School of Arts, Languages and Cultures

MA Programme Handbook

Conference Interpreting
(MACINT)

2019-20

Programme Director:

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Please note, some information is subject to change.
For updates, please check our web page:
http://www.alc.manchester.ac.uk/studentintranet/postgraduatetaught/

This Programme Handbook contains information relevant to the MA in Conference Interpreting (MACINT). 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. The School Handbook is available online here:
http://www.alc.manchester.ac.uk/studentintranet/postgraduatetaught/

MA in Conference Interpreting 2019-20

Content

1. 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. With its unique combination of research and practice-oriented course units and the subsequent incorporation of interpreter-training options, our MA in Translation and Interpreting Studies (MATIS) is one of the longest-running and most comprehensive postgraduate degrees offered by a UK institution. On MATIS, translation course units cater for all language combinations and we offer course units in Consecutive Interpreting and Public Service Interpreting (PSI) for five and four language combinations, respectively.

Our offer was extended in 2011 with the launch of a highly specialised MA in Conference Interpreting (MACINT) which aims to equip students with the knowledge and skills for a career in conference interpreting.

On MACINT, students can study one of two profiles, reflecting the two distinct profiles of practising conference interpreters.

Profile 1: students who have English as their native language (A language) and two passive foreign languages (C languages). These students will be trained in both types of interpreting out of both C languages into their A language.

Profile 2: designed for students with Chinese, French, German, Russian and Spanish as their native language (A language) and English as an active foreign language (B language), or English as their native language (A language) and Chinese, French, German, Russian or Spanish as an active foreign language (B language). These students will be trained in both types of interpreting in both directions (i.e. B→A and A→B).

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 recently supervised by CTIS staff:

- Narratives of Dissidence and Complicity: Translating Christa Wolf Before and After the Fall of the Wall
- The Semiotics and Translation of Advertising Texts: Conventions, Constraints and Translation Strategies, with Particular Reference to English and Arabic
- Modelling Competence in Community Interpreting: Expectancies, Impressions and Implications for Accreditation
- Translational Footnotes and the Positioning of Unfamiliar Literature: Capital Flow in Translations of Angela Carter's Fiction in Taiwan
- 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

- Investigating note-taking in consecutive interpreting: Using the concept of visual grammar

- Managing Translation Projects: Practices and Quality in Production Networks

CTIS houses the Translational English Corpus (TEC), the largest computerised collection of translated English text anywhere in the world. This important research resource and a vibrant research environment attract visiting scholars from around the world:

http://www.alc.manchester.ac.uk/subjects/tis/research/projects/

Since it was established, CTIS has hosted and/or co-organised a number of major international conferences. In April 2011, CTIS was co-organiser, with UCL, of the *Research Models in Translation Studies II* conference, which attracted 180 delegates from 33 countries. More recently, during 2017-2018, it hosted an international conference and several one-day symposia as part of the AHRC-funded project *Genealogies of Knowledge*: *Genealogies of Knowledge I: Translating Political and Scientific Thought across Time and Space* (http://genealogiesofknowledge.net/gok2017conference/). CTIS also continues to be involved in the organization of regular research training events under the ARTIS initiative (https://artisinitiative.org/). In October 2018, it hosted IPCITI 2018, the14th International Postgraduate Conference in Translation and Interpreting (https://www.ipciti.org.uk/) organised in partnership with Dublin City University, Heriot-Watt University, and the University of Edinburgh.

In addition, CTIS organises a weekly research seminar attended by an audience of researchers, students and professional translators.

Links:

Centre for Translation and Intercultural Studies
http://www.alc.manchester.ac.uk/subjects/tis/

MA in Conference Interpreting
http://www.alc.manchester.ac.uk/subjects/tis/postgraduatetaught/macint/

CTIS Seminar Series
http://www.alc.manchester.ac.uk/subjects/tis/events/

MACINT Facebook Link
https://www.facebook.com/conference.interpreting.at.manchester

2. MA in Conference Interpreting (MACINT)

2.1.1. MA Structure

For students enrolled in September 2019, the MA in Conference Interpreting consists of a total of 180 credits, divided as follows:

▪ C**ompulsory core course units** (totalling 120 credits)

ELAN 60530	Consecutive Interpreting	(30 credits)
ELAN 60760	**Simultaneous Interpreting- Early Skills Development to Advanced Simultaneous (Non-compensable)**	**(30 credits)**
ELAN 60211	Research Methods in Translation and Interpreting Studies I	(15 credits)
ELAN 71011	Topics in international diplomacy	(15 credits)
ELAN 71022	**Research Methods and Approaches for Interpreting Studies (Non-compensable)**	**(15 credits)**
ELAN 61132	Professional Development for Conference Interpreters	(15 credits)

Please note that Research Methods and Approaches for Interpreting Studies and Simultaneous Interpreting can NOT be compensated.

The dissertation (60 credits)

The dissertation will normally arise from one or more of the taught course units taken and will normally be supervised by an appropriate member of staff in the School of Arts, Languages, and Cultures.
Students will be able to choose from a research dissertation and a practical dissertation/professional portfolio. For those who opt for a professional portfolio, there will be a four-week compulsory post-exam period teaching.

The **Postgraduate Diploma** in Conference Interpreting consists of the 120 compulsory credits listed above. Postgraduate Diploma students do **not** complete a dissertation, and will be exempted from the module of Research Methods in Translation and Interpreting Studies I (ELAN 60211). This will be replaced by an optional module from within SALC/LEAP, subject to programme director's approval.

2.1.2. 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 **07 September 2020.**

- **Semester 1** (16 September 2019 – 24 January 2020)
  Research Methods in Translation and Interpreting Studies I
  Topics in international diplomacy
  Consecutive Interpreting
  Simultaneous Interpreting

- **Semester 2** (27 January 2020 – 8 May 2020)
  Professional Development for Conference Interpreters
  Consecutive Interpreting
  Simultaneous Interpreting
  Research Methods and Approaches for Interpreting Studies

- **Dissertation** (including post exam period teaching for students opting for practical dissertation) (June 2020 – September 2020)

The schedule for part-time students registering in September 2018 will be as follows:

- **Year 2** (16 September 2019 to 7 September 2020)
  Simultaneous Interpreting, Semester 1 and 2
  Research Methods in Translation & Interpreting Studies II, Semester 2
  Professional Development for Conference Interpreters, Semester 2
  Dissertation (including post exam period teaching for students opting for practical dissertation)

2.1.3. 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, students should note that even part-time study requires a significant commitment of time (at least three days of a week will be required for class attendance), and that we do not recommend combining part-time study with a full-time job. You should normally arrange with your employer to have **at least three working days free** per week to study for the MA.

2.1.4. Teaching and Learning

The MA in Conference Interpreting (MACINT) is a highly specialised programme in which you will experience a number of different types of teaching methods, group sizes and modes of contact with your tutors.

The practical interpreting units (Consecutive Interpreting, Simultaneous Interpreting- Early Skills Development to Advanced Simultaneous) combine General Seminars attended by all MACINT students with language-pair specific tutorials. The tutorials allow you to work closely with fellow students who have the same language combination in smaller groups, while the seminars give you the opportunity to work in a truly multilingual and multicultural environment. In addition, each language combination will be allocated a weekly slot for group self-study sessions in the self-study lab. Assessment for these units is weighted towards end of course unit exams, accompanied by formative feedback on such tasks as presentation and mock exams. In each of these units, you will

also be encouraged to submit online interpreting journals as part of your ongoing reflective practice. These additional forms of assessment and practice are designed to provide you and your tutors with a record of your progress, enabling you to track and solve problems as they arise.

The Professional Development for Conference Interpreters course unit is designed to complement the units in consecutive and simultaneous interpreting by putting your interpreting and organisational skills to the test in multilingual conferences. Each conference will be preceded by General Seminars to enable you to prepare effectively for each scenario. Collaborative learning plays a significant role in this unit.

E-learning and group practice form a significant part of this programme and you will be guided in independent study in a structured manner, facilitated in part by completion of online interpreting critical reports. These sessions encourage self-reflexive learning and also nurture peer assessment and feedback skills and are facilitated by dedicated self-study materials placed on the Blackboard and by the EU multilingual speech repository. There will also be student-led sessions facilitated by tutors' input.

The theoretical units (Research Methods and Approaches for Interpreting Studies and Research Methods in Translation and Interpreting Studies II) are taught in weekly 1.5 hour seminars. Assessed coursework will take the form of a variety of written assignments. You will receive comprehensive feedback on all your assignments.

In addition, the unit of Topics in international diplomacy will introduce students to some key topics in international diplomacy. You will enhance your understanding of key topic areas such as international law, trade or foreign policy, that you are likely to encounter when interpreting or translating in international organisations. The aim is to equip you with a broad understanding of current international affairs – a basis that you can then build on as appropriate to enable you to handle the potentially technical nature of the source texts you encounter. The module will be assessed by standard essay questions.

The MA dissertation can take two forms on MACINT. You can choose between (1) a research dissertation in interpreting studies and (2) an interpreting professional portfolio.

The research dissertation allows you to select and explore in-depth an issue in interpreting research which you find particularly interesting. This can involve a range of research methods and data, from a controlled experiment to authentic conference interpreting scenarios; from ST/TT analysis of interpreter output to ethnographically informed research into interpreting in specific contexts. An introduction to potential research methods and types of data analysis will be provided in Research Methods and Approaches in Interpreting Studies I and Research Methods in Translation & Interpreting Studies II. The extended format of the dissertation gives you the freedom to build on your knowledge of interpreting research from the theoretical course units, under the guidance of your MA dissertation supervisor.

Alternatively, an interpreting professional portfolio dissertation option aims to help you prepare for your first interpreting assignments. Students taking this option will attend four weeks of additional teaching (normally in late June to early July), which will focus on advanced simultaneous and simultaneous with texts as well as meeting preparation.

Building on this training and work done throughout your course, you will then be asked to document your preparation for a hypothetical assignment. You will select a real meeting that has taken place and has been webcast and will be asked to outline your preparation strategy. This should include a discussion of how you would prioritise sources of information and an analysis of the overall context as well as the key concepts and perspectives you anticipate will arise. You should subsequently analyse the success of your approach by recording and assessing your own interpretation of the meeting. The interpretation itself is not assessed, but should be used as a basis for reflection on the preparation strategy.

2.1.5. Assessment and Marking Turnaround Times

All **theoretical course units and *Topics in international diplomacy*** are assessed by coursework, rather than by written examination. All written coursework will be submitted electronically.

Specialist interpreting course units are assessed by a combination of assessed coursework and examination (see individual course unit descriptions for more details).

Please note that core units (Research Methods in Translation & Interpreting Studies II and Simultaneous Interpreting) can NOT be compensated.

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

In line with the University's Policy on Feedback to Students, MACINT course unit conveners aim to provide feedback to students within 15 working days of submission. This will normally take the form of individualised 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.

Once marks have been issued to students, they can be changed only by the external examiners. **Confirmed marks** will not be made available to students until after the relevant meeting of the Examination Board.

2.1.6. Assessed Coursework Submission Deadlines

As the programme requires you to submit assessed essays or other assignments, you must observe the deadlines set out in the course unit descriptions (Section 4) and summarised in Appendix 1. Course submission deadlines will also be included in the course outlines circulated at the beginning of each module.

Coursework submission for individual course units on MACINT is made electronically via Blackboard system only.

The University uses electronic systems for the purposes of detecting plagiarism and other forms of academic malpractice and for marking. Such systems include Turnitin, the plagiarism detection service used by the University. Your course convenor will give you specific instruction on how to submit your coursework electronically.

In addition to Turnitin submission, **you must also submit one electronic copy** of **your work to salc-assessment@manchester.ac.uk.** Electronic copies of your work may be checked for plagiarism and / or word counts. It is also recommended that you keep a copy for yourself in case of loss.

The School also reserves the right to submit work handed in by you for formative or summative assessment to Turnitin and/or other electronic systems used by the University.

Please note that when work is submitted to the relevant electronic systems, it may be copied and then stored in a database to allow appropriate checks to be made.

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

Coursework exercises and dissertations for all PGT programmes in the School have firm upper word limits. In all cases, the word limit includes not only the main body of the text, but also footnotes and endnotes. It does not include bibliographies or appendices; nor does it include the preliminary pages required for MA dissertations.

There is no '10% penalty'! It is sometimes assumed that a '10% tolerance principle' exists, in other words that it is acceptable to exceed the stated word limit by no more than 10%. ***This is entirely untrue.*** Word limits mean what they say, and work that exceeds the stated limit is penalized. The following sliding scale of penalties applies:

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 (THERE IS NO '10% RULE')
- the word count for each piece of written work must be displayed clearly on the top right-hand side of the first page

- Word count is here defined as including quotations and the footnotes or endnotes in the essay itself. 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.

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.

MA dissertations must indicate the word count at the bottom of the contents page. All other coursework exercises must indicate the word count at the end of the main body of the text. 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. The School reserves the right to request an electronic copy of any work submitted, so that word counts may be checked by examiners.

When work exceeding the word limit is marked, the mark given on the feedback form will include the appropriate penalty. The examiners' feedback form will indicate how the penalty has been calculated.

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**
- **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.

2.1.8. Extensions to Submission Dates

Extensions to the submission dates for submitted coursework (assessed essays and dissertations) may be sought where circumstances, outside of students' control, will delay the completion and submission by the published date.

Please note, individual course unit tutors cannot grant extensions to deadlines. All extension requests must be submitted to the Student Support and Guidance Office, via the Mitigating Circumstances Application Form.

Circumstances that <u>might</u> be considered as grounds for applying for an extension include:

- Illness or injury which either prevents the student from working altogether or considerably affects his/her ability to work effectively.
- Serious personal problems such as relationship problems; family crises; illness/death of close relatives including attendance at funerals; being a victim of crime; accommodation crises; court cases; accident or sports injury.
- Jury service
- Delays in obtaining ethical approval, where approval has been sought in good time.

The following will <u>not</u> be regarded as grounds for applying for an extension to submission dates:

- Any event that could have reasonably been expected or anticipated e.g. weddings, holidays, moving house.
- Inadequate planning and time management.
- Pressures of paid work (In exceptional circumstances extension requests will be considered where there has been a temporary but substantial increase in workload which was imposed at short notice and which could not have reasonably been foreseen. This will require written confirmation from the student's employer).
- Having more than one examination, or other compulsory assessment (e.g. presentation etc.), on the same day.
- Computer or printer failure or theft, resulting in loss of data, except where data is lost through the failure of Manchester University systems confirmed by Manchester Computing staff (students should back up work regularly and not leave completion so late that another computer/printer cannot be found).
- Failure to submit specified items of coursework through misreading of a published submission date, or misunderstanding the requirements of an assessment or difficulties with the English language (including delays in proofreading).
- Travel delays.
- Normal pregnancy.

2.1.9. Diploma and Certificate Level

For students on the MA in Conference Interpreting, the Postgraduate Diploma and Certificate are possible **exit points**. Students registered for the MA 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.

The Postgraduate Diploma is also an **entry point**, i.e. it is possible to apply for a place on the Postgraduate Diploma. Upgrading from Diploma to MA status is possible if all course units are passed at Master's level (i.e. 50% or higher).

2.1.10. Management Bodies

TIS Programme Committee and TIS Staff-student Committee

All activities of the Centre for Translation and Intercultural Studies are overseen by the TIS Programme Committee, which normally meets twice per semester. The TIS Staff-Student Committee, as the preparatory meeting of the Programme Committee meeting, provides a forum for dialogue between TIS staff and student representatives, where issues relating to MACINT and their development can be discussed. These may include, for example, the consideration of student feedback.

One student representative for MACINT is elected 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 election of the representative.

SALC Postgraduate Taught (PGT) Committee

MACINT student representatives are also involved in the School PGT Committee, whose members are staff and student representatives from the different Subject Areas.

The School PGT Committee is directly responsible for admission procedures, regulations, and student progress and acts as the Examination Board for all taught postgraduate programmes. The MACINT student representative is invited to raise issues relating to their programme in the context of this meeting.

2.1.11 Academic and Pastoral Support
A personal tutor will be allocated to you early in semester 1. S/he will be available at advertised office hours each week during term time to advise on accessing any appropriate University support services. Your personal tutor 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 him/her 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.

From time to time you may need to speak to someone about a range of different issues. In the table below you will find contact points for some common issues:

Question about…	*Contact*	*Alternative Contact*
… a course unit	Course Unit Tutor	MATIS Programme Director
… mitigating circumstances	Student Support Office	MATIS Programme Director
… interruption of studies	Academic Adviser / MATIS Programme Director	Postgraduate Office Manager
… change of registration details	MATIS Programme Director	
… advice on dissertation plans	Relevant Specialisation Tutor	Research Methods Tutor
… PhD plans	PGR Director for Modern Languages	MATIS Programme Director
… financial matters	Postgraduate Office Manager	
… your Personal Development Plan (PDP)	Academic Adviser	MATIS Programme Director

| … academic writing skills | Academic English Tutor | Academic Adviser |

Further sources of advice and information on:

- IT training courses
- library skills training
- coping with studying
- personal problems (Counselling Service)

can be reached via the Student Portal at http://www.studentnet.manchester.ac.uk/

2.1.12. 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. It is your responsibility to make sure that the referee is given accurate information about the programme/job for which you are applying.

If there is a form to be completed, make sure the lecturer receives it in good time, and that you have filled in your part of the form fully and accurately. You should usually provide a CV 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 the student is making multiple applications with no particular focus.

Referees are expected to be honest in their assessment. In nominating your referee, make sure that s/he is the best placed tutor to comment on your skills and performance.

2.1.13 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 MACINT programme director with details of your personal e-mail address.

Please also follow MACINT activities via MACINT Facebook page:

https://www.facebook.com/conference.interpreting.at.manchester

2.2. ACADEMIC ASPECTS

2.2.1.   Aims and Learning Outcomes of the MA in Conference Interpreting

The Masters programme aims to:

- Equip students with the knowledge and advanced interpreting skills for a career in conference interpreting
- Provide specialist training in consecutive and simultaneous interpreting
- Provide a gradual transition into the professional world through practical, real-life interpreting tasks
- Provide guidance on professional conduct and ethics
- Enable students to reflect critically on their own and others' interpreting practice
- Equip students for further study and research

Intended learning outcomes of the Masters programme

Students should be able to:

- Demonstrate understanding of how conference interpreting (in consecutive and simultaneous mode) is used in various settings for a range of purposes
- Show familiarity with research issues in interpreting, including recent approaches, current problems, and potential future developments
- Apply recent research developments to the practice of interpreting, including processing models, speech organization and structure and the semiotics of verbal and non-verbal communication
- Critically reflect on the role of the interpreter in various settings and on their own and others' interpreting performance
- Provide consecutive interpretation of up to 6 minutes, according to language profile (AB or ACC) in a variety of settings on a range of topics
- Provide simultaneous interpretation of up to 20-30 minutes, according to language profile (AB or ACC) in a variety of settings on a range of topics
- Prepare effectively for interpreting assignments by combining lexical, terminological and domain-specific research
- Work effectively as part of a team
- Work on a number of tasks simultaneously and under time pressure
- Carry out an extended piece of work independently

2.2.2. Programme Content

Programme structure and credits	Credits

MA PROGRAMME

Compulsory units

Topics in International Diplomacy	15
Research Methods in Translation and Interpreting Studies I	15
Professional Development for Conference Interpreters	15
Research Methods and Approaches for Interpreting Studies	15
Consecutive Interpreting	30
Simultaneous Interpreting - Early Skills Development to Advanced Simultaneous	30
Dissertation	60
Total	180

POSTGRADUATE DIPLOMA

Compulsory units
Topics in international diplomacy
Research Methods and Approaches for Interpreting Studies 15
Professional Development for Conference Interpreters 15
Consecutive Interpreting 15
Simultaneous Interpreting- Early Skills Development to Advanced 30
Simultaneous 30

Optional unit
An optional module from within SALC/LEAP, subject to
programme director's approval.

15

Total 120

Research Methods and Approaches for Interpreting Studies and Simultaneous Interpreting can NOT be compensated.

The MA in Conference Interpreting provides highly specialised postgraduate training in conference interpreting and therefore all of the above units are compulsory. On the taught component of the programme, units can be split into theoretical (Research Methods and Approaches for Interpreting Studies, Research Methods I) and practical units (Consecutive Interpreting, Simultaneous Interpreting and Professional Development for Conference Interpreters) and additional conference theme related unit (Topics in international diplomacy). However, care should be taken not to enforce an artificial division between theory and practice. You will be taught conference interpreting on the basis of research carried out in skill and expertise acquisition in Research Methods and Approaches in Interpreting Studies. In addition, teaching and learning is informed by current research in Interpreting Studies on issues as diverse as cognitive processing and the social and ethical role of the interpreter. In turn, your interpreting practice should enable you to apply and critique theoretical notions by analysing and reflecting on tangible interpreting performance.

2.2.3. Progression to PhD

MACINT students considering a PhD in Interpreting Studies should aim for distinction level performance throughout the programme, particularly in the theoretical units and are advised to select the research option for the MA dissertation. Please feel free to discuss your plans with the Postgraduate Research Director.

2.2.4. Policy for Auditing Classes

Auditors (visitors, PhD students, MATIS students) may not attend language-specific interpreting classes, general seminars for consecutive and simultaneous interpreting or the Professional Development course unit. MACINT students might attend language-specific interpreting classes which are not part of their selected profile, but subject to the approval by the programme director. There are no restrictions on attendance at theoretical course units.

2.2.5. Academic Writing Course

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. A customised course on academic writing skills is run regularly throughout Semester 1 and Semester 2 (see schedule details in the MACINT timetable).

Attendance at the Academic Writing Course **is highly recommended for all non-native users of English**.

2.2.6. Professional Development Workshop Series

In addition to the CTIS Thursday Seminars by leading translation and interpreting scholars, MACINT students learn about careers and current trends in translation, interpreting and related areas through interaction with established professionals who are invited to our Professional Development Workshop series.

3.   Course Unit Descriptions

3.1. SEMESTER 1

ELAN 60211	Research Methods in Translation and Interpreting Studies I	
15 credits	Semester 1	**Compulsory**
Tutor	Prof. Luis Pérez-González	
Synopsis	This course unit focuses on a range of relevant skills and methods in the context of translation and interpreting studies research and translation/interpreting analysis. Sessions and exercises (both assessed and non-assessed) are linked to translation and interpreting studies literature and analysis of texts, translations and interpretations. Topics covered include: ▪ research resources for translation and interpreting studies ▪ academic writing ▪ critical reading ▪ linguistic analysis for translation and interpreting studies. A full course unit outline will be provided in class at the beginning of the semester.	
Teaching	This unit will be taught through 11 x 80-minute weekly seminars in Semester 1. Seminars will take the form of a lecture, followed by discussions of research case studies of translation and interpreting. The seminars are interactive, with students expected to come to class prepared to discuss questions on the curriculum contents listed above based on readings assigned by the tutor.	
Assessment	▪ **Assignment 1 (25%)**: A text analysis exercise (500 words) ▪ **Assignment 2 (65%)**: A text analysis exercise (2,250 words)	

ELAN 71011	Topics in International Diplomacy	
15 credits	Semester 1	Theoretical
Tutor	Ms. Kirsten Coope	
Synopsis	This unit will introduce some key topics in international diplomacy. Students will enhance their understanding of key topic areas such as international law, trade or foreign policy that students are likely to encounter when interpreting or translating in international organisations. The aim is to equip students with a broad understanding of current international affairs – a basis that they can then build on as appropriate to enable them to handle the potentially technical nature of the source texts they may encounter. By the end of this course students will be able to: • understand the importance of topic-specific background research in the context of conference interpreting, translation or intercultural communication • demonstrate knowledge of key aspects of international law, economics and policy relevant to international institutions and conferences • prepare more effectively for professional assignments, by drawing on a basic knowledge of international affairs A full course unit outline will be provided in class at the beginning of the semester.	
Teaching	Students will attend weekly 1.5 hour sessions. The lectures will serve as a foundation for independent study, for which students will be provided with a core reading list, available on Blackboard. In other to prepare for assignments, students will be expected to identify further sources of information, for example, by following up references that appear relevant to their chosen essay questions, and by using the online resources provided by international organisations.	
Assessment	▪ **Assignment 1 (30%): a** 1000 words essay, not including references. ▪ **Assignment 2 (70%): a** 3000 words essay, not including references.	

3.2 SEMESTER 2

ELAN 61132	Professional Development for Conference Interpreters	
15 credits	Semester 2	**Practice-oriented**
Tutor	Ms. Kirsten Coope (convenor), language-specific tutors	
Synopsis	This unit will consist of four 3-hour multilingual conferences (simultaneous interpreting only) and seven 2-hour General Seminars. This gives you an opportunity to put your experience into practice, in the form of four individual case-studies. The course unit will cover: ▪ Simultaneous Interpreting in multilingual settings (including relay interpreting and retour interpreting) ▪ Interpreting techniques specific to conference settings (e.g. variation of décalage during Q&A session, multiple speakers, relays, sight translation, working with visual aids) ▪ Simultaneous interpreting with text ▪ Preparation, glossaries and terminology ▪ Professional conduct and ethics ▪ Employment portfolio ▪ Effective booth and team work Potential case studies include: Interpreting for international organisations (simulation of UN/EU set-up, international organisations and institutions, use of organisational terminology, conference technique, organisational databases and institutional memory). Freelance interpreting assignments (workflow from receiving the assignment to concluding individual performance reviews, covering client and document management) Specialist/technical conference (focusing on the creation of glossary-based terminology, resources for research and specialist knowledge) The conference context (organisational issues, use of preparatory written materials and terminology in the in-process phase, simultaneous interpreting with text, interaction with delegates and booth mates, press conference, simulated after dinner speeches etc)	

Teaching	This unit will consist of four multilingual conferences attended by students and tutors of all language groups, and seven General Seminars in which issues integral to good conference preparation and practice will be addressed. A number of students per multilingual conference will be nominated to act as coordinating interpreters. They will be responsible for coordinating the team of interpreters, distributing preparation material and for liaising between the interpreters and the client.
Assessment	▪ **Assignment 1 (30%):** A 1,500 words critical analysis on an aspect of practice relating to multilingual conferences. ▪ **Assignment 2 (70%):** Post-course employment portfolio based on a hypothetical interpreting assignment required by a chosen employer/client.

ELAN 71022	Research Methods and Approaches for Interpreting Studies	
15 credits	Semester 2	Theoretical
Tutor	Dr Rebecca Tipton	
Synopsis	This course unit provides an introduction to the study of spoken language conference interpreting and familiarises students with the role of the interpreter in history and the key 'turns' of research from the 1950s to the present day. The approach is designed to support critical reflection on interpreter performance in the practice-based modules of the MA Conference Interpreting programme, while opening up avenues for students interested in pursuing higher level studies in the field. In addition to a focus on features of interpreting at the performance level (e.g. ear-voice span, meaning assembly, language directionality in note-taking), students will examine issues of power, ideology and ethics in conference interpreting using a range of theoretical approaches. The course unit also provides training in specific research methods, giving students the tools to evaluate existing research and to apply research findings appropriately in their own academic work. Topics covered include: - Social Role of Conference Interpreters - Memory and Cognition - Process Models - Text Linguistic Approaches - Quality Assessment A full course unit outline will be provided in class at the beginning of the semester. N.B. Research Methods and Approaches for Interpreting Studies II cannot be compensated	

Teaching	This module is taught on the basis of weekly lectures and independent learning. Supplementary learning activities are provided on Blackboard. Students are also encouraged to attend relevant seminars on interpreting as part of the research seminar series.
Assessment	▪ **Assignment 1 (30%):** A 1,500 words critical analysis of an academic article. ▪ **Assignment 2 (70%):** A 2,500 word critical essay. **N.B. Research Methods and Approaches for Interpreting Studies cannot be compensated.**

3.3 BOTH SEMESTERS

ELAN 60530	**Consecutive Interpreting-full academic year**	
30 credits	Semester 1 and 2	**Practice-oriented**
Tutor	Ms. Jin Liu (course convenor), language-specific tutors	
Synopsis	This course unit provides training in consecutive interpreting skills for conference interpreting students. Students attend a series of practical training sessions in which they are expected to progressively hone their interpreting skills. These practical training sessions are supplemented by general seminars, which cover theoretical aspects of interpreting technique such as consecutive note-taking and public speaking skills. The unit is assessed at the mid-point and the end of the unit by exams in consecutive interpreting, which must be taken in two language directions (either C1>A, C2>A, or A>B, B>A). This course unit aims to equip students with the skills necessary to provide consecutive interpretation in conference interpreting settings, whether on the public or private market. The unit is taught through a series of practical training sessions delivered by professional conference interpreters. Students receive regular individual feedback on their performance, together with advice on how to practise between sessions. By the end of the unit, students should be in a position to interpret consecutively from speeches of approximately 6 minutes in length. During the first semester, weeks 1-4, students learn to interpret consecutively without notes, developing skills of analysis and public speaking. From week 4 onwards, they are gradually introduced to consecutive note-taking technique, in order to enable them to interpret longer and more technical speeches. Throughout the course of the year, the length and complexity of speeches is gradually stepped up, as students refine their note-taking technique. During the second semester, students are exposed to a range of conference topics or settings, which vary on a weekly basis, in order to develop their ability to cope with consecutive interpreting in different scenarios.	

Teaching	This unit will consist of 3 general seminars, 2 student-led mock conferences and 44 weekly language-specific practical sessions in semesters 1 and 2. These will take the form of 22 x 1.5 hour sessions with language tutors for each direction selected (C1 and C2 – A or B-A and A-B). These extended taught classes are designed to allow you to develop your consecutive technique. As part of this unit, you will also have the opportunity to provide consecutive interpreting in one of the two mock conferences.

Your interpretations will be frequently video-recorded for further analysis and feedback. General seminars and language-specific practical sessions will be interactive and you will be expected to interpret actively for your co-students.

As part of your ongoing reflective practice, you will also be encouraged to submit online interpreting journals which will provide you and your tutors with a record of your progress, enabling you to track and solve problems as they arise.

E-learning will form a significant part of this unit, with guidance given as to how to conduct independent study in a structured manner. This self-study will also be facilitated by dedicated self-study materials placed on the Blackboard and by password protected access to the EU multilingual speech repository. |
| **Assessment** | **Assignment 1** (30%): Two consecutive interpreting examinations – either A>B and B>A, or C1>A and C2>A, 4mins long each, to be held in Semester 1/January exam period. Exact time TBC.

Assignment 2 (70%):Two consecutive interpreting examinations - either A>B and B>A, or C1>A and C2>A, 6mins long each, to be held in Semester 2/May exam period. Exact time TBC. |

ELAN 60760	Simultaneous Interpreting- Early Skills Development to Advanced Simultaneous, full academic year	
30 credits	Semester 1 and 2	**Practice-oriented**
Tutor	Ms Jin Liu (course convenor), language-specific tutors	
Synopsis	"Simultaneous Interpreting- Early Skills Development to Advanced Simultaneous" starts by introducing students to preparatory exercises, in order to develop their interpreting skills. Students then move on to early simultaneous exercises and interpreting short, straightforward speeches. Once a sufficient level has been reached, students are progressively exposed to more demanding evaluation, more complex source materials and more advanced techniques. Finally, they are introduced to the practice of simultaneous in professional settings. In semester one, early skills development builds on parallel skills development in consecutive interpreting and in semester two, professional development seminars and simulated conferences support and complement the work done in this module. Didactic models are first used to describe the process of simultaneous interpreting before students are expected to develop experiential approaches to developing confidence in sub-components of the process. Various strategies are then developed to optimise each component, focusing on the use of décalage, chunking (using the 'salami technique'), syntactic and semantic anticipation, and the targeted use of emergency strategies such as generalisation or telescoping strategies to retain argumentation structure. Exercises to avoid SL prosodic and semantic interference on the TL, alongside cognitive shadowing and clozing exercises also accompany the classes and particular direction for simultaneous interpretation into the B language is provided. As the students progress, simultaneous interpreting exercises with numbers, glossaries and written texts are introduced. Later on in the module, the focus moves to simulating 'real-life' conference situations e.g. with the use of original audio and video recordings of conference material. Through this approach, students experience the importance of the unfolding context for the simultaneous interpreter during the progression of a conference. **A full course unit outline will be provided in class at the beginning of the semester.**	

Teaching	This unit will consist of five two-hour general seminars in semester 1 (3 sessions) and post exam teaching period (2-3 sessions). There will also be 44 weekly language-specific practical sessions in both semesters (22 for each direction). These will take the form of 11 x 1.5 hour sessions with language tutors for each direction selected (C1 and C2 – A or B-A and A-B). General seminars and language-specific practical sessions will be interactive and you will be expected to interpret actively for your co-students. As part of your ongoing reflective practice, you will also be encouraged to form study groups and submit online interpreting journals which will provide you and your tutors with a record of your progress, enabling you to track and solve problems as they arise. E-learning will form a significant part of this unit, with guidance given as to how to conduct independent study in a structured manner. This self-study will also be facilitated by dedicated self-study materials placed on the Blackboard and by password protected access to the EU multilingual speech repository.
Assessment	§ **Assignment 1 (30%):** individual oral presentation in English, to be scheduled in semester 1 exam period. § **Exam 1 (35%):** 8 minute Simultaneous Interpreting Examination B/C1 – A, May Exam Period, specific date TBC. § **Exam 2 (35%):** 8 minute Simultaneous Interpreting Examination A-B/C2 – A, May Exam Period, specific date TBC. § An additional formative simultaneous test will be scheduled early in semester 2. **N.B. Simultaneous Interpreting cannot be compensated.** **Further information on assessment will be provided at the beginning of the semester.**

4. List of Staff Teaching and Research Specialisms (CTIS)

Maeve Olohan, BA (DCU), MA (DCU), PhD (UMIST): scientific, technical and commercial translation; corpus-based approaches to the study of translation; translation processes; translation pedagogy. Author of *Introducing Corpora in Translation Studies* (2004); editor of *Intercultural Faultlines: Research Models in Translation Studies I - Textual and Cognitive Aspects* (2000), co-editor of a special issue of *The Translator* (2011) on the translation of science.

Siobhan Brownlie, BA (Cant.), Grad Dip Arts (E. Cowan), PhD (UQ): Descriptive translation research; literary translation; translation of 19th and 20th century French literature into English; Franco-British relations; memory studies in relation to translation and intercultural communication. Author of articles in leading translation studies journals, including *The Translator*, *Target* and *Meta*.

Luis Pérez-González, Lic Phil (València), MA, MPhil (Birmingham), DPhil (València): Corpus linguistics; translator training; screen translation; forensic linguistics. Author of *Towards a Dynamic Model of Discourse: Issues of a Forensic-oriented Analysis of Spoken Interaction (1999)*; editor of *Speaking in Tongues: Language across Contexts and Users (2003)*; co-editor of *La traducción e interpretación en un entorno global (2003)*. Features editor of The *Interpreter and Translator Trainer*.

Rebecca Tipton, BA (University of Manchester), MA (University of Bradford), PG Cert. Learning and Teaching in Higher Education (University of Salford), PhD (University of Salford), DPSI (Chartered Institute of Linguists): interpreting and translation studies; public service interpreting; conference interpreting; interpreting pedagogy; sociology of interpreting; interpreting for charities and NGOs. Freelance translator and interpreter French and Spanish into English for clients including European Parliament, Michelin, SITA, BP Conservation, PSA Peugeot-Citroën, Paris Mint, HM Customs and Excise, and Manchester court, prison and probation services. Author of articles published in leading journals including *The Translator*, *International Journal of Language and Politics*, *Interpreter and Translator Trainer.*

Anna Strowe, 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 in *The Translator, Translation Review*, and others.

Jin Liu, BA (Renmin University of China), MA (Beijing Foreign Studies University): Freelance conference interpreter between Chinese and English, serving both public and private sector clients. Accredited Conference Interpreter for EU Commission, EU Parliament and Court of Justice.

Catriona Howard, BA (Leeds Metropolitan University), MA (University of Leeds): EU accredited freelance conference interpreter (EU institutions and private market) and public service interpreter working from French and Spanish into English and English into Spanish. Previously interpreter trainer and programme manager MA Conference Interpreting, University of Leeds. Trainer on European Parliament Seminarium programme for new interpreting graduates and English Enhancement courses for European Parliament and UN interpreters.

Kirsten Coope MA (University of Cambridge), Post-Graduate Diploma in Law (Leeds Metropolitan University), MA Interpreting and Translation Studies (University of Leeds), MRes Politics (Birkbeck, University of London): AIIC accredited. Worked as an EU accredited freelance interpreter for the EU Commission and EU Parliament, and as a translator and précis-writer for the United Nations Office in Geneva, before joining the EU Parliament as a staff interpreter. Language profile: English A, French C, German C, Spanish C.

Further CTIS staff details:

http://www.alc.manchester.ac.uk/subjects/tis/people/

Further details of academic staff in the School of Arts, Languages and Cultures and their research specialisms can be found at:

http://www.alc.manchester.ac.uk/ourpeople/

Appendix 1

Schedule of Coursework Submission Deadlines and Exams

MACINT course units 2019-20

SEMESTER 1

Course Unit	Unit Code	Deadline			
		Oct 2019	Nov 2019	Dec 2019	Exam Weeks 13-24 Jan 2020
Research Methods in Translating and Interpreting Studies I	ELAN 60211	25 Oct CW 1 25%		13 Dec CW 2 75%	
Topics in International Diplomacy	ELAN 71011	25 Oct CW. 1 30%			3 Jan CW. 2 70%
Simultaneous Interpreting	ELAN 60760				Presentation 30% Dates TBC
Consecutive Interpreting	ELAN 60530				Exam 30% Dates TBC

SEMESTER 2

Course Unit	Unit Code	DEADLINE			
		March 2020	April 2020	May 2020	Exam Weeks 13 May-3 June 2020
Research Methods and Approaches for Interpreting Studies	ELAN71022	6 Mar CW. 1 30%		1 May CW. 2 70%	
Professional Development for Conference Interpreters	ELAN 61132	20 Mar CW.1 30%		8 May CW. 2 70%	
Simultaneous Interpreting	ELAN 60760				Exam 70% Dates TBC
Consecutive Interpreting	ELAN 60530				Exam 70% Dates TBC

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 Interpreting Reflective Essays

Marks below 30%

The work fails to provide a competent description of the selected aspect(s) of 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.

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 aspects of practice selected for discussion. 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 Humanities have been understood, but communication is maintained.

Marks 40-49%

The work provides an account of the selected aspect(s) of 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 overall discussion is lacking in critical or analytical insight in general. It reveals a very limited awareness of critical ideas such as those learned on core theoretical and/or practical units, and no attempt is made to use such ideas in 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.

Marks 50-59%

The work demonstrates a reasonable ability to reflect on selected aspects of practice and to relate them to critical ideas such as those learned on core theoretical and/or practical units. An account of practice 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 of the practice. There is clear evidence of an awareness of critical ideas and/or theories in the given field, although the attempt to use them in practice is still limited. The approach is generally unambitious but a coherently structured argument is in place. 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 and to engage that with critical ideas such as those learned on core theoretical and/or practical units. 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 from more than one perspective. The work demonstrates a good

understanding of the theories and/or critical ideas in the given field, supported by a sustained ability to use these ideas relevantly in critical practice. The work 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 and an in depth awareness of theories and/or critical ideas such as those learned on core theoretical and/or practical units. The reflection shows the ability to interact critically with the contexts of the practice and to engage with the range of perspectives from which the practice can be interpreted. The outcome of reflection, in the form of new understanding, is explored in depth, and claims substantiated through examples. The work is based on wide reading in a range of source materials and clearly shows the ability to apply and/or evaluate them in critical practice. 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 and an extensive knowledge of the topic and the academic context(s) in which the discussion of the practice is related to. A complex, original and relevant application of theories and/or critical ideas such as those learned on core theoretical and/or practical units is demonstrated in critical practice. There is clear evidence that the principles of critical and original reflection have been understood and applied and that both the action and reflection on it have considerably enhanced existing understanding of the topic. The work demonstrates considerable originality and is of publishable or near-publishable quality. The style and presentation are virtually faultless.

A2.3. Assessment Criteria for Presentation/Oral Report

Marks below 30%

The presentation falls far short of a competent discussion of the topic. The student appears to have done little if any preparation for the assignment. There is no coherent structure or argument. Delivery is so poor as to seriously impair communication, for example, due to the student reading out a written text. The style of presentation (for example, stance adopted, use of eye contact) is completely inappropriate or ineffective. Guidelines on allocated speaking time are ignored.

Marks 30-39%

The presentation displays no grasp of the topic. The student appears to have done very minimal research in preparation for the assignment. The presentation is largely unstructured, and the main points do not come across clearly. Poor oral delivery (pace, audibility, intonation) makes the presentation very difficult to follow, for example, due to over-reliance on written notes. The style of presentation (for example, stance adopted, use of eye contact) is largely inappropriate or ineffective. The student significantly overruns or falls short of the allocated speaking time.

Marks 40-49%

The presentation displays a basic grasp of the topic, but discussion is superficial, and the student does not seem to have understood and internalised the ideas presented. Research in preparation for the assignment appears to have been insufficient. The presentation lacks a clear structure, and main points do not always come across. Deficiencies in oral delivery (pace, audibility, intonation) sometimes make the presentation difficult to follow, for example, due to over-reliance on written notes. The style of presentation (for example, stance adopted, use of eye contact) is often inadequate. The student significantly overruns or falls short of the allocated speaking time.

Marks 50-59%

The presentation demonstrates a fairly good grasp of the topic. The student appears to have understood and internalised the ideas that are presented. Research in preparation for the assignment appears to have been adequate, if not extensive. The structure is mainly coherent, but some points are not expressed clearly. The oral delivery (pace, audibility, intonation) is sufficient for the audience to be able to follow the presentation, and the student does not rely too much on pre-prepared notes. There may be some flaws in delivery, for example, because the student is trying to say too much or too little in the time allotted. The style of presentation (for example, stance adopted, use of eye contact) is largely appropriate, and the use of allocated speaking time is approximately correct.

Marks 60-69%

The presentation demonstrates a thorough grasp of the topic, with clear evidence of analysis. The assignment has been well-researched and prepared. The presentation has a coherent and logical structure, and points are expressed clearly. The oral delivery (pace, audibility, intonation) is good, and the audience's interest is engaged by the speaker – for example, due to use of rhetoric. If the student uses pre-prepared notes, they are used in a

way which does not disrupt the presentation. The style of presentation (for example, stance adopted, use of eye contact) is effective. The use of allocated speaking time is approximately correct.

Marks 70-79%

The presentation demonstrates a thorough and thoughtful approach to the topic, and develops interesting critical perspectives. The assignment has been thoroughly researched and prepared. The presentation has a coherent and logical structure, appropriate to the speech delivered, and all points are expressed clearly. The oral delivery (pace, audibility, intonation) is very good. The audience's interest is engaged throughout, for example, through effective use of rhetoric. If the student uses pre-prepared notes, use of these notes is well-judged and does not in any way undermine the presentation. The style of presentation (for example, stance adopted, use of eye contact) is very good. The use of allocated speaking time is well-judged.

Marks above 80%

The presentation shows an extensive knowledge of the topic and impressive critical evaluation. There is evidence that the student has carried out extensive research and preparation for the assignment. The presentation has a fully coherent and logical structure, carefully selected to convey the speaker's message effectively. All points are expressed clearly. The oral delivery (pace, audibility, use of intonation) is excellent. The audience's interest is captivated, for example, through very effective use of rhetoric. The presentation is either completely independent of speaker's notes, or shows minimal reliance on notes – but does not feel too "rehearsed". The style of presentation (for example, stance adopted, use of eye contact) is excellent. The use of allocated speaking time is well-judged.

A2.4. Assessment Criteria for Consecutive Interpreting

Marks below 30%

The interpretation fails to provide a coherent and plausible narrative. More specifically, accuracy is impaired by significant distortion, addition or omission to the extent that none of the main points made by the original speaker are successfully conveyed. Use of the target language is flawed to the point that the interpretation is impossible to follow. Communication is so poor as to seriously impair communication – the candidate fails to address the audience and/or adopts an inappropriate presentation style. There is no effective application of consecutive technique.

Marks from 30%

The interpretation fails to provide a plausible, coherent narrative. More specifically, accuracy is impaired by significant distortion, addition or omission, to the extent that the speaker's basic line of argument or narrative is not conveyed. Links are weak or missing. Use of the target language is flawed to the point that the interpretation is difficult to follow. Communication is poor throughout the speech, with significant hesitation and backtracking, and a failure to address the audience; however, there is some effort to adopt an appropriate presentation style for the occasion. There is little effective application of consecutive technique

N.B Some leeway is allowed if the student is working into a B language.

Marks from 40%

The speaker's basic line of argument or narrative is conveyed and the interpretation provides a mainly coherent narrative. Accuracy is impaired by significant distortion, addition or omission, but the information given is plausible. Links are generally weak or missing. Use of the target language is flawed by significant unidiomatic usage and contamination: the listener must make an effort to follow what is being said. The interpreter makes some effort to communicate, but this not consistently achieved throughout delivery of the speech, for example, due to hesitation, backtracking or difficulty in deciphering notes. There is some attempt to apply consecutive technique.

N.B Some leeway is allowed if the student is working into a B language.

Marks from 50%

The narrative overall is plausible and mainly coherent, even if there is some inaccuracy. The main points of the speaker's argument or narrative are successfully conveyed; however, there may be one instance of significant distortion, addition or omission or a significant number of minor instances of distortion, addition or omission. Some links may be weak or missing. Use of the target language is mainly appropriate, but with some instances of contamination or unidiomatic usage. Basic communication skills are in evidence, but with some slips, for example, sections where the interpreter fails to address the audience. There is a reasonable attempt to apply consecutive technique.

N.B Some leeway is allowed if the student is working into a B language.

Marks from 60%

The interpretation provides a coherent narrative, with most of the speaker's argument or narrative successfully conveyed, albeit with minor instances of distortion, addition or omission. Any cases of inaccuracy do not lead to implausible statements in the interpretation. Most links are correctly reproduced. Use of the target language is appropriate and for the most part idiomatic, with few instances of contamination from the source language. Communication with the audience is maintained for the most part. Delivery is clear and confident, making appropriate use of consecutive technique.

N.B Some leeway is allowed if the student is working into a B language.

Marks from 70%

The interpretation provides a coherent and plausible narrative, the speaker's argument or narrative being conveyed with a very high level of accuracy. The links in the argument or narrative structure are clear and correct. Use of the target language is appropriate and idiomatic. Communication with the audience is maintained throughout. The interpreter is able to focus mainly on delivery rather than on deciphering notes. Delivery is clear, confident and professional in manner. Overall, the quality of the interpretation would be considered to be at or close to professional standard.

N.B Some leeway is allowed if the student is working into a B language.

Marks from 80%

The interpretation is both coherent and plausible, the speaker's argument or narrative being successfully conveyed, including all points of detail and nuance. The links in the argument or narrative structure are clear and correct. Any rhetorical devices used in the original speech are reflected in the interpretation, where appropriate. Use of the target language is appropriate and idiomatic. The tone and use of language accurately conveys the tone of the original speech. Communication with the audience is virtually flawless. The interpretation would be considered to be of professional standard.

A2.5. Assessment Criteria for Simultaneous Interpreting

Marks below 30%

The interpretation fails to provide a coherent or plausible narrative. In particular, accuracy is impaired by significant distortion, addition or omission to the extent that none of the main points made by the original speaker are successfully conveyed. Use of the target language is flawed to the point that the interpretation is impossible to follow. Delivery is so poor as to seriously impair communication, for example, due to very limited output or incomplete sentences. There is no effective application of simultaneous strategies.

Marks from 30%

The interpretation fails to provide a coherent or plausible narrative - accuracy is impaired by significant distortion, addition or omission. Some of the speaker's main points are conveyed, but not enough to reconstitute the basic argument. Use of the target language is flawed to the point that the interpretation is difficult to follow. Delivery is poor throughout the speech, for example, due to significant hesitation and backtracking. There is little effective application of simultaneous strategies.

N.B Some leeway is allowed if the student is working into a B language.

Marks from 40%

The interpretation provides a mainly plausible narrative, which may not be entirely coherent. Specifically, accuracy is impaired by significant distortion, addition or omission, but the speaker's basic line of argument or narrative is conveyed. Use of the target language is flawed by significant unidiomatic usage and contamination: the listener must make an effort to follow what is being said. Delivery is at times effective, but this not consistently achieved throughout delivery of the speech, for example, due to hesitation or backtracking. There is some attempt to apply simultaneous strategies.

N.B Some leeway is allowed if the student is working into a B language.

Marks from 50%

The interpretation provides a mainly coherent and plausible narrative, with the main points of the speaker's argument or narrative successfully conveyed. There may be one instance of significant distortion, addition or omission or a significant number of minor instances of distortion, addition or omission. Use of the target language is mainly appropriate, but with some instances of contamination or unidiomatic usage. Delivery is mainly effective, but with some shortcomings e.g. hesitation, backtracking. There is a reasonable attempt to apply simultaneous strategies.

N.B Some leeway is allowed if the student is working into a B language.

Marks from 60%

The interpretation provides a coherent and plausible narrative, with most of the speaker's argument or narrative successfully conveyed, albeit with some minor instances of distortion, addition or omission. Use of the target language is appropriate and for the most part idiomatic, with few instances of contamination from the source language. Delivery is mainly effective, with only minor shortcomings e.g. hesitation. There is effective use of simultaneous strategies, albeit with some areas requiring further attention.

N.B Some leeway is allowed if the student is working into a B language.

Marks from 70%

The interpretation is plausible and coherent, the speaker's argument or narrative being conveyed with a high level of accuracy. Any slips are on points of detail. Use of the target language is appropriate and idiomatic. Delivery is clear, confident and professional in manner. Simultaneous strategies are applied effectively throughout. The interpretation would be considered to be at or close to professional standard.

N.B Some leeway is allowed if the student is working into a B language.

Marks from 80%

The interpretation is plausible and coherent, with the speaker's argument or narrative successfully conveyed, including all points of detail and nuance. Challenging features of the original speech, such as cultural references or changes in register, are well handled. Use of the target language is appropriate and idiomatic. The tone and delivery are appropriate to convey the style of the original speech. Communication with the audience is virtually flawless. Excellent use is made of simultaneous strategies. The interpretation would be considered to be of professional standard.

A2.6. Assessment Criteria for Post-course Employment Portfolio

Marks below 30%

The portfolio report is poorly structured and is likely to gloss over key aspects of the study of the organisation or company and/or the preparation appropriate to the assignment. 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.

Marks 30-39%

The portfolio report contains a reasonable range of discussion points but is poorly organised and presented, and the hypothetical contract is not well thought through. There is evidence of an ability to research the company or organisation of choice, but the level of insight is very superficial and not likely to be tailored to the assignment in any significant way. The preparatory work is presented in an illogical manner suggesting a poor understanding of how preparation can usefully inform practice. The style and presentation exhibit a large number of errors and there is little evidence that the principles applicable to academic writing in Humanities have been understood; however, communication is maintained.

Marks 40-49%

The portfolio report contains a reasonable range of discussion points and the hypothetical assignment is presented in a plausible manner. The depth of insight into company / organisational remit and aims is very limited. The preparatory work undertaken shows a degree of correspondence with the hypothetical assignment, but significant gaps are likely to occur, for example in terms of the ability to relate own experiences to the preparation process. 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.

Marks 50-59%

The portfolio report contains a fair range of discussion points and demonstrates a reasonable ability to reflect on the requirements of the hypothetical assignment in relation to the approach to research on the company / organisation and assignment preparation. An account of the preparatory process is presented competently and there are some indications of new understanding or new awareness gained through reflection on the research process, but perhaps without taking full account of the full range of needs presented by the client. Overall, the approach is unambitious and may lapse into general statements and/or fail to cover the anticipated range of discussion points based on the parameters of the hypothetical assignment. 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 portfolio contains a good range of discussion points and presents a well thought through hypothetical assignment. The work is logically presented and demonstrates a thorough understanding of the range of research into a company / organisation that an interpreter would find useful in structuring his/her approach to practice. There is a clear ability to consider decisions in relation to the mode of interpreting specified in the assignment and plan preparatory strategies accordingly. The portfolio contains evidence of active and passive forms of preparation, showing a holistic approach to the process and a good ability to tailor strategies to individual needs. 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 portfolio report contains a very comprehensive range of discussion points and evidences a sophisticated understanding of all elements of the task. The hypothetical assignment is presented to a very high standard and includes elements that demonstrate awareness of professional practice in the field. The study of the organisation / company shows good reflection on the overarching values and aims and also an understanding of the role played by interpreters within the organisation. The preparatory work takes due account of the context, audience design and the student's particular preparatory needs as a result of reflection on own practice. 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 80 and above

The portfolio report contains an excellent range of discussion points and evidences an outstanding approach to the task at all levels. The hypothetical assignment demonstrates a high level of awareness of current professional practice in the field and a solid understanding of effective communicative practice with the commissioner of the assignment. The study of the organisation / company is thorough and well organised and takes full account of the overarching aims and remit. The preparatory work shows an outstanding level of insight into research processes and their practical application to pre-assignment preparation, including due reflection on context, audience design and the student's individual preparatory needs. There are virtually no 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.

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. No resubmission is permitted.

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 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 through 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 (Professional Portfolio)

N.B Students taking this option must attend four weeks of additional teaching (normally in June)

Marks below 30%

The work fails to provide any evidence of competent preparation for the professional assignment. It is poorly structured, and displays no effort to adopt a preparation strategy. The material adduced by way of research on the assignment is scant or superficial. There is no effective reflection on the strategy adopted. The style and presentation are so poor as to seriously impair communication. No resubmission is permitted.

Marks 30-39%

The work falls short of providing evidence of competent preparation for the professional assignment. Any consideration of preparation strategy is superficial. The research fails to cover key concepts that would be required, and neglects important sources of information. Reflection on the success of the strategy adopted in the light of the interpretation is minimal. The style and presentation are poor, although communication is maintained overall. No resubmission is permitted.

Marks 40-49%

The work provides superficial evidence of preparation for the professional assignment. A preparation strategy is provided, but may be poorly thought-through. There is a basic grasp of the topic of the meeting, and key topics are covered, albeit in little depth. Understanding of the context of the meeting and participants' likely perspectives is lacking. Some key sources of information are used, but there is no effort to research beyond this. In the light of the interpretation, there is some reflection on the preparation strategy adopted, but the outcome of reflection is unclear. The style and presentation exhibit a large number of errors 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 50-59%

The work demonstrates a reasonable understanding of the professional assignment. Overall, preparation is unambitious. There is evidence of an understanding of the main topics. Some attempt is made to explain the context of the meeting and to anticipate participants' likely perspectives. All key sources of information are covered, and there is a reasonable explanation of the main concepts. Identifiable findings are made regarding preparation strategy. The work exhibits certain errors of style and presentation, but overall the discussion is clear and coherent.

Marks 60-69%

The work demonstrates a good understanding of the professional assignment. A coherent preparation strategy is in place. The candidate demonstrates a clear understanding of the context of the meeting, the topics arising and participants' likely perspectives. A good range of information sources is considered, and the candidate provides a clear assessment of the preparation strategy in the light of their own interpretation. There are few errors of style and presentation.

Marks 70-79%

The work demonstrates an in-depth understanding of the professional assignment. An intelligent approach is taken to devising a preparation strategy. Thorough research has been carried out, and there is evidence of a very clear understanding of the context of the meeting, the topics arising and the likely perspectives of participants. The range of information sources selected shows evidence of wide reading, and there has been a concerted effort to get to grips with technical material. There is an intelligent reflection on the preparation strategy adopted in the light of the interpretation. There are no substantial or recurrent errors in style and presentation. Overall, the preparation would have stood the candidate in good stead in preparing for a professional assignment.

Marks above 80%

The work is excellent in every respect. The preparation strategy is wholly appropriate. Research for the assignment was exceptionally thorough. The candidate displays a sophisticated understanding of the context of the meeting, major and minor topics addressed and the subtle distinctions between participants' anticipated responses. The range of information sources selected shows evidence of extensive research, and a successful effort to assimilate technical material. A critical evaluation of the preparation strategy is adopted in the light of the interpretation. The student would have been very well-prepared for the professional assignment selected.