Programme Specification ARO 034a

Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
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| Partner Institution    | CIOL (Chartered Institute of Linguist)  
                        | EGPS (European Graduate Placement Scheme)  
                        | ITI (Institute of Translation and Interpreting) |
| Programme Name         | Translation Studies with TESOL |
| Award                  | e.g. BSc (Hons), MA etc.  
                        | MSc/PGDip |
| Faculty                | Arts and Humanities |
| Division (if applicable)| Literature and Languages |
| UCAS Code (UG only)    | TXX44-TRNTSL |
| Programme Code         | TXX44-TRNTSL |
| Mode of Study          | Full Time ☑ Part Time ☒  
                        | (if both please provide two Degree Programme Tables in the Outline Programme Structure) |
| Location/Method of Study| On Campus – UK ☑  
                        | International ☒ Where:  
                        | Online ☐  
                        | Blended ☐ |
| Admission Points       | September ☑ January ☐ Other  
                        | (if more than one entry point please provide a Degree Programme Table for each in the Outline Programme Structure) |
| Length of Programme    | Full-time: 12 months. Part-time: 24 months |
| SCQF Level             | 11 |
| Total Credit Value     | 180 |
| ECTS Credit Value      | 90 |
| Relevant QAA Subject Benchmark | |
| Professional Body Accreditation | (all relevant accreditations to be listed)  
                        | N/A |
| Programme Director     | Anne Stokes |
Section 2 Overview

PROGRAMME SUMMARY

Demand has never been greater for graduates with high-level language skills, and the MSc Translation Studies with TESOL combines training in two key areas for linguists – Translating And Teaching English to Speakers of Other Languages (TESOL). Gaining expertise in both areas will open the door to a wide range of possible career routes and will stand you in good stead when embarking on your chosen career path.

Key Features of the Programme

1. Benefit from the course’s clear and consistent focus on employability and market needs.
2. Be taught by experienced, committed and supportive professional and academic staff, who all have a strong background in the teaching of language and translation.
3. Fine-tune your studies to your specific area of interest and have more options for future careers as a result of developing both translation skills and undertaking TESOL training.
4. Benefit from being able to take advantage of our strong network of contacts with translation industry employers.

PROGRAMME AIMS

On successful completion of this programme, you should be able to:

1. produce a high-level portfolio of translation work and working diaries for TESOL.
2. demonstrate a critical awareness of work-based situations where translation and teaching practice are used.
3. produce and comment upon substantial pieces of translation in the light of your practical and linguistic training.
4. demonstrate an awareness of translation issues through the handling of the translation of specialised texts.
5. deploy a high level of intercultural skills as sought by employers and needed within the wider specialised translation and TESOL.
6. deploy professional level translation skills and TESOL skills in international dialogues.
7. play your parts in developing a global community.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this programme, you should be able to:

Knowledge and Understanding:
1. Critically evaluate texts prior to their translation
2. Deal with complex translation issues in order to ensure interlingual communication, with due awareness of cultural and pragmatic constraints;
3. Apply research strategies appropriate to particular contexts of TESOL and text types;
4. Demonstrate advanced knowledge of the major software packages and skills improvement used in specialised translation projects and TESOL.
5. Discuss at a high level and address issues in practical and cultural translation and TESOL.
6. Acquire knowledge of methodology related to documentation and terminological research and projects.
7. Use a critical approach to the use of dictionaries and related tools, and to the selection and interpretation of data applied to the compilation of glossaries and terminology project.
8. Develop understanding of different types of databases for terminology management and a critical awareness of how these apply practically in given work-related situations and practical circumstances
9. Develop a critical understanding of debates around issues in practical instances of translation
10. Advance your ability to pursue independent, practice-led study and practice in translation and TESOL.

Intellectual, Practical and Transferable Skills and other graduate attributes:

1. Express ideas effectively and communicate information appropriately and accurately using a range of media including digital;
2. Develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives
3. Awareness of issues in cultural and linguistic communication with wide relevance to the workplace
4. Ability to identify problems at a technical and an abstract level in a given task
5. Demonstrate a high degree of professionalism characterised by an ethical approach to study and research, initiative, creativity, motivation and self-management;
6. Manage their professional development reflecting on progress and taking appropriate action.

HOW WILL I LEARN?

- Modes of delivery are varied across the translation side of the programme, according to the specific skills involved. They include lectures, workshops (for translation) and lab-based practice (for interpreting). Members of the profession and potential employers will also provide input through talks and seminars.
- The TESOL side combines theory and practice and teaching on the pedagogic modules is through seminar presentations, discussion, and small group tasks. Each module will include the equivalent of assignments totaling up to 4000 words. The dissertation combines practice-based and reflective work and focused on translations studies, informed by the linguistic, cultural, and/or educational awareness developed on TESOL modules. There will also opportunity for work-based study and exercises, especially for their dissertation project.

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?
Assessment and Assessment Criteria

There are a variety of assessment modes adopted on this programme, the aim being to best tailor the assessment to the learning outcomes of individual modules and allow students to develop a portfolio of skills across the degree as a whole.

Subject Knowledge and Professional skills will be assessed through a reflective essay that links both. The practical translation modules are assessed through examinations that simulate professional practice and students will receive feedback on an extensive portfolio of translations. The dissertation will combine such practice-based and reflective work.

Assessment

The University employs a Common Marking Scheme. Full details of this and the rules governing Assessment can be found at:

http://www.stir.ac.uk/regulations/postgraduate/assessmentandawardofcredit/

Feedback on Assessment

You will receive feedback on coursework within 3 weeks of completion of the assessment. Feedback is usually provided electronically on formal coursework. Feedback and Guidance sessions with teaching staff are available on all modules. These provide regular opportunities to discuss feedback further. More information about feedback on assessment can be found here;

http://www.stir.ac.uk/academicpolicy/handbook/assessment/

Assessment Regulations

If you would like to know more about the way in which assessment works at the University of Stirling, please see the full version of the assessment regulations at:

Postgraduate – Taught

WHAT WILL I STUDY?

Outline Programme Structure

The list below shows compulsory and option modules for this programme. Option modules are revised over time and, in some cases, will be dependent upon pre-requisite and/or co-requisites being taken. More information about these requirements can be found in the relevant Module Descriptors. The options available each year can be subject to change due to student demand and availability of teaching staff.

Postgraduate – Taught

Full-time

Total full-time credit value = 180
Compulsory credits = 160
Option credits = 20

<table>
<thead>
<tr>
<th>Autumn</th>
<th>TRNPP01 - Subject</th>
<th>TRNPP02 –</th>
<th>TESP002 – TESOL Methodology (20)</th>
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<tr>
<th></th>
<th>Knowledge and Professional Skills (20)</th>
<th>Translation Workshop 1 (20)</th>
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<tbody>
<tr>
<td><strong>Spring</strong></td>
<td>TRNPP04 – Translation Workshop 2 (20)</td>
<td>TESP006 – Microteaching (TESOL) (20)</td>
<td>20 credits from: TESP008 – Syllabus Design and Language Testing (20) TESP009 – Corpora in English Language Research and Teaching (20) TESP010 – Discourse Analysis TESP011 – Designing and Implementing Online Language Learning TESP012 – Technologies in the 21st Century Classroom</td>
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<tr>
<td><strong>Summer</strong></td>
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<td>TRNPPD2 Dissertation (60)</td>
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**Part-time**

**Year 1**

Total full-time credit value = 80
Compulsory credits = 80
Option credits = 0

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<th>TESP002 – TESOL Methodology (20)</th>
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<tr>
<td><strong>Autumn</strong></td>
<td>TRNPP02 – Translation Workshop 1 (20)</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>TRNPP02 – Translation Workshop 2 (20)</td>
<td>TESP006 - Microteaching (20)</td>
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**Part-time**

**Year 2**

Total full-time credit value = 100
Compulsory credits = 80
Option credits = 20

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<th>TESP002 – TESOL Methodology (20)</th>
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<tr>
<td><strong>Autumn</strong></td>
<td>TRNPP01 - Subject Knowledge and Professional Skills (20)</td>
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<tr>
<td><strong>Spring</strong></td>
<td>20 credits from:</td>
<td>TRNPPD3 Dissertation (60) (cont. to Summer)</td>
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<tr>
<td></td>
<td>TESP008 – Syllabus Design and Language Testing (20)</td>
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<td></td>
<td>TESP009 - Corpora in English Language Research and Teaching (20)</td>
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<td>TESP010 – Discourse Analysis</td>
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<td>TESP012 – Technologies in the 21st Century Classroom</td>
<td></td>
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<tr>
<td><strong>Summer</strong></td>
<td></td>
<td>TRNPPD3 Dissertation (60)</td>
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READING LIST
For Translation:

Required

Recommended

NB: Additional specific sources for different subject-specific knowledge areas will be provided to suit the students’ needs and interests.

Section 3 Student Support

SUPPORT FOR STUDENT LEARNING

Induction
You will receive an induction during the first days of your programme. This includes a range of social events, information sessions and activities to help you orientate yourself at Stirling and access the services available to you. These are opportunities to meet staff and other students from across the university, in the Faculty and on the programme.

Study Skills Support
Student Learning Services (SLS) are committed to providing comprehensive guidance on all aspects of effective and efficient learning. The ultimate aim of the service is to enable you to make the most of your academic studies at the University and for you to become an independent, successful learner during your time at the University of Stirling. This is facilitated through collaborative work with experienced tutors and
by offering a variety of courses, workshops and tutorials.

All students, whatever stage of their academic studies, are welcome to use Student Learning Services. However the service may be particularly beneficial:

- In your first two years of study.
- If you are making the transition from college to Higher Education.
- If you have been out of education for some time.

**What SLS are able to do:**

- Advise you on academic skills relevant to your studies at University.
- Help you consolidate your previous learning and develop new learning strategies.
- Advise on action-plans to potentially improve grades.
- Suggest practical solutions if you feel overwhelmed by assignment work.
- Help you gain confidence in the transition to Higher Education.

More information can be found here: [http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/](http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/)

**STEER**

STEER is a University-wide peer support scheme linking in returning student "Captains" with new undergraduate or taught post-graduate "Crew" during their first year at Stirling.

The scheme aims to help you make the most of your time at the University, help new students - the Crew - settle in and realise the opportunities available to them. You can find out more information here: [https://www.stirlingstudentsunion.com/representation/studentsupport/steer/](https://www.stirlingstudentsunion.com/representation/studentsupport/steer/)

**Academic and Pastoral Support**

**Adviser of Studies:** Advisers have an important role to play in enhancing your academic and personal development and are essential to ensuring you make the most of your time at university. Advisers provide a personalised point of contact for you to discuss academic concerns or queries within the academic community. The general purpose of the role is to provide more in-depth advice on the academic options available to you and on the academic policies and regulations within the University. More information can be found here: [http://www.stir.ac.uk/registry/advisers/](http://www.stir.ac.uk/registry/advisers/)

**Personal Tutor:** The role of a personal tutor is to help you feel part of the University community. They are a specific and consistent source of guidance, information and support for you throughout your studies. The tutor should be the your first formal point of contact for general academic guidance and pastoral support. More information can be found here: [http://www.stir.ac.uk/tse/personal-tutor/](http://www.stir.ac.uk/tse/personal-tutor/)

**Support and Wellbeing:** At university you may face non-academic issues where you need some expert help or guidance. There are lots of ways we can help you in your day-to-day life at University. Student Support Services provide a range of high-quality services to assist you during the course of your studies, help prepare you for life after graduation. We aim to enhance the student experience and help you to get the most out of your time at University. More information can be found here: [http://www.stir.ac.uk/campus-life/support-and-wellbeing/](http://www.stir.ac.uk/campus-life/support-and-wellbeing/)
Student Union: you can also access support through the Students’ Union, more information can be found here: [https://www.stirlingstudentsunion.com/representation/studentsupport/](https://www.stirlingstudentsunion.com/representation/studentsupport/)

Accessibility and Inclusion (A&I)
A&I are committed to offering a service which is welcoming and supportive of the needs of all students. Our service takes into account the full range of needs you may have, in a wide variety of circumstances including - physical and mobility difficulties, sensory impairments, specific learning difficulties including dyslexia and autistic spectrum disorder as well as medical conditions and mental health difficulties. A&I can also support you if you have short-term, temporary impairments or other difficulties as a result of an accident, injury, illness or surgery. More information can be found here: [http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/](http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/)

Learning Resources
You can find out more about the resources available to support your learning here: [http://www.stir.ac.uk/campus-life/learning-support/](http://www.stir.ac.uk/campus-life/learning-support/)

Section 4 Programme Evaluation and Enhancement

### METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

**Module Evaluation**
Module evaluations are carried out each year and are an important way of getting student feedback on the modules we teach. We aim to evaluate every module we teach in every semester. You can find out more here: [http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/](http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/)

**Programme Reviews**
Programmes are review annually and on a 5 yearly cycle. You can get involved in a variety of different ways; by completing module evaluations, becoming a course representative and attending Student Staff Consultative Committees, or participating in the review process itself. You can find out more here: [http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/](http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/)

**External Examiner(s)**
Name of External Examiner:
Patrick Crowley – French
Adam Sharman/Sarah Wright – Spanish
Sheila Dickson – German
Shamil Khairov – Russian/Polish
Xiaochun Zhang – Chinese

Section 5 My Future

### WHAT KIND OF CAREER MIGHT I GO ON TO?
Whether you want to work freelance or inhouse, opportunities for graduates are wide and varied in areas where linguistic fluency is key.

A career in translation could see you specialise in a whole range of diverse fields in public and private sector organisations across the globe. Areas such as tourism, business, legal, audio-visual or literary translation are just some of the options.

You are also encouraged to set up your own translation companies to take advantage of the ever-increasing demands for professional-level skills in this field. While employment prospects are extremely positive, some graduates choose to embark on further academic research in these constantly expanding fields and may continue their studies through the University’s PhD Courses. You will also be equipped for a dynamic career in teaching English to speakers of other languages in the UK and beyond.

In short, this degree will provide you with a plethora of options for the future.

**Translation organisations and networks**

There are a range of organisations and networks from which you’ll be able to get further information about translation, and through which you can meet people already working in the industry. Some groups include:

**ITI** – The Institute of Translation & Interpreting, the UK’s only dedicated association for practising translation and interpreting professionals: [http://www.it.org.uk/](http://www.it.org.uk/)

ITI Scottish Network, Scotnet, on Twitter
[https://twitter.com/itiscotnet/status/186783603341012992](https://twitter.com/itiscotnet/status/186783603341012992)

The Translators Association represents literary translators in the UK: [http://www.societyofauthors.org/translators-association](http://www.societyofauthors.org/translators-association)

The British Centre for Literary Translation (based in Norwich), Britain’s leading centre for the development, promotion and support of literary translation:


**TESOL organisation and networks**

TESOL International Association

International Association of Teachers of English as a Foreign Language
[https://www.iatefl.org/](https://www.iatefl.org/)

International Association for Language Learning Technology
**Graduate Attributes**

Through studying your degree programme you will become a subject specialist, with in-depth knowledge, understanding and skills associated with their discipline(s). Our ambition is that you will also be confident, aspirational graduates with the right skills and attitudes to **connect; innovate and transform**. On this programme you will have the opportunity to become:

### Connected

With their discipline(s) knowledge, understanding and skills with a range of complex real world issues
- with contributions from alumni, private, public and third sector to develop their employability skills
- with knowledge, experiences, and people providing different perspectives, to understand different cultures, beliefs and traditions
- and work with one another as an inclusive learning community and with the wider community
- and communicate effectively through digital and other media

### Innovative

- through active and ethical research
- through using the latest global research and new technologies to develop new understandings and creative solutions
- through independent critical and reflective thinking
- through identifying opportunities to improve what they do and taking action

### Transformative

- through their intellectual sporting and cultural passion and excellence
- through sharing new perspectives and broadening horizons
- through being professional, adaptable and resilient and equipped to succeed in the global market place
- through being an active global citizen who is socially, culturally, and environmentally aware.

**WHAT STUDY ABROAD OPPORTUNITIES ARE AVAILABLE?**

n/a

**WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?**

EGPS (European Graduate Placement Scheme)
The European Graduate Placement Scheme (EGPS) aims to improve the employability of Masters in Translation graduates with the following objectives. The European Commission (Erasmus) funded five partners to develop the scheme over 30 months:

- SkillsCFA, London (co-ordinating partner)
- University of Salford
- Pedagogical University of Cracow
- Universitat Autònoma de Barcelona
- FTSK Mainz

The scheme is now up and running and growing; around 30 more universities and 60 employers have joined the scheme.

The Website for students who want to apply for placement is here: [http://www.e-gps.org/students-on-placement/](http://www.e-gps.org/students-on-placement/)

**WHAT FURTHER STUDY OPTIONS ARE AVAILABLE TO ME?**

PhD

**WHAT OTHER INFORMATION DO I NEED TO KNOW?**

We are proud members of the Institute of Translation and Interpreting (ITI). The ITI is the UK's only dedicated association for practising translation and interpreting professionals. Our membership of the ITI allows us to help you to keep abreast of the full range of exciting developments and opportunities in the languages services industry.

### Section 6 Admissions

**HOW DO I ENTER THE PROGRAMME?**

A minimum of a second class honours degree (2.1 preferred) or equivalent in a relevant subject. Applicants without these formal qualifications but with significant appropriate/relevant work/life experience are encouraged to apply.

Language competence requirement; a native speaker of or holding a degree in French, German, Spanish and Chinese.

If English is not your first language you must have one of the following qualifications as evidence of your English language skills:

- IELTS: 6.5 with at least 6.0 in speaking and listening and 6.5 in reading and writing
- Cambridge Certificate of Proficiency in English (CPE): Grade B
- Cambridge Certificate of Advanced English (CAE): Grade B
- Pearson Test of English (Academic): 60 with a minimum of 60 in reading and writing and 56 in speaking and listening
- IBT TOEFL: 90 with minimum 23 in reading and writing and minimum 20 in speaking and listening
For more information go to [English language requirements](#).

If you don’t meet the required score you may be able to register for one of our pre-sessional English courses. To register you must hold a conditional offer for your course and have an IELTS score 0.5 or 1.0 below the required standard. [View our range of pre-sessional courses.](#)