programmes (BEP).

BEPs meet at the *end* of the taught stage (in June) to make formal progression decisions
and in November to make formal award decisions (including progression with resubmitted
dissertations, exit with a lesser award, and failing). Interim sub-BEPs *may* meet at specific
point(s) during the taught stage of the programme (typically in February) to monitor student
performance. Supplementary BEPs *may* meet in early September to consider
supplementary assessment results taken over the summer.

Condoning and/or supplementary assessment requirements/timings/deadlines will usually be
recommended at the full BEP in June and in November. All decisions will be based on the
Persistent Generic PGT Rules for the programme (http://www.bath.ac.uk/registry/nfa/nfaar-
pgt-appendix-11.pdf). Whilst final award decisions are normally made at the November
BEPs, occasionally where students may have had extensions to their original dissertation
deadlines or may have had to submit revised dissertations, final award decisions may have
to be made in the June boards (and very occasionally in the February board).

Indicators of quality and standards (e.g. professional accreditation)

Because of the small number of trained graduates produced each year, national accreditation has not been developed. However, the MAIT staff use the National Occupational Standards in Translation and the National Occupational Standards in Interpreting, published by published by the National Centre for Languages (CILT) in 2007:

http://www.cilt.org.uk/home/standards_and_qualifications/uk_occupational_standards/translation.aspx;

http://www.cilt.org.uk/home/standards_and_qualifications/uk_occupational_standards/interpreting.aspx

The PoLIS Department is a corporate member of the Institute of Translation and Interpreting.

The observers attending the interpreting examinations, the language departments hosting placements, and organisations recruiting graduates from the programme are all sounding--boards for quality. Comments from these sources have generally been favourable in recent years; where they have been otherwise, corrective action has been taken. The standing of the programme has remained high, and employers continue to send us advance warning of recruitment campaigns and competitions - and indeed to recruit directly from the programme.

Students have regularly been awarded bursaries by the European Commission under its scheme for supporting young interpreters.

The ultimate test of quality and standards is the ability of students graduating from the programme to find work as professional linguists. Their record in doing so has been outstanding and graduates from Bath are to be found working in the language services of international organisations, government departments and commercial enterprises throughout the world.

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:
For more general information on each part of the framework, click on the links.

1. A Quality Assurance Code of Practice, and associated regulations and policies :
http://www.bath.ac.uk/quality/cop/statements.html

2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:
Governance:
http://www.bath.ac.uk/quality/documents/QA03PSGuidQSGov.doc
Review and Monitoring:
http://www.bath.ac.uk/quality/documents/QA03PSGuidQSRevMon.doc

3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information:

http://www.bath.ac.uk/quality/documents/QA03PSGuidQSASD.doc

Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

http://www.bath.ac.uk/quality/documents/QA03PSGuidQSStuVoice.doc

A more detailed overview of the University's Quality Management framework is set out in this summary document: http://www.bath.ac.uk/quality/documents/approach-to-quality-management.pdf

The University's management of its academic standards and quality is subject to external institutional review by the Quality Assurance Agency on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, and the enhancement of learning opportunities. The University was commended on its provision of information.

Professional or industrial placements for a year or a semester are particularly supported at Bath by specialised staff and these arrangements are demonstrably effective for improving degree grade and employability within six months of graduation.

Sources of other information

http://www.bath.ac.uk/study/pg/programmes/ma-in-inte-and-tran

Annex 1: Programme Description

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	PG Diploma in Interpreting and Translating (DAP for MA)
State any designated alternative programme(s)	THPL-AFM10
Approving body and date of approval	FLTQc 25 March 2015

Year 1 *(for implementation with effect from 2015-16)*									
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	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	OA	-	-	Non SRU	TSC	
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	OA	-	-	Non SRU	TSC	
S1	PL50838	Economics and Globalisation	OA	-	-	Non SRU	TSC	
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	DIS	PL50588	Dissertation/project	C	30	-	Non SRU	DPC	

Where:

C   **Compulsory**
O   **Optional**
OA **Optional Audit**

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

Notes:
1.   All averages are credit weighted.
2.   Any re-assessment of a Stage Required Unit (SRU) must be completed in the normal supplementary assessment period prior to progression to the next stage of the programme, i.e. students cannot commence stage 2 prior to the completion of re-assessment of a SRU.
3.   Students can only be condoned in a maximum of 20% of the taught stage credits (TSC).
4.   For a Masters/diploma programme, the maximum number of credits that can be re-assessed is 18 TSC.
5.   Where the Dissertation Project Average (DPA) is made up of more than 1 unit, marginal failure in one unit can be compensated by a better mark in the other unit.
6.   Where the project/dissertation unit(s) is started at the same time as taught stage units please ensure that this is clear by indicating this in the Normal Period of study column.
7.   DIS = dissertation period i.e. normally the summer vacation after the end of teaching.