

Status: Checked out to Catherine Hamilton-Giachritsis.

Programme Specification

General Information

Title	MA (PG Dip) in Translation and Professional Language Skills
Awarding Institution	University of Bath
Teaching Institution	University of Bath
Programme Accredited by	
Collaborative Provision Type	Not Applicable ▼
Placement Available?	Yes ▼
Study Abroad Available?	No ▼
Applicable to Entry Year from	
Subject Benchmark Statement(s) Click here to see 'QAA List'	
Programme Approved by	Full approval given by Senate, 14.5.2003 (S11653). H&SS BoS, 12.3.2003. Initial approval given by Se...

Aims	Learning Outcomes	Assessment	Placement/Prof Acc	Admissions/Support	Show All	Close
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Aims; "What is the purpose of this programme of study? What is the programme intended to achieve?"

Synopsis and Coherence	
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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).

Structure and Content:

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 French, German, Italian, Russian and Spanish. Students are required to have English as their first or "A" language. They may offer either one or two foreign languages.

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 programme consists of core units (translation, editing and revision), optional units (précis writing, proofreading, translation management, enterprise skills, public service interpreting, using technology in the T&I industry and public speaking) and extra-curricular units.

Students may take the core translation and interpreting units in either one or two foreign languages, with their choice of optional units being adjusted accordingly.

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

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.

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

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 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).

Learning Outcomes; including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate. Indicate what successful students should be able to do, how well they should be able to do it and the context or conditions in which they should be able to do it. See also FHEQ and SEEC guidance.

Knowledge and Understanding

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	<p>Postgraduate Diploma</p> <p>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.</p> <p>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.</p> <p>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</p> <p>MA</p> <p>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.</p>
<p>Intellectual Skills</p>	<p>Postgraduate Diploma</p> <p>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.</p> <p>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.</p> <p>These skills are developed gradually through classwork, practice and constructive feedback, and can be deployed when performance is assessed, as described below.</p> <p>Students will continue to advance their knowledge and understanding, and to develop new skills to a high level.</p> <p>MA</p> <p>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.</p>
<p>Professional Practice Skills</p>	<p>Postgraduate Diploma</p> <p>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.</p> <p>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 roleplay 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.</p> <p>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.</p> <p>MA</p> <p>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.</p>
<p>Transferable/Key Skills</p>	

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). 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.

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.

Assessment Methods

Summary of Assessment Regulations

NFA - fully compliant

Progression Regulations and Awards

For programmes fully compliant with NFA refer to the relevant appendices of the relevant NFAAR document ([UG](#), [PGT](#), [FD](#), [HY](#), or [CPD](#))

Note any significant features relevant to the "Assessment in the programme context" sections of the relevant NFAAR document.

Set out any approved exemptions from NFA.

Set out progression and assessment regulations where these do not comply with [NFA](#).

One calendar year, full time (Nine months for Postgraduate Diploma)

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>.

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 written language skills;
- by coursework alone for the units on translation management and enterprise skills;
- by examination only for public service interpreting.

The extra-curricular units are not assessed.

The key factor in assessment of the language-related units 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, in consultation with the External Examiners, with bands of marks to which definitions of performance are attached. These are included in the Student Handbook.

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).

Students leaving an undergraduate programme prematurely may be eligible for a [Certificate of Higher Education](#) or a [Diploma of Higher Education](#).

[Click here to see 'Indicators of Quality & Standards'](#)

Placement and Professional Accreditation

Details of Work Placements Requirements / Work Based Learning / Industrial Training 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. 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 Study Abroad Requirements

Details of Professional Accreditation

Admissions and Support

Admissions Criteria including APL/APEL arrangements

Only refer to APL, APEL or direct entry with advanced standing if regular use is likely to be made or is not possible.

The programme is open to graduates, and students undertaking the final year of their first degree, who show that they have the required linguistic aptitude.

The entry requirements are a good honours degree or equivalent at 2:1 or better.

Applicants need to have English as their 'A' language (a native speaker) and offer one or two of the languages taught in the Department (French, German, Italian, Russian or Spanish).

Applicants will normally be invited to Bath for interview. Where this is not possible, for example if they are living outside Europe, they will be sent test materials instead.

Details of Support Available to Students

[\[link to Ac Reg quality page\]](#)

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.

Department and Programme Specific Support Information

e.g. induction programmes, any peer mentoring schemes, regular department events

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.

<http://www.bath.ac.uk/study/pg/programmes/ma-in-tran-and-prof-lang-skil>

Business Support Systems - part of Computing Services