

School of Arts, Languages and Cultures

MA Programme Handbook

Translation and Interpreting Studies (MATIS)

2022 – 2023

Programme Director:

Prof. Maeve Olohan

Please note, some information is subject to change.
For updates, please check the [SALC Student Intranet](#).

This Programme Handbook contains information relevant to the MA in Translation and Interpreting Studies (MATIS). Information relevant to all postgraduate taught programmes in the School of Arts, Languages and Cultures (SALC) can be found in the [School Postgraduate Taught Handbook](#), which should be read and used as a reference in conjunction with this Handbook.

Translation and Interpreting Studies 2022 – 2023

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1. Postgraduate Study in the School of Arts, Languages and Cultures

The School of Arts, Languages and Cultures is made up of seventeen different subject areas covering a diverse range of Arts and Languages disciplines. Our work embraces the material, visual, linguistic, textual, social and performative dimensions of human society ranging from pre-historic times, through the classical and medieval periods, to the present day.

For students, we offer the advantages of belonging to a specific subject area combined with the extensive choice and variety of being within a large and multi-disciplinary school.

SALC combines the linguistic study of languages and translation studies with a wide range of cultural research (in literature, screen studies, critical theory, history and politics). This opens up possibilities for exciting interdisciplinary work which goes beyond the study of ‘national’ cultures and reflects the impact of globalisation on our disciplines. Regular research and graduate seminars are held within the School. Attendance at such seminars forms an important part of initiation into the world of scholarly research and is a valuable opportunity for contact with leading scholars in your field.

The University of Manchester is one of the largest in the country and is able to offer excellent facilities to postgraduate students, including a wealth of online resources to support study during the pandemic. The University of Manchester Library has internationally renowned holdings in Translation and Interpreting Studies and all of the major Modern and Middle Eastern languages and literatures. Its collections include many rare texts and provide an excellent base for advanced study and research.

Postgraduate students in the School benefit from the School’s own Graduate School, an online and physical community where postgraduate students can meet each other, access resources and organise events. We are committed to developing collegiality, intellectual discussion, and interdisciplinary and multi-disciplinary exchange among both MA and PhD students and staff. Our activities are open to all postgraduate students in the School and we look forward to seeing you soon. In addition to this, the University’s Language Experience for All Programme (LEAP), based within the School, provides advanced facilities for enhancing linguistic skills where required; it also gives access to European satellite broadcasts and has a video and media library. The University Centre for Academic English (UCAE) provides academic language and skills support for the University’s international student cohort.

The [SALC Postgraduate Taught Student Handbook](#) is referred to throughout this document. It is available on the [SALC Student Intranet](#).

2. The Centre for Translation and Intercultural Studies

The Centre for Translation and Intercultural Studies (CTIS) launched its first postgraduate programme in translation studies in 1995. Our MA in Translation and Interpreting Studies (MATIS) is one of the longest-running and most comprehensive postgraduate degrees offered by a UK institution. More recently, CTIS added the MA in Intercultural Communication to its portfolio of programmes.

CTIS has an international reputation for the quality of its research and teaching activities. Its staff have extensive and varied experience of teaching, researching and publishing in numerous areas of translation and interpreting theory and practice, including the following:

- Translation and Conflict, Translation and Activism
- Corpus-based Translation Studies
- Multimodality and Audiovisual Translation
- Social and Sociological Studies of Translation and Interpreting
- Text and Discourse, Text and Context
- Interpreting Studies
- Literary Translation
- Translation and Interpreting Profession and Training
- Scientific and Commercial Translation
- Participatory Translation Movements in the Digital Culture

The following are some examples of doctoral theses supervised by CTIS staff:

- Healthcare Interpreters' Perception of their Position in the Field of Public Service Interpreting in Spain: A Bourdieusian Perspective
- Babels, the Social Forum and the Conference Interpreting Community: Overlapping and Competing Narratives on Activism and Interpreting in the Era of Globalisation
- Implicatures in Subtitled Films: Multimodal Construal and Reception of Pragmatic Meaning Across Cultures
- Renarrating the Berbers in Three Amazigh Translations of the Holy Quran: Paratextual and Framing Strategies
- Multilingual Knowledge Production and Dissemination in Wikipedia: A Spatial Narrative Analysis of the Collaborative Construction of City-related Articles within the User-generated Encyclopaedia
- Translating Central American Life Writing for the Anglophone Market: A Socio-Narrative Study of Women's Agency and Political Radicalism in the Original and Translated Works of Claribel Alegría, Gioconda Belli and Rigoberta Menchú
- Interpreters' Institutional Alignment and (Re)construction of China's Political Discourse and Image: A Corpus-based CDA of the Premier-Meets-the-Press Conferences
- Theatre Translation, Communities of Practice and the Sri Lankan Conflicts: Renarration as Political Critique
- Analysing Fragmented Narratives: Twitter Reporting of the 3 July 2013 Events in Egypt
- Managing Translation Projects: Practices and Quality in Production Networks
- Hegel's 'Phenomenology' in Translation: A Comparative Analysis of Translatorial 'Hexis'
- The Translation of Children's and Adolescents' Literature in Iran: A Structurationist Approach
- Theorising Translation as a Process of Cultural Repatriation: The Greek Civil War Narrative Translated into Greek
- Making Knowledge Move: Translation and the Travel of Technical Textbooks in Meiji-era Japan, 1868-1894
- Amateur Translation and the Development of a Participatory Culture in China: A Netnographic Study of The Last Fantasy Fansubbing Group

CTIS pioneered the use of corpora in translation research, first through the Translational English Corpus (TEC) project, and later through the Genealogies of Knowledge project.

Since it was established, CTIS has hosted and/or co-organised a number of large international conferences, including the landmark *Research Models in Translation Studies I* and *Research Models in Translation Studies II* conferences. CTIS organized several events as part of the AHRC-funded [Genealogies of Knowledge project](#) from 2016 to 2020. For many years CTIS ran summer schools and workshops under the *Translation Research Summer School* and the *ARTIS* research training initiatives. Every four years, CTIS hosts IPCITI, the [International Postgraduate Conference in Translation and Interpreting](#), organised in partnership with Dublin City University, Heriot-Watt University, and the University of Edinburgh.

Every year, CTIS organises a research seminar series in translation and intercultural studies, attended by an audience of researchers, students and professional translators.

Links

- [Centre for Translation and Intercultural Studies](#)
- [MA in Translation and Interpreting Studies](#)
- [CTIS Research Seminar Series](#)

3. MA in Translation and Interpreting Studies

3.1. Administrative Aspects

3.1.1. Admissions

The normal requirement for admission to the MA is an upper second class Honours degree or higher (or its overseas equivalent), in a relevant subject.

Students who apply from overseas with non-UK qualifications should send a copy of their degree certificate, a transcript of their degree results with an officially authorised translation, and an indication of the marking scale relating to their degree. English language scores of at least IELTS 7 (with at least 7.0 in the writing element of the test) or TOEFL 100 (with at least 25 in the writing element of the test) or a Pearson Test of English (PTE) score of at least 70 overall (with at least 70 in the writing element of the test) are required for students whose first language is not English. Candidates interested in MA study should in the first instance contact the Postgraduate Admissions Officer: masalc@manchester.ac.uk

3.1.2. MA Structure

The **MA in Translation and Interpreting Studies** consists of a total of 180 credits, divided as follows:

- **Compulsory course unit** (15 credits)
ELAN 64001 Introduction to Translation and Interpreting Studies
- **Specialist course units** (totalling 105 credits)
There are two different types of specialist course units: **research-oriented** and **practical**. Practical course units include a language-specific translation or interpreting component. A full list of specialist course units (both theoretical and practical) is provided in Section 3.2.2.
- **Dissertation** (60 credits)
The dissertation will normally focus on one or more of the specialisations covered during the course.

3.1.3. Life Cycle of an MA

Full-time MA students take the MA programme over **12 months**. The taught course units are completed over two semesters and the dissertation must be submitted by **4 September 2023**

- **Semester 1** (26 September – 16 December 2022; assessment period 16 – 27 January 2023)
Introduction to Translation and Interpreting Studies (15 credits)
Three specialist course units (45 credits)
- **Semester 2** (30 January – 11 May 2023; assessment period 15 May – 7 June 2023)
Two specialisations (60 credits)
- **Dissertation** (June – September 2023)

Whilst students are not officially progressed to the dissertation until the Summer Exam Boards, students are permitted to work on the dissertation process well in advance of this. This is on the understanding that official progression to the dissertation is dependent on successful completion of the taught stage of the Master's, either at first attempt or by resit/resubmission in August. Students who have August resits are offered an extended writing-up period for the dissertation until December, with the final result becoming

known after the exam board in February 2023. Supervision, however, is still delivered according to the normal schedule.

Part-time MA students take the taught course units over two academic sessions and submit the dissertation by September of the year following the end of the taught course units (**the programme lasts for 24 months in total**). The schedule for part-time students registering in September 2022 will be as follows:

- **Year 1** (26 September 2022 – 7 June 2023)
 - Introduction to Translation and Interpreting Studies, Semester 1 (15 credits)
 - One specialist course unit in Semester 1 (15 credits)
 - Two specialist course units in Semester 2 (30 credits)
- **Year 2** (25 September 2023 – 7 June 2024)
 - One specialisation in Semester 1 (30 credits)
 - One specialisation in Semester 2 (30 credits)
- The **dissertation** period is from June to September 2024

3.1.4. Part-time Study

Part-time study is strongly supported and is actively facilitated in the timetabling of teaching hours for the MA, wherever possible. However, prospective students should note that even part-time study requires a significant commitment of time, and that we do not recommend combining part-time study with a full-time job. If you are considering taking the programme part time we encourage you to talk to us before you apply, to discuss your options. You should normally arrange with your employer to have at least two working days free per week to study for the MA, and two and a half to three may be needed sometimes to take advantage of programme resources apart from the course units themselves (for example, academic writing seminars or research seminars).

3.1.5. Teaching

The **core course unit** and all **specialist research-oriented course units** (see section 3.2.2. for a list and classification) in MATIS are taught in the form of **lectures** or **seminars**, with group sizes varying by unit.

Specialist course units with a practical translation or interpreting component are delivered through a combination of weekly **seminar/lectures** and a certain number of **language-specific tutorials** (see course unit descriptions for the number of tutorials for specific units). These tutorials are designed for students to obtain advice and guidance from a language specialist on the practical translation or interpreting tasks they will be working on throughout the semester. For specialized translation units, tutorials are provided for all language combinations represented in the cohort. Please note that some translation tutorials may take place via video conferencing. For Dialogue Interpreting for Business and Public Services, we offer tutorials in English-Arabic, English-Chinese (Mandarin), English-French and English-Spanish, provided at least 4 students choose the language pair. Overall, practical course units provide students with regular, guided practice in researching, analysing and translating or interpreting different types of specialized texts.

Some seminars and tutorials for the Translating for Business and Institutions and the Translating for Creative and Heritage Industries specializations use software that is made available on University computer networks and/or through University licenses.

3.1.6. Assessment and Marking Turnaround Times

All **compulsory course units**, **specialist research-oriented course units** and **specialist translation course units** are assessed by coursework, not by written examination.

Dialogue Interpreting for Business and Public Services is assessed by a combination of assessed coursework and examination (see course unit descriptions for more details).

The **pass mark for MA** coursework and the dissertation is 50%. The **pass mark for Postgraduate Diploma** is 40%.

In line with the University's Policy on Feedback to Students, MATIS course unit conveners aim to provide feedback to students within 15 working days of submission. On occasion, this may not be possible and students will be promptly informed of revised timelines. Feedback will normally take the form of individualised written feedback and a provisional mark. Where appropriate, course unit conveners may opt to supplement individual feedback with generic formative feedback which may be made available to students before they receive their individualised feedback and provisional marks.

Marks undergo additional procedures of internal moderation and external examining before being confirmed by the Programme Examination Board. **Confirmed** marks will not be made available to students until after the relevant meeting of the Examination Board.

Failed course units

A failed piece of assessment does not necessarily mean the entire unit is failed. A course unit is only failed if the overall average mark is below 50. In the event that a student receives a fail mark for a course unit, we follow SALC policy. See the SALC PGT Handbook for details. Under that policy, some fail marks can be compensated, and some assessment can be re-sat.

On MATIS, the core course unit, Introduction to Translation and Interpreting Studies, cannot be compensated, so a resit is required if this unit is failed.

All decisions about compensation and resits are taken at the Examination Board in the summer, and any students affected will be notified after that meeting about their options.

3.1.7. Assessed Coursework Submission Deadlines

As the programme requires you to submit assessed essays or other assignments, you must observe the deadlines set out in Appendix 1.

Coursework submission for individual course units on MATIS is made electronically via the Turnitin system only. Instructions for individual pieces of coursework will provide details about submission as necessary. You **MUST** make sure that whenever you submit a piece of coursework on Turnitin, you receive a receipt for your submission, which you should save somewhere that you can find it. **If you are having trouble with submitting or are not given a receipt, then you should send a back-up copy of your work to salc-pgt@manchester.ac.uk before the submission deadline.**

Electronic copies of your work will be checked for plagiarism and/or word counts. It is also recommended that you keep a copy for yourself in case of loss.

Late Submission

Any assessed coursework submitted after the deadline without good cause will incur a penalty determined by the lateness of its arrival:

- ten marks will be deducted for the first day after the deadline. Please note that if you submit after the 12pm deadline on the date of submission, you will incur a late penalty.
- ten additional marks will be deducted for each day thereafter (including weekends), up until 5 days (after which point a mark of zero will be awarded)

If you are registered on units outside of the School, you should ensure that you are aware of the penalties that will be imposed for late course work submission for that School. Schools may operate different penalty schemes for late submission.

Please note that late penalties are applied to the assessment marks in the process of calculating the final mark; the mark that is initially received on the assignment is a mark purely for the academic content and **does not include** any late penalties that are applicable.

3.1.8. School Policy on Word Limits and Penalties for Coursework and Dissertations

All subject areas have agreed assessment lengths for written assessments (such as essays, reports etc.) within their degree programmes. At each level the target word count or range for a written piece is indicative of the optimum length required to compose a successful essay at that level, and is designed to correspond as closely as possible to the weighting that the assessment has within the course unit.

The purpose of enforcing word limits is (a) to ensure parity and fairness by creating a level playing field; (b) to help students produce well-focused and cogent written work; (c) to instil the discipline essential for real-life writing tasks, where word limits are often rigid; and (d) to ensure that students acquire the ability to edit their writing effectively and cut away inessential material, skills invaluable both for academic work and the workplace.

- Students must observe the word limit specified for each assessment. THE UPPER LIMIT IS AN ABSOLUTE MAXIMUM AND MUST NOT BE EXCEEDED.
- The word count for each piece of written work must be displayed clearly on the first page or at the end of the main body of text.
- Word count is here defined as including quotations and the footnotes or endnotes in the essay itself. Unless stated in the task instructions, it does not include the bibliography or any appendices. Appendices are for supporting, illustrative material only; they may not be used to elaborate or extend the argument.
- Material that exceeds the upper limit will not be read or considered in the marking.

It is not expected that staff will check individual submissions unless they are concerned that the stipulated length has been exceeded.

MA dissertations must indicate the word count at the bottom of the contents page (see the [SALC Guidelines for the Presentation of Taught Dissertations for UG and PGT Provision](#) for all details of formatting and presentation). Students must remember, when calculating word counts using word-processing software, to include footnotes and endnotes in the calculation.

Failure to indicate the word count, or the provision of a false word count, may lead to disciplinary action.

3.1.9. Extensions to Submission Dates

Extensions to the submission dates for coursework and dissertations may be sought where circumstances, outside of students' control, will delay the completion and submission by the published deadline. Extensions must be requested by submitting a Mitigating Circumstances application. These are handled by the SALC Student Support and Wellbeing team.

Please note, course unit convenors and tutors cannot grant extensions to deadlines.

Please read the School's policy and guidance on Mitigating Circumstances in the SALC Postgraduate Taught Handbook and access the mitigating circumstances application procedures through the [Support section of the SALC Student Intranet](#).

3.1.10. Plagiarism and Academic Malpractice

We take issues of academic practice very seriously. This includes issues of serious and deliberate malpractice as well as unintentional poor practice with referencing and citation. Please make use of the various materials and resources available to understand academic practice, and do not hesitate to ask if you are worried that you have not understood. Information can be found in the [SALC PGT Handbook](#) (Part 4), the University Library's [My Learning Essentials site](#), and the *CTIS Guides* (available on the MATIS Community Blackboard and copied on many of the individual course unit Blackboard sites as well). It is your responsibility to make sure that you understand this issue.

3.1.11. Diploma and Certificate Level

The Postgraduate Diploma and Certificate are possible exit points for students registered for the MA programme. Students who complete the taught component of the programme only (120 credits, at a pass mark of 40% instead of 50%), may be awarded the Postgraduate Diploma. Students completing only 60 credits' worth of taught course units (at a pass mark of 40%) may be awarded the Postgraduate Certificate.

3.1.12. Student Representation

Translation and Intercultural Studies (TIS) Staff-Student Liaison Committee

The Staff-Student Liaison Committee normally meets twice per semester. The Committee provides a forum for dialogue between TIS staff and student representatives, where issues relating to MATIS and MAIC programmes and their development can be discussed.

Student representatives are appointed each year to ensure effective communication between staff and students and that our students have input into programme developments. The Programme Director will contact all students early in Semester 1 to organise the appointment or election of representatives.

3.1.13. Student Support – Academic and Pastoral

An academic adviser will be allocated to you early in Semester 1. They will be available by email, in any posted drop-in office hours during term time, or by appointment to advise on accessing any appropriate University support services. Your academic adviser can also offer advice and guidance in matters relating to your academic work. This may include support in developing your capacity to review, plan and take responsibility for your own learning through a structured process of personal development planning (PDP) (See the SALC PGT Handbook for more information on the PDP).

If you are experiencing difficulties or have questions about a particular course unit, in the first instance you should approach the relevant course unit tutor. If you wish to meet the course unit tutor, you should e-mail them to arrange a mutually convenient time to meet. The Programme Director is also available to discuss any issues you may wish to raise about the programme as a whole. Again, you should e-mail to make an appointment in advance.

The SALC Student Support and Wellbeing team is available to support you throughout your programme of study. The Student Support and Wellbeing team is based in the Samuel Alexander Building, in the South Foyer Student Hub and in W3.8 and W3.9 on the 3rd floor. The team can provide support and general advice on the following areas:

- General support issues or concerns (e.g. health or other issues affecting your studies)
- Disability support queries
- Attendance issues
- Mitigating circumstances
- Interrupting your programme of study
- Appeals and complaints
- Withdrawing from your programme of study

The team can also help you to access help and support from the following central University support services, full details of which can be found in the SALC Postgraduate Taught Handbook:

- Counselling Service
- Disability Advisory and Support Service (DASS)
- International Advice Team
- Occupational Health
- Student Services Centre
- Students' Union Advice Centre

The South Foyer Student Hub is open from 9am to 5pm from Monday to Friday; there is no need for an appointment. Staff may also be available at other times if you want to make an appointment in advance or see a member of staff in private. Full contact details are available on the [SALC Student Intranet](#):

You can also email: salc-studentsupport@manchester.ac.uk or contact the team by phone at (0161) 3061665.

From time to time you may need to speak to someone other than the MATIS Programme Director about specific issues. The table below gives you the contact points for some common issues:

<i>Question about</i>	<i>Get help from</i>	<i>Contact</i>
content or assessment of a course unit	Course Unit Tutor or Convenor	See Blackboard for drop-in times or make an appointment
mitigating circumstances; coursework extensions	Student Support and Wellbeing	SALC Student Intranet salc-studentsupport@manchester.ac.uk
errors/changes in your course unit enrolment record	PGT Office	salc-pgt@manchester.ac.uk
academic (mal)practice issues	MATIS Assessment Coordinator	Dr Henry Jones, henry.jones@manchester.ac.uk
interruption of studies	Student Support and Wellbeing	SALC Student Intranet salc-studentsupport@manchester.ac.uk
financial matters	Student Services	Student Services
dissertation planning	MATIS Dissertation Coordinator	Dr Anna Stowe, anna.stow@manchester.ac.uk
PhD plans	PGR Director for Modern Languages and Cultures	Prof. Stephen Hutchings, stephen.hutchings@manchester.ac.uk
academic writing skills	University Centre for Academic English	Academic Success Programme
your Personal Development Plan (PDP)	Academic Adviser	See Blackboard for drop-in times or make an appointment

3.1.14. References from CTIS Staff

You will probably require a reference for employers or further study during or after your MA. While staff are happy to oblige, writing a reference takes some time. Make sure that when you request a reference, you provide information about the timeline, and keep in mind that if you leave it too late, staff may not be able to accommodate. In particular, if you are requesting a reference over the summer or a holiday season,

make sure to leave extra time. If there is a form to be completed, make sure the staff member receives it in good time, and that you have filled in your part of the form fully and accurately.

It is also your responsibility to make sure that the referee is given accurate information about the programme/job for which you are applying. You should usually provide a copy of your CV and cover letter to help the lecturer write the reference.

Lecturers are perfectly within their rights to decline to write references, for example if the application is poorly prepared or unrealistic, or if you are making multiple applications with no particular focus. Referees are expected to be honest in their assessment, and we will tell you if we feel that we are not able to write a strong letter for any reason. In nominating your referee, make sure that s/he is the best placed tutor to comment on your skills and performance.

Please note that most PhD programmes expect students to show evidence of a consistently high performance (mid 60s and above) across the programme of study and at least a merit mark in the dissertation component. To compete for PhD funding in the UK, applicants often need to have the equivalent of a first-class undergraduate degree and an MA with Distinction.

3.1.15. Keeping in Touch

We like to keep in touch with our students after graduation, both because it is interesting to hear about the exciting jobs that our graduates go on to do, and because it enables us to forward the employment opportunities that we receive.

If you would like to be added to our alumni database and receive regular information on employment opportunities and CTIS activities, please e-mail the MATIS Programme Director with details of your personal e-mail address.

Please contact us after graduation to be included in our portfolio of graduate profiles, some of which are made available on the CTIS or SALC websites.

There is also a Facebook group for graduates (MA and PhD) of CTIS programmes, to help keep you connected and create a network of scholars as well as professionals in the field. An email will be sent out after the programme has ended inviting you to join.

3.2. Academic Aspects

3.2.1. Aims and Learning Outcomes of the MA in Translation and Interpreting Studies

Aims

- To equip students with the knowledge and skills for a career in translation and/or interpreting or in other professions which require expertise in cross-cultural communication.
- To equip students for further study and research.
- To provide specialist training in various types of translation and/or interpreting activities, including the use of technology in translation, interpreting and related activities.
- To provide a gradual transition into the world of work through practical, real-life translation and/or interpreting tasks, according to the chosen pathway.

Learning Outcomes

On successful completion of the programme students will have demonstrated an understanding of:

- translation and interpreting studies as an academic discipline and familiarity with the various perspectives from which different scholars have attempted to develop theories of translation and interpreting.
- the role of translation and interpreting in solving interlingual and intercultural communication problems.
- the interdisciplinary nature of translation and interpreting studies and the exchange of empirical and theoretical approaches between translation/interpreting studies and other disciplines.
- research issues in interpreting and translation, including recent approaches, current problems, and potential future developments.
- the relationship between translation, interpreting and other aspects of language use and communication, including language patterning, textual organisation and the semiotics of verbal and non-verbal communication.
- specific translation and/or interpreting practices and the role of the translator and/or interpreter in various sectors of economic activity including the audiovisual media, publishing, localisation, commercial and international organisations, depending on the chosen pathway.

3.2.2. Programme Content

The taught component of the MA in Translation and Interpreting Studies combines:

COMPULSORY COURSE UNIT	SPECIALIST (OPTIONAL) COURSE UNITS	DISSERTATION
15 credits	105 credits	60 credits
<p>This theoretical course unit is taken by all students.</p> <p>Please note that this compulsory unit CANNOT be compensated.</p>	<p>Specialist (optional) course units comprise a range of:</p> <ul style="list-style-type: none"> (i) practice-oriented interpreting course units (ii) practice-oriented translation course units. (iii) research-oriented course units 	<p>Dissertations are either (i) a specific translation or subtitling task and a critical analysis of that task or (ii) a research project on a translation or interpreting studies topic</p>

THEORETICAL COMPULSORY COURSE UNITS – 15 CREDITS

SEMESTER 1		
Course Unit Title	Unit Code	Credits
Introduction to Translation and Interpreting Studies	ELAN 64001	15

Please note that the compulsory course unit CANNOT be compensated.

SPECIALIST (OPTIONAL) COURSE UNITS – 105 CREDITS

Students should choose 105 credits (usually 45 in semester 1 and 60 in semester 2) from a range of:

(P) = Practice-oriented interpreting or translation options (involve language-specific translation or interpreting work)

(R) = Research-oriented options

SEMESTER 1 2022 – 2023		
Course Unit Title	Unit Code	Credits
Translating for the Creative and Heritage Industries 1 (P)	ELAN 65451	15
Translating for Business and Institutions 1 (P)	ELAN 65441	15
Interpreting, Society and Skills (P)	ELAN 65461	15
Research Methods in Translation and Intercultural Studies (R)	ICOM 70201	15

SEMESTER 2		
Course Unit Title	Unit Code	Credits
Translating for the Creative and Heritage Industries 2 (P)	ELAN 65552	30
Translating for Business and Institutions 2 (P)	ELAN 65542	30
Interpreting for Business and Public Services (P)	ELAN 65562	30
Multilingualism and Communication in Professions and Institutions (R)	ICOM 60082	15
Research Development Seminar (R)	ICOM70302	15

DISSERTATION – 60 CREDITS

SUMMER		
Course Unit Title	Unit Code	credits
Dissertation	ELAN 60330	60

3.2.3. Other Options in the School of Arts, Languages and Cultures

It is possible to take 15 or 30 credits from other relevant options on offer in the School. Choices must be approved by the Programme Director and the relevant module convenor. Further information on these options can be obtained from the MA Programme Handbooks available on the [SALC Student Intranet](#).

3.2.4. Restrictions on Options

In order to complete a dissertation in a particular area (e.g. literary translation) it will be necessary to have completed the relevant specialisation (i.e. Translating for Creative and Heritage Industries 1 and 2). Any student who wants to do a research dissertation must take ICOM70201 (Research Methods in Translation and Intercultural Studies) in Semester 1 and ICOM70302 (Research Development Seminar) and ICOM60082 (Multilingualism and Communication in Professions and Institutions) in Semester 2.

3.2.5. Interpreting Course Units

Dialogue Interpreting for Business and Public Services

This unit is open to students working with English (either as their native language or as a non-native language) and one of the following: Arabic, Chinese (Mandarin), French or Spanish. Students will interpret in both directions, both into and out of English. Specific language groups will only run if there are at least four students enrolled on them.

Interpreting, Society and Skills

This unit is open to all students, regardless of language combination.

3.2.6. Language-Specific Translation Tutorials

For all specialist translation course units (see list in Section 3.2.2), language-specific support is offered in the form of tutorials with language specialists. These tutorials will be on a small-group basis and will take place three times per semester for each Semester 1 translation course unit, and five times per semester for each Semester 2 translation course unit. Students will be matched with language-specific translation tutors shortly after registration. Translation tutorials may not appear on your online timetable.

3.2.7. Progression to PhD

Students who may be interested in continuing their studies to doctoral level after completing the MA are advised to take ICOM70201 (Research Methods in Translation and Intercultural Studies). They should also consider taking ICOM70302 and ICOM60082 and undertaking a research dissertation (rather than a translation dissertation). A research dissertation is usually not mandatory for PhD study but it provides very useful preparation. Please feel free to discuss your plans with the MLC Postgraduate Research Director and CTIS staff.

3.2.8. Policy for Auditing Classes

Auditors (PhD students, MA students) may not attend language-specific interpreting classes and language-specific translation tutorials. Some optional course units have restrictions due to the nature of the seminar space, group sizes and compositions, or teaching methods. If auditors wish to attend other optional course units, they must ask permission of the course unit tutor and the Programme Director.

3.2.9. Academic Writing

Academic writing skills in English are critical to students' success in the MA programme. Writing academic papers effectively requires not only an excellent command of English grammar, but also sufficient familiarity with essay-writing conventions in British academic contexts. Courses on academic writing are run by the University's Centre for Academic English and are available in both semesters.

3.2.10. Professional Development Workshop Series

Professional Development Workshops are given by invited guest speakers who are professionals working in language services (translation, interpreting, localization, editing, project management, etc.). Through the workshops, MATIS students learn about professional practices, current industry trends and career opportunities. Workshops take place during both semesters and are open to MATIS students only. A schedule of workshops will be made available during the academic year.

3.2.11. CTIS Research Seminar Series

CTIS Research Seminars are seminars given by invited guest speakers who are leading translation and interpreting scholars. Seminars take place during both semesters and they are open to all to attend, without prior registration. A seminar programme will be made available during the academic year.

4. Course Unit Descriptions

4.1. Semester 1

ELAN64001: Introduction to Translation and Interpreting Studies		
15 credits	Semester 1	Compulsory
Tutor	Dr Henry Jones and Dr Anna Strowe	
Synopsis	<p>This course unit provides students with a grounding in contemporary theories of translation and interpreting from the 1960s until the present time.</p> <p>The first half of the course focuses on linguistic approaches, specifically the analysis and description of texts, using a range of skills and concepts from linguistics and sociolinguistics. The second half of the course explores approaches to translation that are employed in translation studies beyond linguistic approaches, or in conjunction with them, including:</p> <ul style="list-style-type: none"> • systems approaches • sociological approaches • feminist approaches • postcolonial approaches <p>Sessions and exercises in both parts will connect with existing literature in translation and interpreting studies, as both examples and as the basis for exercises and discussions where relevant.</p> <p>This course also provides a foundation for MA writing in translation and interpreting, using exercises and coursework to cover issues related to academic writing, critical reading, and the integration of textual analysis with other forms of analysis.</p>	
Teaching	This unit will be delivered through 11 x 50-minute weekly lectures and 11 x 50-minute weekly seminars. Seminars will be interactive, with students expected to be prepared to discuss questions based on readings and tasks assigned by the tutor.	
Assessment	<ul style="list-style-type: none"> • CW 1 (10%): Reflective journal (1,000 words) • CW 2 (30%): Critical review (1,000 words) • CW 2 (60%): Critical essay (2,000 words) <p>Please note that Introduction to Translation and Interpreting Studies <u>cannot</u> be compensated.</p>	

ELAN65451: Translating for the Creative and Heritage Industries 1			
15 credits	Semester 1	Optional	Practice-oriented Available in all language combinations
Convenor	Dr Anna Strowe		
Tutor	Dr Anna Strowe, Dr Henry Jones, Dr Kasia Szymanska, translation tutors		
Synopsis	<p>This course unit aims to familiarise students with professional practices in the creative and heritage industries and to provide them with a grounding in key theories, methods and issues in research on the translation of literature, theatre texts, museum texts, films, television and video games. The range of topics covered in this course unit may include:</p> <ul style="list-style-type: none"> • Introduction to translation in the creative and heritage industries • Issues pertaining to culture and language use, particularly in literary and audiovisual translation • Fundamentals of literary translation • Fundamentals of subtitling <p>Students taking this course unit are required to engage in a range of practical projects and to complete recommended reading assignments to inform their practice.</p> <p>Translation tutorials provide specific guidance to students for their translation work from any language into English or from English into any other language. Students are normally expected to translate into their first or strongest language.</p> <p>This unit provides conceptual foundations and practical skills for Translating for the Creative and Heritage Industries 2.</p>		
Teaching	This unit will be delivered through 11 x 80-minute weekly lectures, 3 x 50-minute language-specific tutorials, 1 x 50-minute technical tutorial and 2 x 50-minute asynchronous self-study tutorials. Classes will be interactive, with students expected to be prepared to discuss questions based on readings and tasks assigned by the tutor.		
Assessment	<ul style="list-style-type: none"> • CW 1 (25%): Reflection on two areas of cultural/heritage translation (1,000 words) • CW 2 (75%): Practical translation portfolio (one literary, one AVT) + critical analysis (1,000 words + 1 minute + 1,000 words) 		

ELAN65441: Translating for Business and Institutions 1			
15 credits	Semester 1	Optional	Practice-oriented Available in all language combinations
Convenor	Dr Yu-Kit Cheung		
Tutors	Dr Yu Kit Cheung, Prof. Maeve Olohan, translation tutors		
Synopsis	<p>Translating for Business and Institutions 1 introduces students to the practices, tools and techniques of translation as carried out in commercial and international organisations. This includes a focus on conceptual and terminological research and on producing documents to professional specifications. The unit also provides training in the use of translation technologies; using leading commercial software, students learn how to integrate translation memory and machine translation into their own translation practices.</p> <p>This course unit concentrates on the translation and localisation of promotional material used in marketing and selling goods and services in commercial contexts. It also introduces the role of translation in the international production and communication of news.</p> <p>Translation tutorials provide specific guidance to students for their translation work from any language into English or from English into any other language. Students are normally expected to translate into their first or strongest language.</p> <p>This unit provides conceptual foundations and practical skills for Translating for Business and Institutions 2.</p>		
Teaching	This unit will be delivered through 11 x 50-minute weekly lectures, 8 x 50-minute seminars and 3 x 50-minute language-specific tutorials. Seminars will be interactive, with students expected to be prepared to discuss questions based on readings and tasks assigned by the tutor.		
Assessment	<ul style="list-style-type: none"> • CW 1 (40%): Critical analysis of machine translation (1,000 words) • CW 2 (60%): Translation and critical analysis (3,000 words) 		

ELAN65461: Interpreting, Society and Skills			
15 credits	Semester 1	Optional	Practice-oriented Available in all language combinations
Convenor and tutor	Dr Rebecca Tipton		
Synopsis	<p>This course unit explores the practice of interpreting and the role and positioning of interpreters in a wide range of social contexts and settings against the backdrop of theoretical developments in interpreting studies. We explore the extent to which setting and features of interaction impact on the interpreting process and the interpreter's decision making. Students will examine portrayals of interpreters in fiction and the media to gain an understanding of how perceptions of interpreting have been shaped over time. They will also develop ability to critically engage with core concepts and models of interpreter mediation, skills in discourse analysis and engage in contemporary debates about interpreter ethics. The course unit also includes a basic grounding in consecutive interpreting skills and performance analysis.</p> <p>This unit provides conceptual foundations and practical skills for Dialogue Interpreting for Business and Public Services in Semester 2.</p>		
Teaching	This unit will be delivered through 11 x 80-minute weekly lectures and 9 x 50-minute seminars. Seminars will be interactive, with students expected be prepared to discuss questions based on readings and tasks assigned by the tutor.		
Assessment	<ul style="list-style-type: none"> • CW 1 (40%): Performance self-analysis (4 mins + 1,500 words) • CW 2 (60%): Critical essay (2,000 words) 		

ICOM70201: Research Methods in Translation and Intercultural Studies			
15 credits	Semester 1	Optional	Research-oriented Language combination not part of enrolment
Convenor	Dr Kasia Szymanska		
Tutors	Dr Kasia Szymanska, Dr Anastasia Stavridou		
Synopsis	<p>This course unit focuses on a range of skills and methods which are of relevance for translation and intercultural studies research, providing training in specific research methods, giving students the tools to evaluate existing research and to apply research findings appropriately in their own academic work. The course covers an introduction to research trends in related areas, discussions about the development of research topics and the overall process of a research project, and specific research methods used in translation and intercultural studies research (e.g. surveys and interviews, textual analysis, ethnography, etc.).</p> <p>By the end of the unit, students will be able to apply their knowledge of research methods to existing research in order to critically evaluate it in some depth. They will also have enough familiarity with the research process and with research methods to make informed decisions about their own potential future research work, and to design credible research projects.</p> <p>This unit provides conceptual foundations for Research Development Seminar in Semester 2.</p>		
Teaching	<p>This unit will be delivered through 11 x 50-minute weekly lectures and 11 x 50-minute weekly online seminars.</p> <p>Seminars will be interactive, with students expected to be prepared to discuss questions on the curriculum contents based on readings assigned by the tutor.</p>		
Assessment	<ul style="list-style-type: none"> • CW 1 (10%): Reflective journal (1,000 words) • CW 2 (20%): Group presentation • CW 3 (70%): Critical essay (2,000 words) 		

4.2. Semester 2

ELAN65552: Translating for the Creative and Heritage Industries 2			
30 credits	Semester 2	Optional	Practice-oriented Available in all language combinations
Convenor	Dr Anna Strowe		
Tutors	Dr Anna Strowe, Dr Henry Jones, Dr Kasia Szymanska, translation tutors		
Synopsis	<p>This course unit aims to develop students' knowledge and understanding of professional practices in the creative and heritage industries, building on the topics covered in the first semester course unit to explore a broader range of theoretical perspectives and practical contexts for translation. The range of topics covered in this course unit may include:</p> <ul style="list-style-type: none"> • Globalisation and its impacts on translating for the creative and heritage industries • Identity and postcolonialism • Non-professional and activist practices • Accessibility • Dubbing • Comics and graphic novels • Poetry <p>The course may also cover issues of translation relating to some of the following areas of the cultural and heritage industries:</p> <ul style="list-style-type: none"> • Songs and music • Museums • Video game localisation • Professional paths in the creative and heritage industries <p>This unit requires students to have taken Translating for Creative and Heritage Industries in Semester 1.</p>		
Teaching	This unit will be delivered through 22 x 80-minute weekly seminars and 5 x 50-minute language-specific tutorials. Seminars will be interactive, with students expected to be prepared to discuss questions on the curriculum contents based on readings and practical tasks assigned by the tutor.		
Assessment	<ul style="list-style-type: none"> • CW 1 (20%): Literary translation pitch (1,000 words) • CW 2 (30%): Critical essay (2,000 words) • CW 3 (50%): Translation + critical analysis (1,000 + 2,000 words) 		

ELAN65542: Translating for Business and Institutions 2			
30 credits	Semester 2	Optional	Practice-oriented Available in all language combinations
Convenor	Prof. Maeve Olohan		
Tutorss	Prof. Maeve Olohan, Dr Yu-Kit Cheung, translation tutors		
Synopsis	<p>Translating for Business and Institutions 2 develops students' specialised competences and skills in translation and related practices in international business and institutional settings. It focuses on translation in the private and public sectors, covering the work of commercial language service companies as well as translation departments in international organisations such as the European Union and the United Nations.</p> <p>Students become familiar with the varied roles of language professionals: freelance translators, in-house translators, terminologists, translation project managers, translation revisers and post-editors. They draw on conceptual and reflective approaches to develop an advanced understanding of language services and to empower them as reflective professionals.</p> <p>Through practical translation and terminology work, students continue to develop their abilities to analyse and understand specialised texts and to produce content that meets professional specifications. The unit also develops students' competences in managing translation projects and using translation technologies, notably termbases, translation memory and machine translation.</p> <p>Translation tutorials provide specific guidance to students for their translation work from any language into English or from English into any other language. Students are normally expected to translate into their first or strongest language.</p> <p>This unit requires students to have taken Translating for Business and Institutions 1 in Semester 1.</p>		
Teaching	<p>This unit will be delivered through 11 x 110-minute weekly lectures, 11 x 50-minute seminars and 5 x 50-minute language-specific translation tutorials. Seminars will be interactive, with students expected be prepared to discuss questions based on readings and tasks assigned by the tutor.</p>		
Assessment	<ul style="list-style-type: none"> • CW 1 (30%): Translation + critical analysis (2,000 words) • CW 2 (25%): Terminology project (1,000 words) • CW 3 (45%): Translation + critical analysis (3,000 words) 		

ELAN65562: Dialogue Interpreting for Business and Public Services			
30 credits	Semester 2	Optional	Practice-oriented Available for Chinese, Arabic, French, Spanish, with a minimum of 4 students required to run each specific language group
Convenor	Dr Yu-Kit Cheung		
Tutors	Dr Yu-Kit Cheung, French, Spanish, Arabic interpreting tutors		
Synopsis	<p>This course unit develops skills in liaison interpreting and on-sight translation with specific reference to business and public service contexts. Students will develop practical interpreting skills, as well as learning about and discussing the theoretical frameworks relevant to the study of interpreter-mediated interaction, and exploring how those frameworks can inform their own practice. The weekly whole group sessions combine lecture, discussion, and practical activities, to explore how interpreter decision making affects service users and clients, as well as the outcomes of interpreted communication in a range of different contexts and settings. Students will also critically engage with the methodology of role-playing for interpreter training, culminating in a group presentation at the end of the semester.</p> <p>Weekly language-specific seminars will focus on interpreting practice for a wide range of interpreting scenarios and are supported by self-study exercises to consolidate skills development.</p> <p>This course is open to students working with English and one of the following: Arabic, French, Mandarin Chinese, or Spanish. In addition to the scheduled lectures and seminars, students will have access to office hours and a series of professional development events.</p> <p>This unit requires students to have taken Interpreting, Society and Skills in Semester 1.</p>		
Teaching	This unit will be delivered through 11 x 110-minute weekly lectures and 11 x 80-minute weekly language-specific seminars. Seminars will be interactive, with students expected to be prepared to discuss questions on the curriculum contents based on readings and practical tasks assigned by the tutor.		
Assessment	<ul style="list-style-type: none"> • CW 1 (25%): Group presentation • CW 2 (20%): Analysis of two self-study performances (1,500 word) • CW 3 (55%): Interpreting examination (25 mins: 10 mins on-sight translation and 15-minute dialogue interpreting) 		

ICOM60082: Multilingualism and Communication in Professions and Institutions			
15 credits	Semester 2	Optional	
Tutor	Dr Jenny Ju		
Synopsis	<p>This course unit explores the topic of multilingual communication, with a focus on both individual and community or institutional multilingualism, in a wide range of professional, institutional, and organisational settings. Recent scholarship and research, as well as training for professional practice, recognises that both now and historically, multilingualism of various types has been a key feature of communication. Further, the identity-related and ideological functions of language and language choice in different organisational settings, and related language policies, are gaining increasing recognition. The course unit engages critically with current research on these topics and is organised in two parts.</p> <p>Part 1 focuses on developing a basic understanding of core concepts such as multilingualism; professions and institutions; professional and institutional communication practices, and institutional language ideologies and policies, as well as key theories related to these concepts.</p> <p>In Part 2, a thematic ‘case study’ approach is adopted, looking at multilingualism in the context of particular professions, institutions or types of organisation in turn. In each theme, key dimensions of communication and multilingualism in a particular context (e.g. law, healthcare) will be introduced, and then explored through in-depth discussion of relevant research studies and other learning activities. There is some focus on translation and interpreting as specific practices that occur within multilingual environments, as well as consideration of the phenomena of language use and multilingualism in professional and institutional contexts more broadly. Through the course content, students will also be introduced to research and data analysis approaches relevant to this area of study.</p> <p>To take this unit, MATIS students are required to have taken Research Methods in Translation and Intercultural Studies in Semester 1.</p>		
Teaching	This unit will be delivered through 11 x 50-minute weekly lectures and 11 x 50-minute weekly seminars. Seminars will be interactive, with students expected to be prepared to discuss questions on the curriculum contents based on readings and practical tasks assigned by the tutor.		
Assessment	<ul style="list-style-type: none"> • CW 1 (25%): Group presentation • CW 2 (75%): Critical essay (2,500 words) 		

ICOM70302: Research Development Seminar			
15 credits	Semester 2	Optional	Research-oriented
Convenor	Dr Jenny Ju		
Tutors	Dr Jenny Ju, Dr Anastasia Stavridou, Dr Leonie Gaiser, Dr Kasia Szymanska		
Pre-requisites	Students must have taken ICOM70201 (Research Methods in Translation and Intercultural Studies)		
Synopsis	<p>This course unit follows on from ICOM70201 Research Methods delivered in Semester 1. Through that course unit the students will have acquired knowledge about the principles and practice associated with a number of research approaches, methods and techniques.</p> <p>This unit provides preparation for undertaking a specific research project, the MA dissertation. The aims are: to develop the students' researcher competence; to encourage critical reflection on the process of planning, designing, implementing, and presentation of research; and to support students in developing their individual dissertation project. A step by step approach is followed, guiding students through the planning and designing of the project. Once a brief outline of the overall dissertation project is established, the student will undertake a small pilot study. The experience and results of the pilot study will feed into refining the student's plans for the dissertation to be incorporated in a formal dissertation proposal.</p> <p>To take this unit, MATIS students are required to have taken Research Methods in Translation and Intercultural Studies in Semester 1.</p>		
Teaching	This unit will be delivered through 11 x 50-minute weekly seminars lectures and 11 x 50-minute weekly seminars. Seminars will be interactive, with students expected to be prepared to discuss questions on the curriculum contents based on readings and practical tasks assigned by the tutor.		
Assessment	<ul style="list-style-type: none"> • CW 1 (20%): Dissertation outline and ethics statement (1000 words) • CW 2 (10%): Reflective journal (1,000 words) • CW 3 (70%): Dissertation proposal and pilot study report (2,,500 words) 		

5. Staff Teaching and Research Specialisms (CTIS)

Centre for Translation and Intercultural Studies (core staff)

Yu Kit Cheung, BA (University of Hong Kong), MPhil (University of Hong Kong), PhD (University of Hong Kong): translation pedagogy; literary translation; translation history; dialogue interpreting; Confucianism. Author of articles on teaching Chinese translation, Confucianism, literary translation and institutional translation. Translator of *The Old Spirit in a New Setting – The Hong Kong Story of Lingnan University* (2018) and translation editor for a volume on translation studies. Member of the Chartered Institute of Linguists and Steering Committee Member of the East Asian Translation Pedagogy Advance, UK. Room S4.4, yu-kit.cheung@manchester.ac.uk

Leonie Gaiser, BA (University of Augsburg), MA (University of Manchester), PhD (University of Manchester): urban multilingualism, sociolinguistics, heritage language maintenance, language policy, ethnographic methodologies. Author and co-author of articles published in leading journals including *Journal of Multilingual and Multicultural Development*, *Linguistics Vanguard*, *Journal of Pragmatics* and *Estudios de Lingüística Inglesa Aplicada*. Co-editor (with Yaron Matras) of a special issue of *Linguistic Landscape: An International Journal* on multilingual landscapes and the construction of community. Room S4.25, leonie.gaiser@manchester.ac.uk

Henry Jones, BA (University of Sheffield), MA (University of Manchester), PhD (University of Manchester): translation theory; audiovisual translation; corpus-based methodologies; citizen media; medical humanities. Author of articles published in *Translation Studies*, *Target* and other journals; co-editor of the *Routledge Encyclopedia of Citizen Media*. Co-coordinator of the Genealogies of Knowledge Research Network. Principal Investigator on AHRC-funded project ‘Negotiating Distinctions between Conventional and Alternative Medicine in the English- and French-language Wikipedias’ (2021-23). Room S4.9, henry.jones@manchester.ac.uk

Bei Ju, BA (Nanchang University), MA (Guangdong University of Foreign Studies), PhD (University of Macau), from 1 January 2023: research on social media, migration and adaptation; females, technology and development; new media and intercultural communication. Researcher and outreach officer at the United Nations University (UNU) in Macau. Assistant professor at the Faculty of Humanities and Arts, Macau University of Science and Technology. Author of articles published in leading journals including *Chinese Journal of Communication*, *Communication, Culture & Critique*, *Higher Education*, and *Journal of Intercultural Studies*.

Sheena Kalayil, BEng (University of Wales, Swansea), MA (Open University), PhD (Lancaster University): multilingualism; heritage languages; diasporic identities; discourse analysis; conversation analysis; narrative enquiry; migration narratives; literary representations of migrants. Article on use of term 'BAME' published in *The Conversation* and *The Independent* and cited in the BBC's Creative Diversity website. Author of *Second-Generation South Asian Britons: Multilingualism, Heritage Languages and Diasporic Identities*. Author of three novels published with Polygon: *The Inheritance*, *The Wild Wind* and *The Bureau of Second Chances* (Winner, Writer's Guild Award for Best First Novel). Author of short stories *The Eighth Jew* (BBC Radio 4 Short Works) and *An Evening with Riz Ahmed* (Extra Teeth Magazine). Room S4.3, sheena.kalayil@manchester.ac.uk

Maeve Olohan, BA (Dublin City University), MA (Dublin City University), PhD (University of Manchester Institute of Science and Technology): sociological and historical research on translation practices; corpus-based methodologies; translation pedagogy. Author of *Translation and Practice Theory* (2021), *Scientific and Technical Translation* (2016) and *Introducing Corpora in Translation Studies* (2004) and articles published in leading journals. Editor of *Intercultural Faultlines: Research Models in Translation Studies I* (2000); co-editor (with Myriam Salama-Carr) of a special issue of *The Translator* (2011) on the translation of science. Associate Editor of the *Translation Spaces* journal and Series editor of *Translation Theories Explored* monograph series. Former member of the Board of the European Masters in Translation (EMT) Network (2015-19). Room S4.24, maeve.olohan@manchester.ac.uk

Anastasia Stavridou, BA (University of Athens, Greece), MSc (University of Warwick, UK), PhD (University of Warwick, UK): intercultural awareness, leadership in multicultural teams, identity construction and media and political communication. Room S4.17, anastasia.stavridou@manchester.ac.uk

Anna Stowe, BA (Smith College), MA (University of Warwick), MA (University of Massachusetts Amherst), PhD (University of Massachusetts Amherst): translation theory; translation and literary history; comparative literature; medieval and Renaissance literature and translation; translation and power; book history and material textuality. Author of articles published in leading journals including *The Translator*, *Translation Studies*, and *TIS*. Member of the Board of the Association of Programmes in Translation and Interpreting Studies. Room S4.7, anna.stowe@manchester.ac.uk

Dr Rebecca Tipton BA (University of Manchester), MA (University of Bradford), PhD (University of Salford), DPSI (Chartered Institute of Linguists), is a Lecturer in Interpreting and Translation Studies with special interests in interpreting in asylum, police and social work settings. She was the Principal Investigator on the AHRC-funded project that explored language support provisions for refugees in the UK 1940s-1980s and is currently Co-investigator on the Interpreter-mediated Mental Health Act Assessment (INforMHAA) study. She has published widely in international journals and is co-author of *Dialogue Interpreting: A Guide to Interpreting in Public Services and the Community* (2016), and co-editor of *The Routledge Handbook of Translation and Pragmatics* (2017). Room S4.8, rebecca.tipton@manchester.ac.uk

Appendix 1: Schedule of Coursework Submission Deadlines and Exams

MATIS course units 2022 – 2023

Semester 1

Course unit	Deadline		
	November 2022	December 2022	January 2023
ELAN64001 Introduction to Translation and Interpreting Studies	Monday 7 Nov: CW 1	Friday 16 Dec: CW 2	Monday 16 Jan: CW 3
ELAN65451 Translating for the Creative and Heritage Industries 1	Friday 4 Nov: CW 1		Monday 23 Jan: CW 2
ELAN65441 Translating for Business and Institutions 1	Friday 11 Nov: CW 1	Friday 16 Dec: CW 2	
ELAN65461 Interpreting, Society and Skills		Monday 12 Dec: CW 1	Monday 16 Jan: CW 2
ICOM70201 Research Methods in Translation and Intercultural Studies		Friday 9 Dec: CW 1	Wednesday 18 Jan: CW 3
		Monday 12 Dec: CW 2	

Semester 2

Course unit	Deadline			
	February 2023	March 2023	April 2023	May 2023
ELAN65552 Translating for the Creative and Heritage Industries 2	Monday 20 Feb: CW 1	Friday 24 Mar: CW 2		Monday 22 May: CW 3
ELAN65542 Translating for Business and Institutions 2	Friday 3 Feb: CW 1	Friday 24 Mar: CW 2		Friday 12 May: CW 3
ELAN65562 Dialogue Interpreting for Business and Public Services			Wednesday 19 Apr: CW 1	Monday 8 May: CW 2
				Monday 15 May to Wed 7 Jun: Exam
ICOM70302 Research Development Seminar		Wednesday 1 Mar 2023: CW 1		Mondays 6 Feb, 27 Feb, 24 Apr, 8 May: CW 2
			Monday 15 May 2023: CW 3	

Appendix 2: Assessment Criteria

A2.1. Assessment Criteria for Essay-based Assignments

Marks below 30%

The work fails to provide a competent description of the topic, and falls far short of a competent discussion. It is poorly structured and has no coherent argument. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Diploma or Master's level.

Marks 30-39%

The work is almost wholly descriptive. It displays no awareness at all of theoretical or critical ideas such as those learned on the core course units. It displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this descriptive approach but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in Humanities have been understood, but communication is maintained. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Diploma or Master's level.

Marks 40-49%

The work provides a superficial discussion of the topic but remains predominantly descriptive. It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general. It reveals a very limited awareness of theoretical or critical ideas such as those learned on the core course units, and no attempt is made to use such ideas in practice. An identifiable argument is discernible but this is poorly and inconsistently sustained. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.

Marks 50-59%

The work demonstrates a reasonable understanding of the topic and can discuss it competently even if it is not able to develop complex ideas in relation to this topic. There is an awareness of critical or theoretical ideas such as those learned on the core course units accompanied by limited attempts to use them in practice. The approach is generally unambitious, but a coherently structured argument is in place and there is an awareness of relevant secondary literature. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in Humanities is predominant.

Marks 60-69%

The work demonstrates thorough understanding of the topic, and provides a good discussion of it with appropriate examples. The work shows an awareness of critical or theoretical ideas such as those learned on the core course units, supported by a sustained ability to use these ideas relevantly in critical practice. The argument will be clearly structured and the student has begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. There are few

errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.

Marks 70-79%

The work demonstrates a sophisticated grasp of the topic supporting critical analysis with pertinent examples. An in depth awareness of critical or theoretical ideas such as those learned on the core course units is relevantly applied in critical practice. The work is based on wide reading in a range of source materials and shows clear originality. The work goes well beyond the mere exposition of ideas, providing a consistently sustained and lucid argument. It demonstrates the ability to critically evaluation existing research on the object of study in a confident, directed manner giving evidence of very strong potential to complete a research degree successfully. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.

Marks above 80%

The work shows extensive knowledge of both the topic and the academic context(s) in which it is applied, such that it begins to make a significant contribution at the forefront of scholarship in the given field. A complex, original and relevant application of critical or theoretical ideas such as those learned on the core course unit is demonstrated in critical practice. There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. The work demonstrates considerable originality and is of publishable or near-publishable quality. The style and presentation are virtually faultless.

A2.2. Assessment Criteria for Translation + Critical Analysis Assignments

The assessment of translation assignments (typically consisting of a translation and a critical analysis) in practical course units will be based on (some or all of) the criteria outlined below, as per the instructions provided by tutors in each case:

1. choice of a suitable (e.g. sufficiently specialised, challenging or topic-relevant) source text of appropriate length/format
2. formulation of a clear and plausible translation brief or commissioning instructions and fulfilment of the intended purpose and function of the translation.
3. selection of an adequate range of issues for inclusion in the critical analysis, in sufficient depth (given the word length constraints), pertaining to the main source(s) of difficulty.
4. awareness and use of appropriate (professional and/or scholarly) literature to back up the argument being developed in the critical analysis or justify specific translation decisions presented in the discussion.
5. adequate explanations of all excerpts and examples used in the critical analysis, including back-translations or literal/gloss translations as appropriate for the topic.
6. command of subject matter and technical terminology, as illustrated by evidence of appropriate conceptual and terminological research in accompanying critical analysis.
7. production of an appropriate target text complying with target language discursive and generic conventions (if it is the aim of the translator to do so). These include collocations, idiomatic structures, cohesive resources, information structure, etc. It also includes conforming to the requirements of the intended target text readership (as per 2 above).
8. accuracy of target language grammar, spelling and punctuation. Basic spelling mistakes and grammatical errors that would be detected by Word's Spelling and Grammar tools must be avoided.
9. compliance with presentation and formatting instructions (including the delivery of electronic deliverables).
10. application of bibliographic conventions as set out in the CTIS guidelines.

Marks below 30%

Critical analysis

The work demonstrates very limited task understanding and fails to provide a competent discussion. It is poorly structured and has no coherent argument. The translation brief is implausible. The analysis provides no evidence of appropriate conceptual and terminological research and shows almost no use of appropriate (professional and/or scholarly) literature to support arguments and justify specific translation decisions. The selection of issues for inclusion shows very limited understanding of the task requirements. The work provides inadequate explanations of the excerpts and examples used. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities or the CTIS guidelines have been understood.

Translation

- The translation is of a quality that would be deemed simply unacceptable by the target readership or client specified in the commissioning instructions; overall, the quality is so poor as to seriously impair comprehension of the translated text.
- The target text demonstrates an extremely poor understanding of the source text. It contains (1) pervasive and important errors or omissions in rendering the basic source text meaning; (2) fundamental flaws of cohesion and coherence such that its sense and structures are often not easily comprehensible; and (3) recurrent and basic flaws as regards grammar, spelling and punctuation in the target language.
- The target text completely fails to meet minimum standards of presentation and/or comply with instructions for the submission of electronic deliverables.

Marks 30-39%

Critical analysis

The work demonstrates some task understanding but fails to provide a competent account overall. The translation brief is plausible but poorly formulated. The analysis provides very limited evidence of appropriate conceptual and terminological research and minimal use of appropriate (professional and/or scholarly) literature to support arguments and justify specific translation decisions. The selection of issues for inclusion shows a poor understanding of the task requirements. The work provides explanation of the excerpts and examples used at a very superficial level. The style and presentation are poor and there is limited evidence that the principles applicable to academic writing in the Humanities or the CTIS guidelines have been understood.

Translation

- The translation is of a quality that would be deemed inadequate and unusable by the target readership or client specified in the commissioning instructions.
- The target text demonstrates poor understanding of the source text. It contains (1) a large number of important errors or omissions in rendering the basic source text meaning; (2) flaws of cohesion and coherence such that its sense and structures are often not easily comprehensible; and (3) major and/or frequent flaws as regards grammar, spelling and punctuation in the target language.
- Overall, this translation shows little grasp of the subject matter and of the technical terminology at hand.
- The target text clearly fails to meet minimum standards of presentation and/or comply with instructions for the submission of electronic deliverables.

Marks 40-49%

Critical analysis

The work demonstrates general task understanding but is poorly executed overall. The translation brief is plausible. The analysis provides some evidence of appropriate conceptual and terminological research and some use of appropriate (professional and/or scholarly) literature to support arguments and justify specific translation decisions. The work includes a reasonable selection of issues for inclusion but significant gaps occur. The work provides minimal explanation of the excerpts and examples used. The style and presentation exhibit significant errors, and there is limited evidence that the principles applicable to academic writing in the Humanities or the CTIS guidelines have been understood.

Translation

- The translation is of a quality that would not be deemed acceptable by the target readership or client specified in the commissioning instructions. To bring it to professional standard would require more editing and rewriting than would be acceptable in a professional context.
- The target text demonstrates fair understanding of the source text but it contains (1) a number of misunderstandings and/or mistranslations in rendering the basic source text meaning; (2) instances of inappropriate expression at the different levels of linguistic organisation in the target language; and (3) minor and/or occasional flaws as regards grammar, spelling and punctuation in the target language.
- There is evidence of rudimentary familiarity with the subject matter and basic mastery of the technical terminology at hand.
- The target text narrowly fails to meet minimum standards of presentation and/or to comply with instructions for the submission of electronic deliverables.

Marks 50-59%

Critical analysis

The work demonstrates basic task understanding but there is unevenness in its execution. The translation brief is plausible. The analysis provides evidence of appropriate conceptual and terminological research and some use of appropriate (professional and/or scholarly) literature to support arguments and justify specific translation decisions. The work includes a reasonable selection of issues for inclusion but gaps occur. The work provides some explanation of the excerpts and examples used but problems of coherence are likely to arise at the lower end of marks awarded in this category. The style and presentation exhibit recurrent errors. There is limited evidence that the principles applicable to academic writing in the Humanities or the CTIS guidelines have been understood.

Translation

- The translation is of a quality that would be deemed acceptable and usable by the target readership or client specified in the commissioning instructions, although some editing and revision would be required to bring it to professional standard.
- The target text (1) demonstrates generally good understanding of the source text but contains occasional distortions and/or unexplained omissions in rendering the basic source text meaning; (2) constitutes a generally acceptable piece of discourse in the target language, despite occasional instances of inappropriate expression (where the source text was fully idiomatic and coherent).
- There is evidence of adequate familiarity with the subject matter and satisfactory mastery of the technical terminology at hand.
- The target text adheres to acceptable standards of presentation, with acceptable typing and layout; instructions for the submission of electronic deliverables have mostly been complied with.

Marks 60-69%

Critical Analysis

The work demonstrates good task understanding. The translation brief is plausible and evidences awareness of professional norms and client expectations. The analysis provides good evidence of appropriate conceptual and terminological research and good use of appropriate (professional and/or scholarly) literature to support arguments and justify specific translation decisions. The work includes a well-justified selection of issues for inclusion in the analysis, demonstrating awareness of linguistic and extralinguistic features salient to the translation process. The work provides a clear explanation of the excerpts and examples used. The style and presentation exhibit minor errors, and there is good evidence

that the principles applicable to academic writing in the Humanities and the CTIS guidelines have been understood.

Translation

- The translation is of a quality that would be deemed good by the target readership or client specified in the commissioning instructions and would require minor editing to be published/used in a professional context.
- The target text (1) shows a good level of comprehension and accuracy in rendering source text meaning (including nuances and register), with few or no unexplained omissions; (2) constitutes a generally satisfactory piece of discourse in the target language, with very minor instances of inappropriate expression (where the source text was fully idiomatic and coherent).
- The target text shows a good command of the subject matter and technical terminology at hand.
- The target text shows an appropriate level of mastery in the presentation and lay-out of the text; instructions for the submission of electronic deliverables have been fully complied with.

Marks 70-79%

Critical Analysis

The work demonstrates very good task understanding. The translation brief is highly plausible, showing very good awareness of professional norms and client expectations. The analysis provides very good evidence of appropriate conceptual and terminological research. It uses appropriate (professional and/or scholarly) literature to support arguments and justify specific translation decisions. The work includes a well-justified selection of issues for inclusion in the analysis, demonstrating a very good understanding of genre conventions and rhetorical features. The work provides a sophisticated explanation of the excerpts and examples used. The style and presentation exhibit very few (and only minor) errors, and there is ample evidence that the principles applicable to academic writing in the Humanities and the CTIS guidelines have been understood.

Translation

- The translation is of a quality that would be deemed very good by the target readership or client specified in the commissioning instructions and could be used/published in a professional context with very little editing, of a very minor nature.
- The target text (1) shows a very high level of comprehension and accuracy in rendering the source text meaning, with no unexplained omissions; (2) presents no noticeable shortcomings and is a fully appropriate piece of discourse in the target language.
- The target text shows excellent command of the subject matter and technical terminology at hand.
- The target text shows outstanding mastery of presentation standards; instructions for the submission of electronic deliverables have been fully complied with.

Marks above 80%

Critical Analysis

The work demonstrates full task understanding and provides a fully coherent account. The translation brief is highly plausible, showing excellent awareness of professional norms and client expectations. The analysis provides evidence of conceptual and terminological research that goes beyond the scope usually seen at MA level. It uses appropriate (professional and/or scholarly) literature to support arguments and justify specific translation decisions at a highly sophisticated level. The work includes a well-justified selection of issues for inclusion in the analysis, demonstrating excellent understanding of genre conventions and rhetorical features. The work provides a sophisticated explanation of the excerpts and

examples used. The style and presentation are flawless, and there is ample evidence that the principles applicable to academic writing in the Humanities and the CTIS guidelines have been fully understood.

Translation

- The translation is of a quality that would be deemed excellent by the target readership or client specified in the commissioning instructions and could be used/published in a professional context with no editing.
- The target text is flawless in all respects and provides evidence of in-depth familiarity with the subject matter and technical terminology at hand.
- Presentation standards and other instructions regarding the submission of electronic deliverables have been fully adhered to.

A2.3. Assessment Criteria for Reflective Reports

Marks below 30%

The work fails to provide a competent description of the practice and there is no evidence of any reflection on practice. It is poorly structured and lacks coherence. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Diploma or Master's level.

Marks 30-39%

The work is almost wholly descriptive. It presents the action or practice with little attempt to reflect upon it. There is little or no evidence of an ability to learn from the practice. The work displays some potential to move from description of skills to reflection but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in Humanities have been understood, but communication is maintained. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Diploma or Master's level.

Marks 40-49%

The work provides an account of the practice but remains predominantly descriptive. It shows a limited ability to learn from the practice but fails to explore in any detail the outcomes of reflecting on the practice. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.

Marks 50-59%

The work demonstrates a reasonable ability to reflect on practice. An account of the action is presented competently and there are some indications of new understanding or new awareness gained through reflection, but perhaps without taking full account of complexity and contexts, or without showing sufficient awareness of how frames of reference shape both action and reflection. The approach is generally unambitious. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in Humanities is predominant.

Marks 60-69%

The work demonstrates the ability to reflect competently on practice. The reflection is not simply descriptive but provides some evidence of the ability to engage critically with the action and the process of learning, with some discussion of the outcomes of the reflection. There is evidence of an ability to consider actions and decisions from more than one perspective. The report is clearly structured and appropriate examples are used to substantiate claims. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.

Marks 70-79%

The work demonstrates a sophisticated ability to reflect on practice. The reflection is dialogic and critical. The report shows the ability to interact critically with the contexts of the practice and to engage with the range of perspectives from which the action can be interpreted. The outcome of reflection, in the form of new understanding, is explored in depth. Claims are substantiated through examples, material presented in appendices, notes from reflection-in-action, etc. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.

Marks above 80%

The work presents a complex, original and relevant reflection on practice. There is clear evidence that the principles of high-level reflection have been understood and applied and that both the action and reflection on it have considerably enhanced existing frameworks of understanding. The work demonstrates considerable originality and is of publishable or near-publishable quality. The style and presentation are virtually flawless.

A2.4. Assessment Criteria for Oral Presentations

Marks below 30%

The presentation falls far short of a competent discussion of the topic. There is no coherent structure or argument. Content and delivery are so poor as to seriously impair communication.

Marks 30-39%

The presentation displays no awareness of theoretical or critical ideas. There is little evident structure of the presentation, and main points are not clear. There is a limited evidence base and few relevant examples. There is no supporting material (visual aids, handouts) or it is not used effectively. Poor oral delivery (pace, audibility, communicative effectiveness) makes the presentation very difficult to follow. Questions asked by the audience are not answered in any useful way.

Marks 40-49%

The presentation displays a basic grasp of the topic, but discussion is superficial, and the understanding of theoretical ideas is not sound. The presentation lacks a clear structure, and main points are not always clearly expressed. There is a limited evidence base and exemplification is not always effective. Supporting material such as visual aids and handouts is not always well used. Deficiencies in oral delivery (pace, audibility, communicative effectiveness) sometimes make the presentation difficult to follow. Questions asked by the audience are not always answered effectively.

Marks 50-59%

The presentation demonstrates a fairly good grasp of the topic, including critical evaluation of approaches. The structure is mainly coherent, but some points are not expressed clearly. The student uses an acceptable evidence base and exemplification. The supporting material such as visual aids and handouts is generally used effectively. The oral delivery (pace, audibility, communicative effectiveness) is adequate. Questions asked by the audience are fairly well answered.

Marks 60-69%

The presentation demonstrates a thorough grasp of the topic, including sound critical evaluation of approaches. The presentation has a coherent and logical structure, and points are expressed clearly. The student uses a solid evidence base and exemplification. The supporting material such as visual aids and handouts is effective. The oral delivery (pace, audibility, communicative effectiveness) is good. Questions asked by the audience are answered effectively.

Marks 70-79%

The presentation demonstrates a sophisticated grasp of the topic, and develops interesting and original critical perspectives. The presentation has a coherent and logical structure, and all points are expressed clearly. The student uses a very good evidence base and exemplification. The supporting material such as visual aids and handouts is highly effective. The oral delivery (pace, audibility, communicative effectiveness) is very good. Convincing and appropriate responses are given to questions asked by the audience.

Marks above 80%

The presentation shows an extensive knowledge of the topic and impressive critical evaluation, as well as demonstrating significant originality of thought. The presentation has a fully coherent and logical structure, and all points are expressed clearly. The student uses an excellent evidence base and exemplification. The supporting material such as visual aids and handouts is exceptionally effective. The oral delivery (pace, audibility, communicative effectiveness) is excellent. Convincing and highly appropriate responses are given to questions asked by the audience.

A2.5. Assessment Criteria for Terminology Projects

Marks below 30%

The work fails to provide a competent description of the key concepts of the sub-domain or fails to explain the relations between them. It is poorly structured and gives little evidence of research into the sub-domain. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood.

There are serious flaws in the termbase design and/or content, demonstrating an inability to use the termbase software effectively and instilling no confidence in the reliability of the resource. The fundamental principles of terminology work have not been understood, e.g. regarding term identification. Instructions for the submission of electronic deliverables may not have been complied with, e.g. termbase file was not submitted or an insufficient number of termbase entries was completed. The termbase fails to meet the commissioning client's requirements.

Marks 30-39%

The work provides some insight into the key concepts of the sub-domain and conceptual relations but has significant omissions or lack conceptual coherence. The way in which sources are used does not provide sufficient evidence of in-depth research. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in Humanities have been understood, but communication is maintained.

There are shortcomings in the termbase design and/or content, raising serious doubts about the reliability of the resource. The work demonstrates only partial ability to use the termbase software effectively and/or lack of understanding of some of the principles of terminology work, e.g. regarding term identification or definition formation. The termbase fails to meet the commissioning client's requirements and could not be used for professional purposes.

Marks 40-49%

The work shows a superficial understanding of the chosen sub-domain but it is not clear that key concepts or the nature of the relations between them have been fully understood. The way in which sources are used may raise some reliability concerns. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood.

The termbase shows only limited ability to use the main features of the termbase software. There are serious flaws in the application of the principles of terminology work or in the design or presentation of the term entries. A significant proportion of the termbase fails to meet the commissioning client's requirements.

Marks 50-59%

The work shows a reasonable understanding of the chosen sub-domain, though there is scope for this understanding to be clearer, more coherent or more complete. There is evidence of some research undertaken and the work makes use of relevant sources, though these may exhibit some deficiencies in number, type or reliability judgements. The work contains a certain number of errors of style and

presentation but an adherence to the principles applicable to academic writing in Humanities is predominant.

The termbase shows an ability to use the main features of the termbase software but there are some flaws in the application of the principles of terminology work or in the design or presentation of the term entries. A proportion of the termbase fails to meet the commissioning client's requirements and would require some editing to meet acceptable professional standards.

Marks 60-69%

The work shows familiarity with the chosen sub-domain and the key concepts and the relations between them are mostly presented clearly. It makes use of a range of relevant sources, demonstrating that appropriate research has been undertaken. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.

The termbase shows a clear ability to use the main features of the termbase software. The principles of terminology work have been understood and applied well in the design and content of the termbase, and the use of sources in the termbase entries. Shortcomings are very minor, and the termbase substantially meets the commissioning client's requirements, requiring a small amount of editing to meet the highest professional standards.

Marks 70-79%

The work shows extensive familiarity with the chosen sub-domain and the ability to explain the key concepts and the relations between them in a very clear and coherent manner. It makes excellent use of relevant sources, demonstrating that in-depth research has been undertaken. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.

The termbase shows clear mastery of the full range of the functions of the termbase software. The principles of terminology work have been understood and applied almost faultlessly in the design and content of the termbase, and the use of sources in the termbase entries. The termbase almost fully meets the commissioning client's requirements.

Marks above 80%

The work shows a sophisticated grasp of the chosen sub-domain and demonstrate the ability to explain the key concepts and the relations between them, dealing particularly well with various conceptual complexities of the sub-domain. It makes excellent use of a range of relevant and appropriate sources, demonstrating the depth of research undertaken. The style and presentation are virtually faultless.

The termbase shows clear mastery of the full range of the functions of the termbase software. The principles of terminology work have been understood and faultlessly applied in the design and content of the termbase, and the use of sources in the termbase entries. There is little scope to improve the work, and the termbase fully meets the commissioning client's requirements.

A2.6. Assessment Criteria for Business and Public Service Interpreting

Marks below 30%

The interpretation is extremely poorly structured and delivered in an incoherent manner. There are severe problems in comprehension and rendition of the interlocutors' interventions with communication between interlocutors breaking down as a result of distortion, high frequency of omissions and a number of incoherent statements. Severe difficulty is experienced in implementing short consecutive interpreting techniques. There is no attempt to facilitate communication between interlocutors. No evidence is provided of successful application of conventions regarding dialogue interpreting in the particular language and cultural pair, nor of conventions pertaining to interaction in the specific business or public service setting. Style, register and delivery are so poor as to seriously impair communication and there is no evidence that the principles of business or public service interpreting have been understood.

Marks 30-39%

The interpretation of interlocutors' interventions consists of little more than a list of statements with very little attempt made to establish links between these and reproduce any kind of coherent argument. There is evidence of repeated omission and significant distortion of source text meaning by inversion or addition. Sustained difficulty is experienced in implementing short consecutive interpreting techniques. The candidate displays some potential to facilitate communication between interlocutors but fails to achieve this in clearly identifiable respects. There is very little attempt made to apply conventions related to dialogue interpreting in the particular language and cultural pair, or conventions pertaining to interaction in the specific business or public service setting. Style, register and delivery are poor with obvious interference from the source language and there is little evidence that the principles and the purpose of business or public service interpreting have been understood, but communication does not break down completely.

Marks 40-49%

The interpretation provides the basic content of the interventions but fails to render speaker intention satisfactorily. The interpretation operates on a rather superficial level and there is interference from the source text on syntax and idiomatic expression. There are recurring problems in implementing short consecutive interpreting techniques. There is some evidence of facilitation of communication between interlocutors but this is not continuously exploited. There is some effort made to apply conventions related to dialogue interpreting in the particular language and cultural pair, or conventions pertaining to interaction in the specific business or public service setting. There is some hesitation and backtracking and no evidence of interpreting strategies being employed. Style, register and delivery exhibit a large number of weaknesses but there is some evidence that the principles applicable to business and public service interpreting have been understood.

Marks 50-59%

The interpretation demonstrates a reasonable understanding and rendition of most primary arguments and some basic secondary arguments in the interventions. There is evidence of omission of detail and/or addition but no significant distortion of argument structure. Minor problems only are encountered in implementing short consecutive interpreting techniques. There is evidence of facilitation of communication between interlocutors and of strategies such as paraphrase being employed successfully. There is an identifiable effort made to apply conventions related to dialogue interpreting in the particular language and cultural pair, or conventions pertaining to interaction in the specific business or public

service setting. The interpretation exhibits a certain number of slips of style, register and delivery but an adherence to the principles of business or public service interpreting is predominant.

Marks 60-69%

The interpretation reproduces the overall structure of the original interventions by rendering all primary arguments and most secondary arguments. The candidate is able to identify and reproduce rhetorical devices and speaker intention. Short consecutive interpreting techniques are implemented fairly successfully throughout, with only the odd slip in either section. There are good examples of facilitation of communication between interlocutors and of strategies such as use of contextual knowledge being employed successfully. There is clear evidence of conventions related to dialogue interpreting in the particular language, and cultural pair, and conventions pertaining to interaction in the specific business or public service setting being applied. There are only a few slips in style, register and delivery and the candidate's performance demonstrates that the principles applicable to business or public service interpreting have been fully understood.

Marks 70-79%

The interpretation clearly renders all primary and secondary arguments and shows a high level of awareness of contextual factors. The ability to identify and reproduce speaker intention in a sophisticated manner is also displayed. Short consecutive interpreting techniques are implemented very well. There are some very good examples of facilitation of communication between interlocutors and of more advanced strategies such as cultural explicitation being employed successfully. There is clear evidence of a sophisticated knowledge of conventions related to dialogue interpreting in the particular language and cultural pair, and of conventions pertaining to interaction in the specific business or public service setting. There are no substantial or recurrent errors in style, register and delivery and the interpretation demonstrates that the principles of business or public service interpreting have been fully understood and internalised as good practice.

Marks above 80%

The interpretation shows sophisticated analytical and rhetorical skills on the part of the student. All levels of argumentation and information hierarchy present in the speech are rendered in the interpretation. Speaker intention and rhetorical effect are identified and interpreted with a high degree of sensitivity towards cultural and situational factors. Short consecutive interpreting techniques are implemented to a professional standard. There are some excellent examples of facilitation of communication between interlocutors and of advanced strategies being employed. There is sustained evidence of a sophisticated knowledge of conventions related to dialogue interpreting in the particular language and cultural pair, and conventions pertaining to interaction in the specific business or public service setting. Prosody is used in an exemplary way for rhetorical effect and style, register and delivery are virtually faultless in both languages. The interpretation is a prime example of the principles, techniques and devices of business or public service interpreting in practice.

A2.7. Assessment Criteria for MA Research Dissertations

Marks Below 30%

The work fails to provide a competent description of the topic, and falls far short of a competent discussion. It is poorly structured and has no coherent argument. It displays no awareness at all of theoretical or critical ideas such as those learned on the core course units. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood. No resubmission is permitted.

Marks 30-39%

The work is almost wholly descriptive. It reveals little awareness of theoretical or critical ideas such as those learned on the core course units and makes no sustained or developed attempt to apply them in practice. The work displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this descriptive approach but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in the Humanities have been understood, but communication is maintained. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.

Marks 40-49%

The work provides a superficial discussion of the topic but remains predominantly descriptive. It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general. It reveals some awareness of theoretical or critical ideas such as those learned on the core course units, but attempts to apply them in practice are inappropriate or confused. An identifiable argument is discernible but this is poorly and inconsistently sustained. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.

Marks 50-59%

The work demonstrates a reasonable understanding of the topic and the discussion provides some evidence of analytical thought. The work also shows comprehension of critical or theoretical ideas such as those learned on the core course units, but attempts to use these ideas relevantly in practice are limited in scope. The approach is generally unambitious, but a coherent argument is in place. There is an awareness of relevant secondary literature and an ability to evidence assertions by reference to relevant literature/research. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in the Humanities is predominant.

Marks 60-69%

The work demonstrates a thorough understanding of the topic, and provides a good discussion of it with appropriate examples. The work shows an awareness of critical or theoretical ideas such as those learned on the core course units, supported by an ability to use these ideas relevantly in critical practice. The argument is clearly structured and the students have begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. There is some evidence of potential for conducting research at a higher level, but this may not be wholly consistent. There are few

errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.

Marks 70-79%

The work is focused and comprehensive, demonstrating a thorough and sophisticated grasp of the topic. The work is based on wide reading in a range of source materials and shows clear originality. The work goes well beyond the mere exposition of ideas, providing a sustained and lucid argument. An in depth awareness of critical or theoretical ideas, such as those learned on the core course units, is demonstrated through relevant and consistent application in critical practice. The work demonstrates the ability to critically evaluate existing research on the object of study in a confident, directed manner, giving clear evidence of the candidate's ability to complete a research degree successfully. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.

Marks above 80%

The work is excellent in every respect. It shows extensive knowledge of both the topic and the academic context(s) in which it is applied. A complex, original and relevant application of critical or theoretical ideas such as those learned on the core course units is demonstrated in critical practice. There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. The work demonstrates considerable originality and is of publishable or near-publishable quality making a significant contribution at the forefront of the discipline. The style and presentation are virtually faultless.

A2.8. Assessment Criteria for Practical Dissertations (Translation + Critical Analysis)

Marks Below 30%

Critical Analysis

The work fails to provide a competent description of the topic, and falls far short of a competent discussion. It is poorly structured and has no coherent argument. It displays no awareness at all of theoretical or critical ideas such as those learned on the core course units. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood. No resubmission is permitted.

Translation

- The translation is of a quality that would be deemed simply unacceptable by the target readership or client specified in the commissioning instructions; overall, the quality is so poor as to seriously impair comprehension of the translated text.
- The target text demonstrates an extremely poor understanding of the source text. It contains (1) pervasive and important errors or omissions in rendering the basic source text meaning; (2) fundamental flaws of cohesion and coherence such that its sense and structures are often not easily comprehensible; and (3) recurrent and basic flaws as regards grammar, spelling and punctuation in the target language.
- Overall, this translation shows no evidence of familiarity with the subject matter or the technical terminology at hand.
- the target text completely fails to meet minimum standards of presentation and/or comply with instructions for the submission electronic deliverables.

Marks 30-39%

Critical Analysis

The work is almost wholly descriptive. It reveals little awareness of theoretical or critical ideas such as those learned on the core course units and makes no sustained or developed attempt to apply them in practice. The work displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this descriptive approach but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in the Humanities have been understood, but communication is maintained. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.

Translation

- The translation is of a quality that would be deemed inadequate and unusable by the target readership or client specified in the commissioning instructions.
- The target text demonstrates poor understanding of the source text. It contains (1) a large number of important errors or omissions in rendering the basic source text meaning; (2) flaws of cohesion and coherence such that its sense and structures are often not easily comprehensible; and (3) major and/or frequent flaws as regards grammar, spelling and punctuation in the target language.
- Overall, this translation shows little grasp of the subject matter and of the technical terminology at hand.
- The target text clearly fails to meet minimum standards of presentation and/or comply with instructions for the submission electronic deliverables.

Marks 40-49%

Critical Analysis

The work provides a superficial discussion of the topic but remains predominantly descriptive. It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general. It reveals some awareness of theoretical or critical ideas such as those learned on the core course units, but attempts to apply them in practice are inappropriate or confused. An identifiable argument is discernible but this is poorly and inconsistently sustained. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.

Translation

- The translation is of a quality that would not be deemed acceptable by the target readership or client specified in the commissioning instructions. To bring it to professional standard would require more editing and rewriting than would be acceptable in a professional context.
- The target text demonstrates fair understanding of the source text but it contains (1) a number of misunderstandings and/or mistranslations in rendering the basic source text meaning; (2) instances of inappropriate expression at the different levels of linguistic organisation in the target language; and (3) minor and/or occasional flaws as regards grammar, spelling and punctuation in the target language.
- There is evidence of rudimentary familiarity with the subject matter and basic mastery of the technical terminology at hand.
- The target text narrowly fails to meet minimum standards of presentation and/or to comply with instructions for the submission electronic deliverables.

Marks 50-59%

Critical Analysis

The work demonstrates a reasonable understanding of the topic and the discussion provides some evidence of analytical thought. The work also shows comprehension of critical or theoretical ideas such as those learned on the core course units, but attempts to use these ideas relevantly in practice are limited in scope. The approach is generally unambitious, but a coherent argument is in place. There is an awareness of relevant secondary literature and an ability to evidence assertions by reference to relevant literature/research. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in the Humanities is predominant.

Translation

- The translation is of a quality that would be deemed acceptable and usable by the target readership or client specified in the commissioning instructions, although some editing and revision would be required to bring it to professional standard.
- The target text (1) demonstrates generally good understanding of the source text but contains occasional distortions and/or unexplained omissions in rendering the basic source text meaning; (2) constitutes a generally acceptable piece of discourse in the target language, despite occasional instances of inappropriate expression (where the source text was fully idiomatic and coherent).
- There is evidence of adequate familiarity with the subject matter and satisfactory mastery of the technical terminology at hand.
- The target text adheres to acceptable standards of presentation, with acceptable typing and layout; instructions for the submission of electronic deliverables have mostly been complied with.

Marks 60-69%

Critical Analysis

The work demonstrates a thorough understanding of the topic, and provides a good discussion of it with appropriate examples. The work shows an awareness of critical or theoretical ideas such as those learned on the core course units, supported by an ability to use these ideas relevantly in critical practice. The argument is clearly structured and the students have begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. There is some evidence of potential for conducting research at a higher level, but this may not be wholly consistent. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.

Translation

- The translation is of a quality that would be deemed good by the target readership or client specified in the commissioning instructions and would require minor editing to be published/used in a professional context.
- The target text (1) shows a good level of comprehension and accuracy in rendering source text meaning (including nuances and register), with few or no unexplained omissions; (2) constitutes a generally satisfactory piece of discourse in the target language, with very minor instances of inappropriate expression (where the source text was fully idiomatic and coherent).
- The target text shows a good command of the subject matter and technical terminology at hand.
- The target text shows an appropriate level of mastery in the presentation and lay-out of the text; instructions for the submission of electronic deliverables have been fully complied with.

Marks 70-79%

Critical Analysis

The work is focused and comprehensive, demonstrating a thorough and sophisticated grasp of the topic. The work is based on wide reading in a range of source materials and shows clear originality. The work goes well beyond the mere exposition of ideas, providing a sustained and lucid argument. An in depth awareness of critical or theoretical ideas, such as those learned on the core course units, is demonstrated through relevant and consistent application in critical practice. The work demonstrates the ability to critically evaluate existing research on the object of study in a confident, directed manner, giving clear evidence of the candidate's ability to complete a research degree successfully. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.

Translation

- The translation is of a quality that would be deemed very good by the target readership or client specified in the commissioning instructions and could be used/published in a professional context with very little editing, of a very minor nature.
- The target text (1) shows a very high level of comprehension and accuracy in rendering the source text meaning, with no unexplained omissions; (2) presents no noticeable shortcomings and is a fully appropriate piece of discourse in the target language.
- The target text shows excellent command of the subject matter and technical terminology at hand.
- The target text shows outstanding mastery of presentation standards; instructions for the submission of electronic deliverables have been fully complied with.

Marks above 80%

Critical Analysis

The work is excellent in every respect. It shows extensive knowledge of both the topic and the academic context(s) in which it is applied. A complex, original and relevant application of critical or theoretical ideas such as those learned on the core course units is demonstrated in critical practice. There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. The work demonstrates considerable originality and is of publishable or near-publishable quality making a significant contribution at the forefront of the discipline. The style and presentation are virtually flawless.

Translation

- The translation is of a quality that would be deemed excellent by the target readership or client specified in the commissioning instructions and could be used/published in a professional context with no editing.
- The target text is flawless in all respects and provides evidence of in-depth familiarity with the subject matter and technical terminology at hand.
- Presentation standards and other instructions regarding the submission of electronic deliverables have been fully adhered to.