



Course Handbook
MA Interpreting & Translation
2018/19
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School of Language and Global Studies



Please read this Handbook in conjunction with the University's Student Handbook.

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1. Welcome to the course

I would like to wish you a warm welcome to the University of Central Lancashire's School of Journalism, Language and Communication. We're delighted that you have chosen to study here with us and we look forward to working with you over the coming year and beyond. The start of any new academic year or a new term is an exciting time and a chance for you to renew your enthusiasm for your specialist subject and to reflect on how you can get the best out of your time at University – of course, there are plenty of people on hand to help you with this.

We are proud of the research members of the teaching team undertake, much of which is of international standing and has a real impact on the lives of communities around the globe. As you go through your studies you will become familiar with some of this research via your classroom sessions and tutorials and, more importantly, we hope you will help us develop that research. Staff in the School are also recognised as Fellows in the national Higher Education Academy, we have a list of national and institutional award winners for our work with student support and curriculum development. We constantly strive to improve the quality of the courses we offer and to enhance the experience of our students; we value the feedback we get from you, employers, our business partners and our alumni which helps us to ensure that you have a course which is current, relevant and of the highest quality.

As you work with us, you will find the School of Journalism, Language and Communication is a thriving learning community which offers a range of innovative courses related to language, literature and intercultural communication which equips you with up-to-date knowledge of your specialism alongside real-world skills you can use to help you get ahead in the world of work. We are also involved in many exciting projects, and work with partner institutions around the world and regularly offer visits, internships and placement opportunities to our students – indeed as you walk the corridors of our buildings you will see recent graduates working alongside us in their role as interns and helping us develop our School.

This Handbook contains important advice and reference material intended to help you understand what happens on your course and in the School, and to help you learn and develop good study practices – regardless of what year or level of study you are entering. A major purpose of the Handbook is to introduce you to the kind of learning experience you can expect during your time here. For example, we explain our approach to learning and teaching, the learning outcomes you should be able to demonstrate, and regulations on assessment. There is also detailed information on the content of each individual module and some general guidance on how to approach your studies here.

You might find that the way we do things here is different in some respects to your previous experiences in educational institutions. You should therefore read through the Handbook now and keep it in a safe place for reference throughout your studies. You will also be able to retrieve updated versions of the information in the Handbook electronically throughout the course on your course webpages or your virtual learning environment.

Here in School of Journalism, Language and Communication we are a multinational team comprising support staff, lecturers, language assistants, researchers and in excess of 1000 students from about 30 countries. We encourage you to take advantage of all the opportunities available to develop a global perspective on life which will stand you in good

stead for your career. You'll find that there are a lot of academic and social activities organised in the School which are aimed at motivating you to develop this perspective. You should remember that the benefit you derive from your study and social programme in Preston depends very much on the amount of effort you put into them. If you would like to build up the kind of additional experience which employers look for and have something interesting and different to put on your CV, now is the time to start. Your personal tutor or your Student Engagement Assistant can help you plan out goals at the start of each year to make sure that you have a CV and skills set which stands out.

We'd rather you thought of yourself as an active working member of the School community than simply a student. To be truly effective, Higher Education has to be a participative process, and your input in teaching sessions, your debates with your peers and lecturers are examples of how you can co-create knowledge and work collaboratively with your lectures. Staff in the School will provide the infrastructure, shape the process and tell you how you're doing, but the only person who can learn and succeed is you!

We hope that you will derive stimulation and enjoyment from this course and that in years to come, you will look back on your time spent at the University of Central Lancashire as professionally, intellectually and personally enriching.

On behalf of all staff in the School – a warm welcome.

1.1 Rationale, aims and learning outcomes of the course

The MA Interpreting and Translation (I&T) is a one-year, full-time course which aims to prepare you for a career as an interpreter in a variety of languages including Arabic, Chinese and German.

There are several distinctive aspects to this MA. First, the range of languages offered is unusual in that a limited range of widely taught European languages (e.g. French and German) is offered alongside Arabic and Chinese. This is to meet national and international needs. Secondly, the course has been developed in close consultation with practicing interpreters and interpreting providers who have been able to advise on current and projected professional needs and who will be involved to an extent in the delivery of the course. Thirdly, the course contains an explicitly employment-related element to enable you not only to be fully prepared as an employee at the end of the course but, alternatively, to make a success of your own interpreting/translating consultancy.

All the staff who teach on the modules are themselves involved in practice and theory in the field of I&T with considerable experience and expertise in a variety of linguistic and cultural contexts. In addition to teaching on your course, they work actively as interpreters, contribute to other programmes, carry out consultancy work and projects both here and in other countries, and actively research in their own specialist areas of interpreting and translation. You may even find yourself involved in one of our research projects.

Interpreting and translation are very large fields, and they are constantly developing. This programme will give you an in-depth understanding of all the main areas as well as the practical skills you need. We also hope that the experience of studying here will help you develop the desire to go on learning and developing after you have completed the course. That is one of the most valuable things you will be able to offer your employers, and it will guide you in any career. Your tutors all know just how rewarding and enriching work in this area can be, and our aim is to convey that enthusiasm and help make a range of exciting opportunities available to you.

All your modules have a strong employability focus and are year-long modules to ensure that staff are able to give you in-depth information and training in the field.

Modules on the Interpreting Route are as follows (for more details, please refer to the module descriptor)

- **Simultaneous Interpreting (both ways) – language-specific**
- **Consecutive Interpreting (both ways) – language-specific**
- **Technical Business Interpreting (both ways) – language-specific**
- **Written Translation (both ways) – language-specific**
- **Managing an Interpreting and Consultancy Business**
- **Theory of Interpreting**
- **Applied Information Technology for Interpreting**
- **Dissertation (double module) or Extended Translation Project (double module)**

Modules on the Translation Route (Arabic and French only) are as follows (for more details, please refer to the module descriptor)

- **Specialised Translation – language-specific**
- **Technical Business Interpreting (both ways) – language-specific**
- **Written Translation (both ways) – language-specific**
- **Managing an Interpreting and Consultancy Business**
- **Theory of Interpreting**
- **Applied Information Technology for Interpreting**
- **Dissertation (double module) or Extended Translation Project (double module)**

In addition to the main modules you will have:

Mock conferences

These are organized to give you the opportunity to test your interpreting and organizational skills. You will be taking turns to act as different participants, which will enable you to experience the conference from various perspectives. An invited professional interpreter will participate as well to give you feedback and advice on further development of your skills. Mock conferences will start part-way through the course

Keynote lectures

These are regular lectures given by experts from the various different fields of interpreting. These lectures will give you an insight into the profession, focussing particularly on tools of the trade, professional bodies and similar areas. They will support you both in acquiring professional 'tricks of the trade' and theoretical aspects of interpreting. You will be able to learn new skills and become familiar with the newest tools in this dynamically growing area.

1.2 Course Team

Kirsty Heimerl-Moggan – Course Leader and Main Tutor for German Stream

Office: AB138

Tel.: 01772-893159

Emergency Mobile Number: 0797-1343595 – to be used only in serious emergencies!

@: KHeimerl-moggan@uclan.ac.uk

Arabic Team:

Summer Mouallem – Course Leader MOLa, Senior Lecturer & Subject Leader, Arabic

Office: AB138

Tel.: 01772-893137

@: SMouallem@uclan.ac.uk

Dina Kabbani – Arabic Stream Tutor

Office: AB149

Tel.: tbc

@: DKabbani1@uclan.ac.uk

French Team

Dr. Judith Broadbridge, Subject Leader French

Office: AB134

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@: OJBroadbridge@uclan.ac.uk

Philippe Brom, Lecturer in French

Office: AB133

Tel: 01772-4243

@: pbrom@uclan.ac.uk

Chinese Team:

Feixia Yu – Director of ULCan Confucius Institute

Office: AB112

Tel.: 01772-893141

@: FYu@uclan.ac.uk

Dr. Jiayi Wang – Lecturer in Chinese Language and Cultural Studies

Office: AB130

Tel.: 01772-89 3121

@: Jwang11@uclan.ac.uk

German Team:

Nathaniel Elcock – Lecturer in German Interpreting

Office: AB137

Tel.: 01772-893128

@: NElcock1@uclan.ac.uk

Generic Modules:

Valeriy Smolienko – Principal Lecturer & Module Leader for TR4003

Office: AB038

Tel.: 01772-893147

@: VSmolienko@uclan.ac.uk

Dr. Robert Kasza – Senior Lecturer & Module Leader TR4002

Office: AB129

Tel.: 01772-893022

@: RKasza@uclan.ac.uk

1.3 Expertise of staff

The MA Interpreting & Translation Team are all:

- Practising Interpreters and/or Translators
- Research active (PhDs from Interpreting Studies)
- Present at national and international conferences
- Publications
- Interpreting Trainers
- Members of Professional Interpreting, Translation and Academic Bodies
- Undertake panel and consultancy work

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

The Hub telephone number is +44 (0)1772 891994 or 891995

The Hub email is CandTHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The quickest and most efficient way to contact the MA Interpreting and Translation staff and other students is through email. Please cultivate the habit of checking your University email account regularly. Most of us check our email several times a day and we usually respond to messages as soon as possible. For making individual appointments with members of staff, you will usually find a sheet on their door indicating their office hours i.e. the times during the week when they can be contacted. There are two interpreting notice boards

1. General Notice Board in the Worldwide Centre opposite reception
 2. Language-specific Notice Board through back exit of Worldwide Cafe
- Students should check both notice boards regularly for up-to-date information on the

world of interpreting, job opportunities or possible work placements.

1.7 External Examiner

We have a number of external examiners in accordance with areas of expertise:

Generic modules (non-language-specific)	Dr. Elena Davitti	University of Surrey
Arabic language stream	Dr El Mustapha Lahlali	University of Leeds
Chinese language stream	Dr. Bing Fu	University of Westminster
French language stream	tbc	tbc
German language stream	Dr. Birgit Smith	Lancaster University



2. Structure of the course

2.1 Overall structure: Interpreting Route

Simultaneous Interpreting (both ways)	Consecutive Interpreting (both ways)	Technical Business Interpreting
Translation (both ways)	Managing an Interpreting and Consultancy Business	Theory of Interpreting
Applied Information Technology for Interpreters	Dissertation OR Extended Translation Project	Dissertation OR Extended Translation Project

Overall structure: Translation Route (Arabic and French only)

Specialised Translation		Technical Business Interpreting
Translation (both ways)	Managing an Interpreting and Consultancy Business	Theory of Interpreting
Applied Information Technology for Interpreters	Dissertation OR Extended Translation Project	Dissertation OR Extended Translation Project

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Language-specific modules

Notes:

- Each student takes the four modules relevant to their language

- All modules are mandatory.
- Each module is year-long.

Arabic only

TR4020	Simultaneous Interpreting (both ways) - Arabic
TR4025	Consecutive Interpreting (both ways) – Arabic
TR4004	Technical Business Interpreting - Arabic
TR4010	Translation (both ways) - Arabic
TR4073	Specialised Translation Arabic-English

Chinese only

TR4021	Simultaneous Interpreting (both ways) - Chinese
TR4026	Consecutive Interpreting (both ways) – Chinese
TR4005	Technical Business Interpreting - Chinese
TR4011	Translation (both ways) - Chinese

French only

TR4035	Technical Business Interpreting - French
TR4014	Translation (both ways) - French
TR4074	Specialised Translation French-English

German only

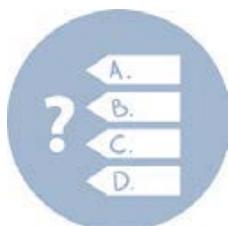
TR4022	Simultaneous Interpreting (both ways) - German
TR4027	Consecutive Interpreting (both ways) – German
TR4006	Technical Business Interpreting - German
TR4012	Translation (both ways) - German

Generic modules

Notes:

- Each student takes these three modules.
- All modules are mandatory.
- Each module is year-long.

TR4002	Theory of Interpreting
TR4008 TR4003	Managing an Interpreting and Consultancy Business OR Applied Information Technology for Interpreting
TR4991 TR4992	Dissertation OR Extended Translation Project



2.3 Course requirements

2.3.1 As a student undertaking this course, you should be aware of Code of Conduct which you will be expected to comply with once working as a professional interpreter.

- AIIC: International Association of Conference Interpreters

- Chartered Institute of Linguists
- Institute for Interpreting and Translation
- Professional bodies for Interpreters and Translators nationally in other countries

2.3.2 Progression Information

As this is a one-year full-time programme, discussions about your progression through the course normally take place at the start of the year, when you will have an opportunity to make plans for your study over the coming months. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

Monitoring of your progress will be ongoing throughout your study.

2.4 Study Time

2.4.1 Weekly timetable

You can expect to attend around 12 to 15 hours of classes per week, depending on your choice of modules. These may be spread across the week 09.00 – 21.00. You will be provided with detailed timetable information during induction. (Clearly your timetable will vary according to which language you have chosen and which options you take.) Please see also link to electronic timetable below:

<https://intranet.uclan.ac.uk/ou/lis/Pages/DailyWeekly-Timetables.aspx>

2.4.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

It may be advisable to make yourself a practice schedule allocating time for specific practice across the week.

You will have the opportunity to use the interpreting booths for practice during the week.



2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to: You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the course leader Kirsty

Heimerl-Moggan by email to KHeimerl-moggan@uclan.ac.uk

International students please remember that under the Visas and Immigration (UKVI) Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Your attendance will be monitored via SAM (electronic student attendance monitoring) and you can check your own attendance record through myUCLan.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

All MA Interpreting and Translation modules can be delivered in two formats:

Format 1: The first 50 minutes will start on the hour followed by a 10 minute break with the second 50 minutes following on the hour.

Format 2: The two 50 minutes sessions will run consecutively starting on the hour and without a break. This will give you a 20 minute break between such double modules.

Please Note: Lessons will start on time and tutors will not accommodate late arrivals by repeating missed parts of the lesson.

Notes for missed lessons/classes will be given to a classmate to pass on to you upon your return (they will not be kept by the lecturer).

3. Approaches to teaching and learning

3.1 Expertise of staff

You will be taught by practising interpreters with established careers in academia. For detailed information about staff, please visit the UCLan website (www.uclan.ac.uk).

The Course Team will also introduce you to new developments in the field through eLearn bulletins containing for example excerpts from professional journals and books and links to interpreting and translation websites. You will also be encouraged to observe interpreting in real life situations by participating in conferences and international events taking place in the region.

3.2 Learning and teaching methods

Learning and assessment methods are designed to suit the objectives of each module. In skill-learning modules (interpreting and translating modules, for example), you will learn through a combination of lecturer input, practical work and discussion, with regular practice and lecturer feedback. These modules are typically assessed by a variety of professional-type tasks (take-home translations or writing tasks, interpreting exams by a live panel of examiners or by recording your performance in the booth), though some may also have an end-of-module exam. You will also take part in mock conferences as part of the course. Learning in knowledge-based modules (such as Theory of Interpreting) takes place through lectures with discussion breaks and student presentations, with more focus on individual, reading-based research.

The working style of the Dissertation is quite different. Here you carry out a sustained piece of work with one-to-one guidance from a supervisor. This trains and tests your ability to carry out a major academic piece of work in the translation or interpreting field. You will be given a seminar on related research skills. The assessment is based on the quality of the piece of work you finally submit.

In addition to regular contact hours and workshops, you will be expected to spend a significant amount of your time working on assignments – in fact, you will probably find that the time you spend doing your MA is characterised by more practical learning than any other period of your life! Some of your study will be guided by the reading and task lists you are given for each module, but some will be undertaken on your own initiative. You should see autonomous study, as much more than an activity which enables you transfer information and ideas from the teaching material to your head. This type of study will generate skills necessary for the wider academic context. It is in fact very much like taking part in a debate or discussion: you listen respectfully to what others have to say – that is, the writers whose work you read, guest lecturers, your tutors and fellow-students – but you also make your own contribution, both in class and in your assignments. Your contributions, like those of others, are not simply your opinions, but the things that you have thought backed up by arguments and evidence. And, as in any proper debate or discussion, you don't simply take what everybody else says at face value – you weigh it up and evaluate it critically, try to identify the underlying principles and assumptions, ask yourself if there are exceptions or counter-arguments, and so on. You can expect that others will question your contributions in the same way, and your understanding of the issues will be all the deeper for it.

3.3 Study skills

In studying at postgraduate level, then, you should bear three things in mind, each of which may seem unusual at first and may take a while to get used to:

- you should not believe that, simply because something has been published in a book or journal, it is necessarily 'true' in the sense that the arguments or opinions cannot be questioned;
- you should also take that attitude towards what your tutors say – that is, we *want* you to challenge us!
- it is not enough to present opinions. You have *opinions* when you start the MA – what you will develop through doing the course are *arguments*.

In summary, the essential skills we would like you to develop by the end of the programme are the following:

- interpreting and translation skills
- self-motivation and autonomy
- innovation and flexibility
- critical analysis and evaluation
- practical problem-solving and decision-making
- reflection and self-analysis
- planning and organising
- interpersonal and team-working skills
- developing, presenting and defending your arguments

Please note: There are a variety of services to support students and these include WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



3.4 Learning resources

3.4.1 Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

The library opening times vary during and outside of term time and can be

found under:

[Library Opening Times](#)

http://www.uclan.ac.uk/students/library/opening_times.php

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

On the MA Interpreting and Translation we will also be introducing you to electronic resources suitable for use once working as in interpreter.

3.5 Personal development planning

Personal Development Planning (PDP) is a mechanism to help you reflect on your learning, your performance and your achievements in order to help you plan for personal, educational and career development.

We hope that through the PDP process you will understand how you learn so you can set yourself clear goals and take responsibility for some of your own learning. The portfolio on the Language modules is an excellent demonstration of a PDP as it asks you to think about areas of study which you feel are difficult for you, set goals to overcome them and reflect on how you are progressing.

Career development is also an aim of PDP as it makes you focus on skills that employers want from new employees such as:

- Good communication skills
- Good writing skills
- Ability to reflect on your actions and evaluate your performance
- Good planning skills
- Good IT skills
- Cognitive skills such as ‘understanding’ or ability to ‘critically analyse’

Here at the University we recognise how important these skills are which is why we use them in classes, homework and even in assessments.

There are many different ways of making a PDP, for example some students:

- like to make a written plan so they can see where they are making progress and where they need to do more work,
- prefer to keep it more informal and keep a file of their assessments which will show them where they need to do more study

Whichever system you decide to use is fine with us! Your Personal Tutor will discuss your PDP with you in the first semester and help you to set some clear objectives.



3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability

Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university's e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It's your future: take charge of it!

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

This course has a very strong employability-focus and we aim to prepare students for work as interpreters in the professional world. Whilst all modules offered on the MA Interpreting and Translation aim at giving students real-life experiences while learning, module TR4008 Starting an Interpreting and Consultancy Business is particularly employability-orientated. Here students are given the necessary tools of the trade and inside knowledge to ensure they can successfully start a freelance or in-house career as interpreters. Some of last year's students have already undertaken successful professional interpreting assignments - in a couple of cases even working with their former lecturers.

4. Student Support

Generally, your tutor can help with a wide range of personal and academic issues which are not purely administrative and which do not relate purely and exclusively to any particular module. This may cover, for example:

- purely personal matters which impinge on your work, such as finances, accommodation, relationships, finding a job after the course, etc;
- the way you are coping with the MA as a whole - including problems such as workloads, choosing options, etc;
- problems with fellow students or individual tutors.



4.1 Academic Advisors

Your academic advisor is there to respond with help and advice when you feel you need it. They will also monitor your progress in a supportive and sensitive way, so from time to time they may also approach you.

Although you should feel free to approach your tutor at any time, they are of course not counsellors. While personal tutors will always do what they can to help, they may if appropriate suggest that you seek help or guidance from other sources, such as the independent SU Advice Centre or the Student Affairs Service, which runs a student centre, referred to as the 'i'. In addition to personal support, the 'i' provides information on admissions, registration and financial aid. It also has a website with up-to-date information on student services, procedures and regulations.

Your relationship with your tutor is very much what the two of you make of it, but it should wherever possible be confidential (your tutor will not pass on what you say to other members of the course team without your express permission), and non-judgmental - nobody will award you a higher or lower grade, or think any the better or worse of you, simply on the basis of what has been discussed with your tutor.

All members of the MA teaching team can act as academic advisors. They know what is involved from both sides of the fence. They are therefore well placed to give information and

advice, to act as a sounding board, to lend a sensitive and sympathetic ear - and are generally able to help you make your MA programme the challenging, enriching experience it is designed to be.

4.2 Students with disabilities

UCLan is committed to providing access to and removing barriers where possible for students with special needs. A range of policies and information about disability matters have been produced and can be accessed via the link below:

https://www.uclan.ac.uk/students/health/disability_services.php

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

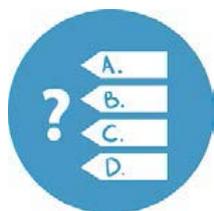
Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

Should you need any advice regarding our processes, or have issues related to disability/learning difficulty, then please contact the School's disability Lead - Elaine Austin eaustin@uclan.ac.uk for further advice / support.

4.3 Students' Union One Stop Shop

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment



5.1 Assessment Strategy

Each module descriptor outlines the assessments in the individual modules. Where further explanation is needed you will also be given a detailed breakdown of assessments for each module in the lessons.

Generic feedback on all elements of assessment will be made available to students within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessments will be made available within 15 working days following the publication of results.

Generic feedback may be oral, written or posted on a website.

For all formal assessments, students will also have **individual written feedback**. Feedback will include reference to the student's performance in relation to the learning outcomes and marking criteria, areas of strength, indication of areas for improvement and reflection on personal development. Formal assessments will also indicate a grade.

5.2 Notification of assignments and examination arrangements

You will be notified of the requirements for individual assessments and their respective deadlines for submission / examination arrangements through your induction CD and by the course tutors.

You will be advised of submission times and dates on the assessment information sheets given to you by your tutors.

5.3 Referencing

Any materials taken from another source (whether quoted or paraphrased) **MUST** be referenced. We recommend that you use the Harvard Referencing system for this.

In the Harvard system, there two aspects to providing the reference details: in-text citations and a bibliography (or reference list) – see below. The in-text citation means that at every point in the text where reference to source material is made, its author's surname, and the year of publication needs to be given. In addition, if you use a quote, then the page number should also be included.

Please note that in Literature modules another referencing system may be recommended – check with your tutors.

General referencing guidance and details on layout specifics can be obtained from WISER (Academic Study Support) ELearn – details are on the website (www.uclan.ac.uk/wiser) - or from WISER tutors during WISER tutorials (see website for details).

5.4 Confidential material

Students must at all times be aware of their ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments.

Students are advised not to enquire about assessment marks of their fellow students – they will share them with colleagues should they want to.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire, Preston Campus
3. University School/Centre	School of Languages and Global Studies
4. External Accreditation	N/A
5. Title of Final Award	MA in Interpreting and Translation (Arabic) MA in Interpreting and Translation (Chinese) MA in Interpreting and Translation (French) MA in Interpreting and Translation (German) MA in Interpreting and Translation (Greek) MA in Interpreting and Translation (Japanese) MA in Interpreting and Translation (Russian) MA in Interpreting and Translation (Spanish) MA in Interpreting and Translation (Polish)
6. Modes of Attendance offered	Full-time Part-time
7. UCAS/Banner Code	LCTAIN100 (FT) LCTAIN500 (PT)
8. Relevant Subject Benchmarking Group(s)	Interpreting Studies Translation Studies

	Language and Related Studies Linguistics
9. Other external influences	N/A
10. Date of production/revision of this form	Revised: May 2008 Revised: April 2010 Revised: June 2011 Revised: June 2013 (for PCR) Revised: January 2018
11. Aims of the Programme	
	<ul style="list-style-type: none"> To develop full understanding of core issues and concepts in translation and interpreting theory and practice in different cultural contexts.
	<ul style="list-style-type: none"> To provide students with text-analysis, translation and interpretation skills leading to professional-level career opportunities or further education in the field.
	<ul style="list-style-type: none"> To enable graduates to acquire knowledge and understanding of new techniques of translation and interpreting including IT and CAT
	<ul style="list-style-type: none"> To prepare students to manage their own translation and interpreting business as free-lance specialists or in-house staff in relevant organisations (translation companies, media, educational institutions)
	<ul style="list-style-type: none"> To develop a critical understanding of key areas and concepts of relevance in translation and interpreting as well as cultural studies leading to further research and self-development.
12. Learning Outcomes, Teaching, Learning and Assessment Methods	
A. Knowledge and Understanding	
<p>A1. Knowledge of linguistic and cultural theories, and fundamental principles related to translation and interpreting</p> <p>A2. Understanding and awareness of the variety of processes, strategies, and text types involved.</p> <p>A3. Demonstration of ability to evaluate and a range of sources to produce, improve and critically analyse translations of various kinds.</p> <p>A4. Comprehension of processes and skills necessary for undertaking independent research</p> <p>A5. Ability to organize and produce translations under different conditions with adequate use of resources and techniques (individually and in pairs/teams)</p>	
Teaching and Learning Methods	
<ul style="list-style-type: none"> Lectures and Workshops (Learning outcomes A1, 2, 4 and 5) Analysis of case studies (Learning outcomes A1, 2, 4 and 5) Pairwork and groupwork (Learning outcome A2, 3 and 4) Translation and interpreting practice (Learning outcome A2, 3 and 5) 	
Assessment methods	
<ul style="list-style-type: none"> Translation and interpreting practice (Learning outcomes A2, 3 and 5) Presentations (Learning outcomes A1, 2 and 3) Academic Essay (Learning outcomes A1, 2 and 3) Exam (Learning outcome A1,2,3) Portfolio (Learning outcomes A2 and 3) Dissertation (Learning outcome A1, 2, 3 and 4) 	
B. Subject-specific skills	
<p>B1. Examine some of the major principles of discourse analysis, corpus linguistics, semantics and pragmatics in order to explore the translation models relevant to specific language</p> <p>B2. Demonstrate and put into practice contemporary T&I approaches, methodologies, resource skills, language awareness and analysis in order to produce quality translations</p> <p>B3. Synthesise, critically appraise and reflect on current T&I methodologies;</p> <p>B4. Be aware of how texts convey messages on multiple levels in a particular language and the implications of this for translating</p> <p>B5. Analyse and organise systematically data for research on T&I topics</p>	
Teaching and Learning Methods	

<ul style="list-style-type: none"> • Lectures and Workshops (Learning outcomes B1, 2, 3, 4 and 5) • Analysis of case studies (Learning outcomes B1, 2, 3 and 4) • Pairwork and groupwork (Learning outcome B1, 2, 3, 4 and 5) • Translation and interpreting practice (Learning outcomes B2 and 3)
Assessment methods
<ul style="list-style-type: none"> • Translation and interpreting practice (Learning outcomes B2, 3 and 4) • E-portfolio (Learning outcomes B2, 3 and 4) • Presentations (Learning outcomes B1, 2, 3 and 4) • Academic Essay (Learning outcomes B1, 2, 3, 4 and 5) • Exam (Learning outcome B1) • Dissertation (Learning outcome B1, 2, 3, 4 and 5)
C. Thinking Skills
<p>C1. Identify relevant principles and theories underpinning the Translation and Interpreting approaches and methods</p> <p>C2. Analyse linguistic, cultural and social processes involved in Translation and Interpreting</p> <p>C3. Demonstrate skill and awareness of various factors that affect text interpretation and translation</p> <p>C4. Critically evaluate the relevance and effectiveness of various types of translation theories, techniques and teaching materials</p> <p>C5. Identify, investigate and apply an approach or technique that may be particularly relevant to the kind of translation undertaken in a given situation.</p>
Teaching and Learning Methods
<ul style="list-style-type: none"> • Lectures and Workshops (Learning outcomes C1, 2, 3, 4 and 5) • Analysis of case studies (Learning outcomes C1, 2, 3 and 4) • Pairwork and groupwork (Learning outcome C1, 2, 3, 4 and 5) • Translation and Interpreting practice (Learning outcomes C1, 3 and 4)
Assessment methods
<ul style="list-style-type: none"> • Translation and Interpreting practice (Learning outcomes C1, 3 and 4) • Presentations (Learning outcomes C1, 2, 3 and 4) • Academic Essay (Learning outcomes C1, 2, 3, 4 and 5) • Exam (Learning outcome C1, 2, 3 and 5) • E- portfolio (Learning outcome C1, 2, 3 and 4) • Dissertation (Learning outcome C1, 2, 3, 4 and 5)
D. Other skills relevant to employability and personal development
<p>D1. Manage information in order to evaluate its relevance for specific areas of investigation</p> <p>D2. Ability to work autonomously, or with minimal guidance where appropriate</p> <p>D3. Problem-solving in relation to the selection of appropriate techniques and materials to suit different T&I purposes</p> <p>D4. Initiate and lead debate as appropriate</p> <p>D5. Reflective practice as part of personal development planning</p> <p>D6. Demonstrate self-discipline, motivation and flexibility</p>
Teaching and Learning Methods
<ul style="list-style-type: none"> • Lectures and Workshops (Learning outcomes D1, 2, 3, 4, 5 and 6) • Analysis of case studies (Learning outcomes D1 and 4) • Pairwork and groupwork (Learning outcome D1, 2, 3, 4, 5 and 6) • Practical Interpreting Assignments – Shadowing or undertaking (Learning outcomes D2, 3, 5 and 6)
Assessment methods
<ul style="list-style-type: none"> • Translation and Interpreting practice (Learning outcomes D2, 3, 5 and 6) • Presentations (Learning outcomes D1, 2, 3, 4 and 6) • Academic Essay (Learning outcomes D1, 2, 3, 4, 5 and 6) • Exam (Learning outcome D1, 2 and 3) • Portfolio (Learning outcome D1, 2, 3, 4, 5 and 6) • Dissertation (Learning outcome D1, 2, 3, 4, 5 and 6)

13a. Programme Structures* - STANDARD INTERPRETING ROUTE				
Level	Module Code	Module Title	Cred. rating	14a. Awards and Credits*
Level 7	Compulsory Modules			<u>Masters Degree</u> MA in Interpreting and Translation (Arabic) MA in Interpreting and Translation (Chinese) MA in Interpreting and Translation (French) MA in Interpreting and Translation (German) MA in Interpreting and Translation (Greek) MA in Interpreting and Translation (Japanese) MA in Interpreting and Translation (Russian) MA in Interpreting and Translation (Spanish) MA in Interpreting and Translation (Polish) Requires 180 credits at level 7 ----- <u>Postgraduate Diploma</u> PgD in Interpreting and Translation (Arabic) PgD in Interpreting and Translation (Chinese) PgD in Interpreting and Translation (French) PgD in Interpreting and Translation (German) PgD in Interpreting and Translation (Greek) PgD in Interpreting and Translation (Japanese) PgD in Interpreting and Translation (Russian) PgD in Interpreting and Translation (Spanish) PgD in Interpreting and Translation (Polish) Requires 120 credits at level 7 ----- <u>Postgraduate Certificate</u> PgC in Interpreting and Translation (Arabic) PgC in Interpreting and Translation (Chinese) PgC in Interpreting and Translation (French) PgC in Interpreting and Translation (German)
	TR4010	Translation (both ways) - Arabic	20	
	TR4011	Translation (both ways) - Chinese	20	
	TR4014	Translation (both ways) - French	20	
	TR4012	Translation (both ways) - German	20	
	TR4015	Translation (both ways) - Greek	20	
	TR4016	Translation (both ways) -	20	
	TR4017	Japanese	20	
	TR4018	Translation (both ways) – Russian	20	
	TR4013	Translation (both ways) – Spanish	20	
		Translation (both ways) – Polish	20	
	TR4020	Simultaneous Interpreting (both ways) - Arabic	20	
	TR4021	Simultaneous Interpreting (both ways) - Chinese	20	
	TR4029	Simultaneous Interpreting (both ways) - French	20	
	TR4022	Simultaneous Interpreting (both ways) - German	20	
	TR4030	Simultaneous Interpreting (both ways) - Greek	20	
	TR4031	Simultaneous Interpreting (both ways) - Japanese	20	
	TR4038	Simultaneous Interpreting (both ways) – Russian	20	
	TR4041	Simultaneous Interpreting (both ways) - Spanish	20	
	TR4023	Simultaneous Interpreting (both ways) – Polish	20	
	TR4025	Consecutive Interpreting (both ways) - Arabic	20	
	TR4026	Consecutive Interpreting (both ways) - Chinese	20	
	TR4032	Consecutive Interpreting (both ways) - French	20	
TR4027	Consecutive Interpreting (both ways) - German	20		
TR4033	Consecutive Interpreting (both ways) - Greek	20		
TR4034	Consecutive Interpreting (both ways) - Japanese	20		
TR4039	Consecutive Interpreting (both ways) - Russian	20		
TR4042	Consecutive Interpreting (both ways) – Spanish	20		
TR4028	Consecutive Interpreting (both ways) – Polish	20		

TR4004	Technical Business Interpreting - Arabic	20	PgC in Interpreting and Translation (Greek) PgC in Interpreting and Translation (Japanese) PgC in Interpreting and Translation (Russian) PgC in Interpreting and Translation (Spanish) PgC in Interpreting and Translation (Polish) Requires 60 credits at level 7 -----
TR4005	Technical Business Interpreting - Chinese	20	
TR4035	Technical Business Interpreting - French	20	
TR4006	Technical Business Interpreting - German	20	
TR4036	Technical Business Interpreting - Greek	20	
TR4037	Technical Business Interpreting - Japanese	20	
TR4040	Technical Business Interpreting - Russian	20	
TR4043	Technical Business Interpreting – Spanish	20	
TR4007	Technical Business Interpreting - Polish	20	
TR4002	Theory of Interpreting	20	
TR4008	Managing an Interpreting and Consultancy Business	20	
TR4003	Applied Information Technology for Interpreters Either / Or	20	
TR4071	The World of Interpreting – From Diplomatic Services to International Organisations	20	
	Core Modules		
TR4991	Dissertation OR	40	
TR4992	Extended Translation Project	40	

13b. Programme Structures* - SUIBE ARTICULATION ROUTE

Level	Module Code	Module Title	Cred. rating	14b. Awards and Credits*
Level 7	TR4044	Intensive Technical Business Interpreting – Chinese	10	<u>Masters Degree</u> <i>MA in Interpreting and Translation (Chinese)</i> Requires a minimum of 60 credits at level 7 and APL according to Articulation: <ul style="list-style-type: none"> - TR4991 Dissertation is a compulsory module - 10 credit modules taken at Preston (Semester 2) - Dissertation taken back to complete in China for September submission
	TR4045	Intensive Translation (both ways) – Chinese	10	
	TR4019	Intensive Theory of Interpreting	10	
	TR4009	Intensive Applied Information Technology for Interpreting	10	
	TR4069	Intensive Managing an Interpreting and Consultancy Business	10	
	TR4072	Intensive Interpreting – From Diplomatic Services to International Organisations	10	
		Core Modules		
	TR4991	Dissertation OR	40	
TR4992	Extended Translation Project	40		

13c. Programme Structures* -TRANSLATION ROUTE/ ARABIC AND FRENCH ONLY				
Level	Module Code	Module Title	Cred. rating	14c. Awards and Credits*
Level 7	TR4073	Specialised Translation Arabic-English	40	<p><u>Masters Degree</u> MA in Interpreting and Translation (Arabic) MA in Interpreting and Translation (French)</p> <p>Requires 180 credits at level 7 -----</p> <p><u>Postgraduate Diploma</u> PgD in Interpreting and Translation (Arabic) PgD in Interpreting and Translation (French)</p> <p>Requires 120 credits at level 7 -----</p> <p><u>Postgraduate Certificate</u> PgC in Interpreting and Translation (Arabic) PgC in Interpreting and Translation (French)</p> <p>Requires 60 credits at level 7 -----</p>
	TR4074	Specialised Translation French-English	40	
	TR4010	Translation (both ways) – Arabic	20	
	TR4014	Translation (both ways) - French	20	
	TR4004	Technical Business Interpreting - Arabic	20	
	TR4035	Technical Business Interpreting – French	20	
	TR4002	Theory of Interpreting	20	
	TR4008	Managing an Interpreting and Consultancy Business	20	
	TR4003	Either Applied Information Technology for Interpreters Or	20	
	TR4072	The World of Interpreting – From Diplomatic Services to International Organisations	20	
	TR4991	Dissertation (Core Module)	40	
		OR		
TR4992	Extended Translation Project	40		
15. Personal Development Planning				
<p>PDP will be used in many different ways to support the development of academic and general skills in this programme. PDP processes to be developed are:</p> <ul style="list-style-type: none"> • Planning • Performance • Data gathering • Critical reviewing • Evaluating <p>MA Students will profit from PDP by becoming aware of their strengths and weaknesses as well as their learning patterns. This will lead to advice on the best ways to succeed in studying the subject of choice. Furthermore, PDP will assist students in setting their career plans and employment ambitions. They will learn how to make successful applications and write CVs that demonstrate their potential.</p> <p>The above PDP processes will be made explicit through the following modes of assessment and progress can be reviewed through:</p> <ul style="list-style-type: none"> • Translation and Interpreting practice 				

- Dissertations
- Written essays
- Independent project-work
- Group projects
- Portfolios/E-portfolios

In addition, students will have ample opportunity to build on the above areas and to reflect on their individual action plans (e.g. employability prospects and transferable skills) via the Personal Tutoring system in the Department of Languages and International Studies. The management of this system is documented in the attached Personal Tutoring Manual (Guidelines for Staff).

16. Admissions criteria

- A minimum of a lower second-class Honours degree (or equivalent in the respective country) preferably in Translating and Interpreting (with English).
- Students whose first language is not English are required to pass either the TOEFL (a minimum of 600-pbt or 250 cbt) and TWE 5 OR IELTS (a minimum of 6.5 with a 6.0 in writing) language test, or equivalent English language qualification.
- Students who have proved their level of English language competence through a interpreting/translation qualification entailing English e.g Diploma in Public Service Interpreting, Diploma in Translation
- Applicants with a level of English demonstrated by one of the above will normally be interviewed and tested to demonstrate appropriate competence, and alternative professional qualifications will be considered on an individual basis. For students resident abroad, interviews may take place in their home country. Failure to pass either the interview or interpreting/translation test will result in non-admission.

17. Key sources of information about the programme

- **Handbook**
- **Online Fact Sheet**
- **SoLLIS website**
- **Websites and Fact sheets of Partner Institutions**
- **Government and Public Educational Institutions**

TR4020	Simultaneous Interpreting (both ways) - Arabic	COMP	√	√	√		√	√	√	√		√	√		√	√		√	√		√	
TR4021	Simultaneous Interpreting (both ways) - Chinese																					
TR4029	Simultaneous Interpreting (both ways) - French																					
TR4022	Simultaneous Interpreting (both ways) - German																					
TR4030	Simultaneous Interpreting (both ways) - Greek																					
TR4031	Simultaneous Interpreting (both ways) - Japanese																					
TR4038	Simultaneous Interpreting (both ways) – Russian																					
TR4041	Simultaneous Interpreting (both ways) - Spanish																					
TR4023	Simultaneous Interpreting (both ways) - Polish																					
TR4025	Consecutive Interpreting (both ways) - Arabic	COMP	√	√	√		√	√	√	√		√	√		√	√		√	√		√	
TR4026	Consecutive Interpreting (both ways) - Chinese																					
TR4032	Consecutive Interpreting (both ways) - French																					
TR4027	Consecutive Interpreting (both ways) - German																					
TR4033	Consecutive Interpreting (both ways) - Greek																					
TR4034	Consecutive Interpreting (both ways) - Japanese																					
TR4039	Consecutive Interpreting (both ways) - Russian																					
TR4042	Consecutive Interpreting (both ways) – Spanish																					
TR4028	Consecutive Interpreting (both ways) - Polish																					
TR 4002	Theory of Interpreting	COMP		√		√				√		√	√	√		√	√	√		√		√

18b. Curriculum Skills Map –SUIBE ARTICULATION ROUTE

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

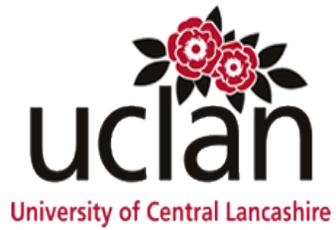
Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																					
				Knowledge and understanding					Subject-specific Skills					Thinking Skills					Other skills relevant to employability and personal development						
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	
LEVEL 7	TR4045	Intensive Translation (both ways) - Chinese	O	√		√			√		√	√	√		√	√	√		√	√		√		√	
	TR4019	Intensive Theory of Interpreting	O		√		√				√		√	√	√		√	√	√	√		√		√	√
	TR4009	Intensive Applied Information Technology for Interpreters	O	√	√		√	√	√		√		√		√		√			√	√	√	√	√	√
	TR4069	Intensive Managing an Interpreting and Consultancy Business	O		√	√				√		√	√		√	√	√			√	√	√		√	
	TR4044	Intensive Technical Business Interpreting - Chinese	O	√		√		√	√	√		√	√		√	√		√			√	√		√	
	TR4072	Intensive The World of Interpreting – From Diplomatic Services to International Organisations	O				√		√			√	√			√				√	√	√	√	√	√
	TR4991	Dissertation	CORE		√	√			√		√	√			√		√	√		√	√		√	√	√
	TR4992	Extended Translation Project	CORE		√	√			√		√	√			√		√	√		√	√		√	√	√

18c. Curriculum Skills Map –TRANSLATION ROUTE –ARABIC AND FRENCH ONLY

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																					
				Knowledge and understanding					Subject-specific Skills					Thinking Skills					Other skills relevant to employability and personal development						
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	
LEVEL 7	TR4010	Translation (both ways) - Arabic	COMP	√	√	√			√	√	√	√		√	√	√	√		√	√	√	√		√	
	TR4014	Translation (both ways) - French	COMP	√	√	√			√	√	√	√		√	√	√	√		√	√	√	√		√	
	TR4073	Specialised Translation Arabic-English	COMP	√	√	√	√	√	√	√	√		√	√	√		√	√	√	√	√	√	√	√	√
	TR4074	Specialised Translation French -English	COMP	√	√	√	√	√	√	√	√		√	√	√		√	√	√	√	√	√	√	√	√
	TR 4002	Theory of Interpreting	COMP		√		√				√		√	√	√		√	√	√		√		√		√
	TR4003	Applied Information Technology for Interpreters	O	√	√		√	√	√		√		√		√		√		√		√		√		√
	TR4008	Managing an Interpreting and Consultancy Business	COMP		√	√				√		√	√		√	√	√		√	√	√		√		√
	TR4004	Technical Business Interpreting - Arabic	COMP	√		√		√	√	√	√		√	√		√	√		√		√	√		√	
	TR4035	Technical Business Interpreting - French	COMP	√		√		√	√	√	√		√	√		√	√		√		√	√		√	
	TR4071	The World of Interpreting – From Diplomatic Services to International Organisations	O				√		√			√	√			√			√	√	√	√	√	√	√

	TR4991	Dissertation	CORE		√	√			√		√	√		√		√	√		√	√		√	√		√	√
	TR4992	Extended Translation Project	CORE		√	√			√		√	√		√		√	√		√	√		√	√		√	√



Addendum to the Course Handbook for
MA Interpreting & Translation
Entry Year of Study (2018-19)

Page	Section	Summary of change & previous text removed (state whether addition / deletion / amendment / etc)	Date of Approval
	PS	Addition of alternative compulsory module TR4992 Extended Translation Project	January 2018