



Programme Specification

(please see the notes at the end of this document for a summary of uses of programme specifications)

Guidancenotes to assist in completing the specification are available at:
<http://www.bath.ac.uk/quality/documents/QA3-prog-spec-guidance.pdf>

Fields marked with * must be completed for the initial submission for Stage One approval to the Board of Studies and to the Academic Programmes Committee

GENERAL INFORMATION	
<i>Awarding Institution//Body</i>	University of Bath
<i>Teaching Institution*</i>	University of Bath
<i>Validated/Franchised/Licensed (if appropriate)</i>	
<i>Programme accredited by (including date of accreditation)*</i>	
<i>Programme approved by (including date & minute number of Senate)</i>	27.7.15 (Vacation Powers on behalf of Senate)
<i>Final award</i>	MA in Translation with Business Interpreting (Chinese) Postgraduate Diploma in Translation with Business Interpreting (Chinese)
Programme title*	MA in Translation with Business Interpreting (Chinese)
<i>UCAS code (if applicable)</i>	
<i>Subject Benchmark Statement*</i>	N/A
<i>Intended level of completed programme (in line with FHEQ e.g. 5, 6, 7,)*</i>	7
<i>Duration of programme & mode of study*</i>	One calendar year, full time (Nine months for Postgraduate Diploma)
<i>Date of Specification preparation/revision*</i>	July 2015, updated August 2015, Updated March 2016, Updated May 2016
<i>Applicable to cohorts (e.g.. for students commencing in September 2014 or 2014/15-2015/16)*</i>	September 2016

Synopsis and academic coherence of programme*

The MA in Interpreting and Translating is a long-established and successful programme which attracts significant interest from potential students in the Chinese market. The MA in Translation with Business Interpreting (Chinese) programme builds on Bath's reputation in the Chinese market by offering a translation-focused programme to complement the MAIT programme. It follows the model of the sister programme to MAIT for students interested in European languages (MA in Translation and Professional Language Skills, TPLS), but speaks to the specific needs of the Chinese market and employment prospects for graduates returning to China after their studies. It provides a range of translation-based skills, alongside relevant liaison interpreting skills which are appropriate to the work of translators employed in China by

businesses, government agencies and other organisations. Students also learn how to manage work as a freelance translator, as well as familiarising themselves with the latest developments in computer-assisted translation.

Educational aims of the programme*

This programme aims to provide Chinese students who have already attained a high level of competence in English with the necessary skills for working as translators and professional linguists in the Chinese home market, 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 in the Chinese context. 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 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)

<p>➤ Knowledge & Understanding:</p>	<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>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.</p> <p>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</p>
---	--

	<p>coursework translation and interpreting tasks, and examinations at the end of each unit.</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 text; (b) the sophisticated mental and analytical processes required for successful interpreting in a business context.</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 Practical 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</p>

	<p>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.</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>	<p>Postgraduate Diploma</p> <p>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). 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.</p> <p>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.</p> <p>MA</p> <p>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.</p>
<p>Structure and content of the programme (including potential stopping off points)</p>	
<p>The taught element of the programme lasts for two semesters: students eligible to proceed to the MA then have until September to complete their dissertation/project.</p>	

Because of the professional nature of the training and the core skillset which needs to be covered, the programme consists of core units (translation, advanced translation; liaison interpreting; management and enterprise skills; and using technology in translation).

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

After completing the taught stage, students may proceed immediately to their MA dissertation/project. This takes the form of an extended translation with a commentary. Students are allocated a supervisor who advises them on their choice of project and monitors its execution. The normal length is around 15,000 words.

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 placement visits are made available to students during Semester 2. Students are able to visit the language services of international organisations, government departments and commercial enterprises, in the UK and internationally in order to gain insights into the working practices of such organisations. There may also be opportunities to gain practical experience during some of these visits. Such visits 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 placement visits. It should be noted that the great majority of these visits 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)

Students will be encouraged to apply for places in University halls of residence so as to aid their cultural integration into the University and, to support their integration into the University's taught postgraduate community.

All students will be allocated a Personal Tutor, who will be 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.

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.

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.

Admissions criteria (including arrangements for APL/APEL)

Academic requirements

- First or 2:1 Honours degree (or equivalent) from a recognised university.
- Applicants need to have either English or Mandarin Chinese as their 'A' language (i.e. an excellent, native-speaker-like competence) and a high level of competence in the other language. Applicants will be required to take written tests to establish their linguistic abilities in both languages before being offered a place on the programme.

English Language Requirements

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

Applicants whose '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 writing component and not less than 6.5 in each of the reading, speaking 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 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 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 written language skills;
- by coursework alone for the units on translation management and enterprise skills;
- by examination only for liaison interpreting.

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 and moderated, 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 points 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)

(For more general information on each part of the framework, click on the link)

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

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.

This programme has been developed as a variant of the long-established and highly successful MA in Interpreting and Translating and its sister programme the MA in Translation and Professional Language Skills, which has secured the University its reputation as a world market leader in these fields, and particularly in China. While a handful of other UK universities offer similar courses in translation from and into Mandarin Chinese, the MA in Translation with Business Interpreting (Chinese) is unique in offering students the chance to train in a range of highly specialised areas where demand for qualified new recruits is rapidly increasing in the Chinese market.

Because of the small number of trained graduates produced each year, national accreditation has not been developed. However, the current teaching staff on related programmes 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 Department of PoLIS maintains close links with public and private sector employers in the UK and abroad, and is therefore well placed to respond to trends in recruitment. Our awareness of these trends has been a major factor in the development and framing of this programme.

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

Graduates on existing related programmes have an outstanding record of finding work as professional linguists and are enabled to access these employment markets in part through the experience of placement visits during their programme of study, in line with the University of Bath's commitment to placement-based learning.

Sources of other information

<http://www.bath.ac.uk/study/pg/programmes/ma-tran-busi-inte-chin/>

Annex 1: Programme Description

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	Senate 27.7.15, update FLTQC 7/9/16

Year 1 (for implementation with effect from September 2016)

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	
		AY	MN50090	Elements of English Law	E	-	-	-	-	
		S1	PL50816	Chinese to English translation I	C	6	Non DEU	Non SRU	TSC	
		S1	PL50818	English to Chinese translation I	C	6	Non DEU	Non SRU	TSC	
		S1	PL50974	Management and Enterprise Skills for Translators and Interpreters (Chinese)	C	6	Non DEU	Non SRU	TSC	
		S1	PL50385	Working for EU Institutions and UN	E	-	-	-	-	
		S1	PL50838	Economics and Globalisation	E	-	-	-	-	
		S2	PL50817	Chinese to English translation II	C	6	Non DEU	Non SRU	TSC	
		S2	PL50819	English to Chinese translation II	C	6	Non DEU	Non SRU	TSC	
		S2	PL50975	Advanced Translation for Business (English to Chinese)	C	6	Non DEU	Non SRU	TSC	
	S2	PL50976	Using technology in the translation industry (Chinese)	C	6	Non DEU	Non SRU	TSC		
2	DIS	PL50977	Extended translation project	C	30	DEU		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)
Number of TSC	60
Number of DPC	30

Any approved exemptions	None
--------------------------------	------

Notes:

1. All averages are credit weighted.
2. In a one stage programme, Stage Required Unit(s) (SRUs) are not applicable.
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. 12 TSC for PG Certificate.
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.