# Programme Specification ARO 034a

## Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Institution</td>
<td></td>
</tr>
<tr>
<td>Programme Name</td>
<td>MSc Translation and Conference Interpreting</td>
</tr>
<tr>
<td>Award</td>
<td>MSc</td>
</tr>
<tr>
<td>Faculty</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>Division (if applicable)</td>
<td>Literature and Languages</td>
</tr>
<tr>
<td>UCAS Code (UG only)</td>
<td></td>
</tr>
<tr>
<td>Programme Code</td>
<td></td>
</tr>
<tr>
<td>Mode of Study</td>
<td>Full Time ☒ Part Time ☒ (if both please provide two Degree Programme Tables in the Outline Programme Structure)</td>
</tr>
<tr>
<td>Location/Method of Study</td>
<td>On Campus – UK ☒ International ☐ Where: Online ☐ Blended ☐</td>
</tr>
<tr>
<td>Admission Points</td>
<td>September ☒ January ☐ Other (If more than one entry point please provide a Degree Programme Table for each in the Outline Programme Structure)</td>
</tr>
<tr>
<td>Length of Programme</td>
<td>1 year</td>
</tr>
<tr>
<td>SCQF Level</td>
<td>11</td>
</tr>
<tr>
<td>Total Credit Value</td>
<td>180</td>
</tr>
<tr>
<td>ECTS Credit Value</td>
<td>90</td>
</tr>
<tr>
<td>Relevant QAA Subject Benchmark</td>
<td>N/A</td>
</tr>
<tr>
<td>Professional Body Accreditation</td>
<td>Name of accrediting body: N/A</td>
</tr>
<tr>
<td>Programme Director</td>
<td>Raquel de Pedro Ricoy</td>
</tr>
<tr>
<td>Advisor of Studies</td>
<td>Raquel de Pedro Ricoy</td>
</tr>
<tr>
<td>Programme Approved</td>
<td>17/10/2018</td>
</tr>
<tr>
<td>Last Updated</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Section 2 Overview

PROGRAMME SUMMARY
This programme covers two professional areas that are highly in demand: translation and conference interpreting. In addition to extensive practice in both of these activities, it will provide a grounding on the state of the art in the discipline, which will combine current debates and professional skills. The inclusion of an optional module in the Spring semester will also afford the students the opportunity to acquire subject-specific knowledge in areas such as linguistics, policy making and international journalism or applied skills for teaching and research. This will allow the students to be better equipped for a career in translation and interpreting or teaching, as well as to conduct further research. For more detailed information on the structure of the programme, please see below.

The students will be able to work either from two foreign languages into English or between English and a foreign language, both ways. The languages on offer are Chinese, French, German and Spanish. Others will be subject to sufficient demand.

The Translation Workshop and the Conference Interpreting Practice modules will be delivered by a mix of specialist (academic or professional) native speakers of English and of the foreign languages. Guided self-study will be provided for the Conference Interpreting modules and group-practice slots will be timetabled. The students will keep a reflective learning log on which formative feedback will be provided by the tutors. Additional learning activities will include simulations and guest talks by relevant professionals and potential employers (e.g. agencies, Local Councils), as well as site visits (e.g. to the Scottish Parliament).

The structure of the programme is as follows:
Key: FL = Foreign Language; E = English
Please see module codes below.

Autumn semester

Module 1: Subject Knowledge and Professional Skills
10h theory + 10h skills (e.g. ethics, setting up a business, contracting and dealing with customers)
Assessment: Reflective essay on the relevance of Subject Knowledge to Professional Skills

Module 2: Translation Workshop I
Either:
10h E>FL + 10h FL>E; or
10h FL1>E + FL2>E
Assessment: Take-home exam
Either:
1 E>FL Translation + 1FL>E Translation; or
1 FL1>E translation + 1FL2>E translation

Module 3: Conference Interpreting Practice I
Consecutive interpreting and introduction to Simultaneous Interpreting
Either:
10h E>FL + 10h FL>E; or
10h FL1>E + FL2>E
Assessment: Consecutive exam
Either:
1 E>FL + 1FL>E; or
1 FL1>E + 1FL2>E
Spring Semester

Module 4: Option
Either a module relating to translation or interpreting or a module that is relevant to areas of specialization.

Module 5: Translation Workshop II
Either:
10h E>FL + 10h FL>E; or
10h FL1>E + FL2>E
Assessment: Take-home exam
Either:
1 E>FL Translation + 1FL>E Translation; or
1 FL1>E translation + 1FL2>E translation

Module 6: Conference Interpreting Practice II
Simultaneous Interpreting
Either:
8h E>FL + 8h FL>E; or
8h FL1>E + 8 h FL2>E
4h mock conferences (all languages)
Assessment: Simultaneous exam
Either:
1 E>FL + 1FL>E; or
1 FL1>E + 1FL2>E

Summer

Module 7: Dissertation

Key Features of the Programme
This is only one of two PGT programmes in the UK that specialises in translation and conference interpreting. It is professionally orientated and includes content that enhances the students’ employability (Professional Skills).

By combining translation practice and a modality of interpreting which is highly in demand by international organisations, companies and public bodies (namely, conference interpreting), this programme offers a coherent curriculum that answers to market needs.

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

1. undertake consecutive interpreting assignments in your chosen language combination(s)
2. undertake simultaneous interpreting assignments in your chosen language combination(s)
3. undertake translation tasks in your chosen language combination(s)
4. demonstrate that you can apply professional and ethical standards to your work as a translator/interpreter
5. evidence the ability to conduct research and documentation activities to underpin your practice as a translator/interpreter
6. monitor your own performance and undertake continuous professional development as appropriate
WHAT WILL I BE EXPECTED TO ACHIEVE?
On successful completion of this programme, you should be able to:

Knowledge and Understanding:
1. evidence an understanding of professional and ethical standards relevant to translation and interpreting
2. show proficiency in managing information for the purposes of translating and interpreting
3. demonstrate the ability to research different topics and subject matters across languages and cultures
4. evidence advanced working knowledge of professional practices in the fields of translation and interpreting, including the use of specialised equipment and software

Intellectual, Practical and Transferable Skills and other graduate attributes:
1. split attention and multitask
2. communicate effectively, orally and in writing, in multilingual, multicultural contexts
3. manage your time effectively and meet deadlines
4. work effectively individually and as part of a team

Values and Attitudes:
1. show sensitivity to different linguistic and cultural conventions
2. assess other people’s performance critically and constructively
3. identify your strengths and weaknesses and act accordingly
4. develop self-motivation strategies

HOW WILL I LEARN?
A variety of teaching methods will be used: lectures, workshops, interpreting lab practice, tutorials and seminars, as well as self-study and group work. Reflective learning will be encouraged through self and peer assessment activities. Support and materials will be provided via Canvas (the University of Stirling online learning platform). Other learning related activities, such as talks by relevant professionals and site visits will be organised.

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?
Assessment and Assessment Criteria
Assessment will be aligned with professional practice and standards. No formal examinations will be used for translation work: you will be able to work on your own and use resources within a predetermined timeframe, as a professional translator would. Interpreting will be assessed through practical exams that will replicate real-life assignments. Subject knowledge will be assessed through a critical essay linking theory and professional issues. The dissertation will assess your reflective, critical thinking and research skills.

Formative assessment will be provided by tutors on a learning log, on which you will reflect on your strengths and weaknesses and plot the way forward.
The assessment criteria for each activity will be made available via Canvas (the University of Stirling online learning platform).

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.

- Where an “Option list” is specified, you have a choice of which module to take at this point in the degree programme and these choices are listed below
- For year 1 and 2 where “Any Module” is used it means that you can choose from all modules available to the year group and you can see the full list by following these links: Postgraduate

Full time

Year 1

Total year 1 credit value = 180
Compulsory credits = 160
Option credits = 20

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Knowledge and Professional Skills</td>
<td>TRNPP01</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Translation Workshop I</td>
<td>TRNPP02</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Interpreting Practice I</td>
<td>TRNPP03</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Translation Workshop II</td>
<td>TRNPP04</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Interpreting Practice II</td>
<td>TRNPP05</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Dissertation</td>
<td>TRNPPDS</td>
<td>60</td>
<td>Summer</td>
<td>11</td>
</tr>
</tbody>
</table>

Option Modules – you may choose one of the following modules to take

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Sociolinguistics: Varieties of English</td>
<td>LINPP04</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Corpora in English Language Research and Teaching</td>
<td>TESP009</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Policymaking: Theories and Approaches</td>
<td>MPPPP04</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>International Journalism</td>
<td>JOUPP02</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
</tbody>
</table>

Part Time

Year 1

Total year 1 credit value = 60
Compulsory credits = 60
Year 2
Total year 2 credit value = 120
Compulsory credits = 100
Option credits = 20

<table>
<thead>
<tr>
<th>Autumn (Year 1)</th>
<th>TRNPP01 - Subject Knowledge and Professional Skills</th>
<th>TRNPP02 - Translation Workshop 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring (Year 1)</td>
<td>TRNPP04 - Translation Workshop 2</td>
<td></td>
</tr>
<tr>
<td>Autumn (Year 2)</td>
<td>TRNPP03 – Interpreting workshop 1</td>
<td></td>
</tr>
<tr>
<td>Spring (Year 2)</td>
<td>20 credits from option list below</td>
<td>TRNPP05 – Interpreting Workshop 2</td>
</tr>
<tr>
<td>Summer (Year 2)</td>
<td>TRNPPPD Dissertation (60 credits)</td>
<td></td>
</tr>
</tbody>
</table>

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<td>JOUPP02</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
</tbody>
</table>

READING LIST

Required and Recommended Reading for the Programme

Required


Recommended

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.

There will be a faculty and programme induction in the first week of semester.

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-](http://www.stir.ac.uk/campus-life/learning-support/student-)
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/

Stirling Graduate School
For Research Postgraduate Students the Stirling Graduate School as well as your own faculty will provide support. More information can be found here: http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/

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/

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/

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/

Student Union: you can also access support through the Students’ Union, more information can be found here: 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/

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/

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/

Programme Review
Programmes are reviewed 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/

External Examiner(s) (To be added following Stage 2 approval)
Name of External Examiner: Patrick Crowley (French language)
Institution: University College Cork

Xiaochun Zhang (Chinese language)
Institution: Bristol University

Adam Sharman (Spanish language) – replacement required for 2019/20
Institution: Nottingham University

Sheila Dickson (German language) – replacement required for 2019/20
Institution: Glasgow University

Section 5 My Future

WHAT KIND OF CAREER MIGHT I GO ON TO?

What career avenues does this qualification open up to the student?

- Translator
- Interpreter
- Editor
- Localiser
- Translation project manager

How does this programme facilitate your development of the Graduate Attributes?

Connected

With their disciplines knowledge, understanding and skills with a range of complex real world issues through applied learning from the Subject Knowledge and Professional Skills module.
With contributions from alumni, private, public and third sector to develop their employability skills through simulations, guest lectures and site visits.

With knowledge, experiences and people providing different perspectives, to understand different cultures, beliefs and traditions through interaction with their peers and exposure to oral and written materials that reflect different world views and cultural conventions.

And work with one another as an inclusive learning community and with the wider community through
directed group work to become aware of the societal relevance of linguistic and cultural mediation.

And communicate effectively through digital and other media to engage with topics that are relevant to the disciplines and to their employability.

Innovative

Through active and ethical research in their dissertation, tackling issues that have a tangible impact in multilingual, multicultural societies while abiding by research ethics rules (required by the UoS).

Through using the latest global research and new technologies to develop new understandings and creative solutions, by becoming accustomed to industry-standard interpreting equipment and computer assisted translation tools.

Through independent critical and reflective thinking, by engaging in self-assessment and peer assessment in workshops and interpreting lab practice, and by evaluating conflicting ideologies in written and oral discourses.

Through identifying opportunities to improve what they do and taking action, by keeping a learning log that enables them to reflect on their own strengths and weaknesses and to develop a continuous professional development strategy.

Transformative

Through their intellectual and cultural passion and excellence, by engaging in activities (translation and interpreting) that require passion for different cultures and intellectual excellence to mediate between them.

Through sharing new perspectives and broadening their horizons, by interacting with their peers in and out of the classroom to share knowledge and learn about one another’s cultures and backgrounds, and by considering often discrepant views on global issues through translation and interpreting practice.

Through being professional, adaptable and resilient and equipped to succeed in the global market place by becoming aware of market requirements for translators and interpreters through lectures and talks delivered by experts, as well as by having to operate in simulated professional situations throughout their training (e.g. preparing for assignments, keeping to deadlines, collaborating with others).

Through being active global citizens who are socially, culturally and environmentally aware, by being exposed to oral and written texts related to social, political, cultural and environmental topics that they have to research in order to render them successfully into a different language, and, in doing so, engaging critically with different approaches and ideologies.

<table>
<thead>
<tr>
<th>WHAT STUDY ABROAD OPPORTUNITIES ARE AVAILABLE?</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?</td>
<td>Suitable placement opportunities outwith the academic programme will be communicated to students.</td>
</tr>
<tr>
<td>WHAT FURTHER STUDY OPTIONS ARE AVAILABLE TO ME?</td>
<td>A PhD in Translation or Interpreting.</td>
</tr>
<tr>
<td>WHAT OTHER INFORMATION DO I NEED TO KNOW?</td>
<td>Graduates in any academic discipline are welcome to apply, but a high level of proficiency in the chosen</td>
</tr>
</tbody>
</table>
Section 6 Admissions

HOW DO I ENTER THE PROGRAMME?

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

IELTS 7.0 (with 6.5 in each band).