

Programme/Subject Component Specification

Contents:

1. [Introduction](#)
2. [Programme/Subject Component Summary Information](#)
3. [Aims](#)
4. [Programme/Subject Component Outcomes: Learning Outcomes and Skills](#)
5. [Programme/Subject Component Structure](#)
6. [Learning, Teaching and Assessment Strategies and Methods](#)
7. [Employability](#)
8. [Inclusivity and Diversity](#)

1. Introduction

This specification describes a programme/subject component of the University of Liverpool. The programme/subject component operates in accordance with the [Code of Practice on Assessment](#).

A copy of the relevant Handbook is available here:

N/A

[BACK TO CONTENTS](#)

2. Programme/Subject Component Summary Information

Programme/Subject Component Title: Translation

Code: TRNS/P

Target Award:	MA	Level:	7
		Credit:	180

Other Target (or Entry) Awards:	Award:		Level:	
	Title:		Credit:	
	Code:			

Award:		Level:	
Title:		Credit:	
Code:			

Award:		Level:	
Title:		Credit:	
Code:			

Exit Awards:	Award:	Postgraduate Diploma	Level:	7
	Title:	Translation	Credit:	120

Award:	Postgraduate Certificate	Level:	7
Title:	Translation	Credit:	60

Award:	Postgraduate Award	Level:	7
---------------	--------------------	---------------	---

	Title:	Translation	Credit:	30
Programme/Subject Component Start Date:	September 2024			
Duration and Mode of Study:	1 year (full-time) / 2 years (part-time)			
Variations to Academic Regulations:	n/a			
Awarding Body:	University of Liverpool			
Curriculum Board:	Department of Languages, Cultures and Film			
Campus:	Liverpool			
Other contributors from UoL:				
Teaching other than at UoL:	n/a			
Programme/Subject Component Leader:	Mariam Aboelezz			
External Examiner(s):	<p>Prof Owen Evans Edge Hill University</p> <p>Professor Laurence Grove University of Glasgow</p> <p>Professor Daniela La Penna University of Reading</p> <p>Dr Salwa Mohamed Manchester Metropolitan University</p> <p>Dr Philippa Page Newcastle University</p> <p>Dr Kristina Pla-Fernandez University of Durham</p> <p>Dr Thomas Smith St Andrews University</p> <p>Dr Minjie Xing University of Manchester</p>			
Professional, Statutory or Regulatory Body (PSRB):				
PSRB Type:	N/A			
PSRB Status:	N/A			

Further Details (PSRB):	N/A
QAA Subject Benchmark Statement:	
Tuition Fee Band:	See https://www.liverpool.ac.uk/study/postgraduate-taught/finance/fees/pgt-fees-2023-osi/
Additional Costs:	Reasonable costs associated with purchase of text books (optional)
Cost (exact or approximate):	£120
OR Minimum Cost:	
Maximum Cost:	
Admission Criteria:	<p>All eligible applicants should normally have a good undergraduate degree in modern languages or related areas (a 2:1 honours degree or equivalent). Applicants with other specialised backgrounds or relevant professional experience may also be considered.</p> <p>Applicants with Chinese as a second language should normally have proficiency in Chinese (equivalent to the skills of HSK level 5 or above).</p> <p>Applicants with English as a second language should have overall IELTS 6.5, no less than 6.0 in component scores, PTE 69 with minimum scores of 69 in each component into 61 with minimum score of 59 in each component, ToEFL from 100 overall with L21, R21, W21 and S23 into minimum 88 overall with L 19 W 19 R 19 and S 20.</p>

[BACK TO CONTENTS](#)

3. Aims

Overview:

This new programme extends the translation and interpreting provision developed through the MACETI (MA in Chinese-English Bilingual Translation and Interpreting) to students with one or two of the following languages: Arabic, French, German, Italian and Spanish.

The MA in Translation aims to provide students with the essential theoretical, methodological and professional knowledge and skills to enable them to pursue careers as translators and/or interpreters and in related areas, or alternatively to pursue further study of translation in an academic context.

Based around a core framework of translation theory and practice, the MA will equip students both to translate at a proficient level, applying a wide range of theoretical concepts and approaches to their own translation practice, and also to analyse translation through the lens of critical theory. Students can choose to take modules that focus on the professional contexts of translation in the world, such as interpreting, audiovisual translation, and literary translation in the global market. Students may also undertake a work placement and extend their academic profile through critical theory and a research preparation module that will allow them to conduct independent research in translation and related areas.

Students who complete the course will: gain critical understanding of current theoretical approaches, core methodologies and concepts in translation and interpreting; develop transferable skills in critical thinking and analytical competencies; make effective use of library and other resources including computer-assisted translation software (CAT tools) in order to develop knowledge of, and investigate different approaches to, the study of translation; and develop wider research, communication, and academic writing skills.

Throughout the programme documentation, translation should be taken to encompass all modes of interlingual or intralingual transfer, that is, all references to translation also include interpreting and subtitling where taken as optional modules.

Educational Aims of the Programme/Subject Component:

- | |
|--|
| 1. To gain critical knowledge and understanding of up-to-date theoretical approaches, core methodologies and major research techniques in translation studies. |
| 2. To develop to a high level the linguistic competence to translate in different modes and across a wide variety of topics and text genres. |
| 3. To gain nuanced understandings of, and sensitivity to, both source and target languages including specialist and technical usage. |
| 4. To gain practical skills relevant to translation including use of technology and interpersonal as well as personal skills in authentic translation settings and scenarios. |
| 5. To develop an awareness and understanding of broader sociocultural and industry contexts and issues relevant to translation. |
| 6. To gain useful transferrable skills in active listening and note-taking, public speaking, interlingual and intercultural communication, as well as critical thinking and analytical competencies. |
| 7. To make effective use of library and other resources in order to develop knowledge and investigate different issues relating to translation. |
| 8. To develop critical academic writing and research skills suitable both for further study and for students intending to pursue a career in translation or interpreting outside academia. |

[BACK TO CONTENTS](#)

4. Programme/Subject Component Outcomes: Learning Outcomes and Skills

Please complete the relevant Learning Outcomes and Learning Outcomes Mapping tables below.

Learning Outcomes: Master's Degree	
No.	Description
1	Translate to an advanced level of linguistic competence in a variety of different modes and/or across a broad range of materials, topics and text genres.
2	Critically and sensitively analyse source language(s) and articulate this nuanced understanding through the target language(s).
3	Synthesise information on a wide range of sociocultural issues and thematic topics, and communicate this understanding through translation choices.
4	Critically analyse the needs of relevant industries, markets, audiences and/or clients, and employ appropriate, targeted translation strategies.
5	Identify, synthesize, critically assess and employ a wide range of up-to-date theoretical approaches, core methodologies and research techniques relevant for translation studies.
6	Critically evaluate and justify translation choices, decisions and strategies with reference to theoretical research and approaches.
7	Demonstrate key research-related skills, such as literature searches, the formulation and evaluation of research questions and strategies, the ability to gather, select and organize large quantities of evidence, and the critical reading of texts.
8	Devise and complete independently a piece of original research, culminating in the writing of a dissertation or a creative-critical translation or interpreting project.

Learning Outcomes: Postgraduate Diploma in Higher Education	
No.	Description
1	Translate to an advanced level of linguistic competence in a variety of different modes and/or across a broad range of materials, topics and text genres.
2	Critically and sensitively analyse source language(s) and articulate this nuanced understanding through the target language(s).
3	Synthesise information on a wide range of sociocultural issues and thematic topics, and communicate this understanding through translation choices.
4	Critically analyse the needs of relevant industries, markets, audiences and/or clients, and employ appropriate, targeted translation strategies.
5	Identify, synthesize, critically assess and employ a wide range of up-to-date theoretical approaches, core methodologies and research techniques relevant for translation studies.
6	Critically evaluate and justify translation choices, decisions and strategies with reference to theoretical research and approaches.
7	Demonstrate key research-related skills, such as literature searches, the formulation and evaluation of research questions and strategies, the ability to gather, select and organize large quantities of evidence, and the critical reading of texts.

Learning Outcomes: Postgraduate Certificate in Higher Education	
No.	Description
1	Translate to an advanced level of linguistic competence in some different modes and/or across some variety of materials, topics and text genres.

2	Critically and sensitively analyse source language(s) and articulate this nuanced understanding through the target language(s).
3	Synthesise information on some sociocultural issues and thematic topics, and communicate this understanding through translation choices.
4	Critically analyse the needs of relevant industries, markets, audiences and/or clients, and employ appropriate, targeted translation strategies.
5	Identify, synthesize, critically assess and employ some up-to-date theoretical approaches, core methodologies and research techniques relevant for translation studies.
6	Critically evaluate and justify translation choices, decisions and strategies with reference to a limited range of theoretical research and approaches.

Learning Outcomes: UoL Postgraduate Award	
No.	Description
1	Translate to an advanced level of linguistic competence a limited range of materials, topics or text genres.
2	Critically and sensitively analyse source language(s) and articulate this nuanced understanding through the target language(s).
3	Synthesise information on a limited range of sociocultural issues and thematic topics, and communicate this understanding through translation choices.
4	Critically analyse the needs of relevant industries, markets, audiences and/or clients, and employ appropriate, targeted translation strategies.
5	Identify, synthesize, critically assess and employ some up-to-date theoretical approaches, core methodologies and research techniques relevant for translation studies.
6	Critically evaluate and justify translation choices, decisions and strategies with reference to a limited range of theoretical research and approaches.

Mapping of Learning Outcomes:

Table 1

Modules:	Learning Outcomes, delivered and assessed [<i>Masters</i>]							
	1	2	3	4	5	6	7	8
CHIN512	✓	✓	✓	✓	✓	✓		
CHIN513	✓	✓	✓	✓	✓	✓		
CHIN514	✓	✓	✓	✓	✓	✓		
CHIN515	✓	✓	✓	✓	✓	✓		
HLAC505							✓	
HLAC506					✓		✓	
HLAC507	✓	✓	✓	✓	✓	✓		
MODL507	✓	✓	✓	✓	✓	✓		
MODL508			✓	✓			✓	
MODL509	✓	✓	✓	✓	✓	✓		
MODL511			✓	✓	✓	✓	✓	✓
MODL522	✓	✓	✓	✓	✓	✓		

MODL523	✓	✓	✓	✓	✓	✓		
MODL524	✓	✓	✓	✓	✓	✓		
MODL525	✓	✓	✓	✓	✓	✓		
MODL532	✓	✓	✓	✓	✓	✓		
MODL533	✓	✓	✓	✓	✓	✓		
MODL534	✓	✓	✓	✓	✓	✓		
MODL535	✓	✓	✓	✓	✓	✓		

Skills Mapping

Please complete the Skills table below.

Skills; and Categories: Learning (L), Research (R), Employability (E) or any combination of these		
No.	Description	Category
1	Demonstrate the ability and techniques to handle pressure and cope with various situations in authentic translation and, dependent on module choices, interpreting and/or subtitling situations.	L, E
2	Demonstrate effective presentation and public speaking as well as interlingual and intercultural communication skills to an advanced level.	L, E
3	Demonstrate a high level of accuracy in active listening and note-taking in professional contexts.	L, E
4	Critically analyse and produce an advanced level of academic writing relating to the field of translation and, dependent on module choices, interpreting and/or audiovisual studies.	L, R, E
5	Employ advanced research skills and methodologies in order to conduct research, and develop and advance knowledge relating to translation studies.	L, R, E
6	Make effective use of library and other resources and tools in order to investigate different issues, reflect on various strategies and develop knowledge relating to translation and, dependent on module choices, interpreting and/or audiovisual studies.	L, R, E

Please complete the mapping table below.

Mapping of skills against modules in which they are delivered and assessed						
Module Code	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
CHIN512	✓	✓		✓		✓
CHIN513	✓	✓	✓	✓		✓
CHIN514	✓	✓		✓		✓
CHIN515	✓	✓	✓			✓
HLAC505		✓		✓		✓
HLAC506		✓		✓	✓	✓
HLAC507	✓	✓		✓		
MODL507				✓	✓	✓
MODL508		✓	✓	✓		✓

MODL509	✓	✓	✓		✓	✓
MODL511			✓	✓	✓	✓
MODL522	✓	✓		✓		✓
MODL523	✓	✓	✓	✓		✓
MODL524	✓	✓		✓		✓
MODL525	✓	✓	✓	✓		✓
MODL532	✓	✓		✓		✓
MODL533	✓	✓	✓	✓		✓
MODL534	✓	✓		✓		✓
MODL535	✓	✓	✓	✓		✓

[BACK TO CONTENTS](#)

5. Programme/Subject Component Structure

Year:	1 (full-time)					
Module Title	Code	Credits	Level	Type	Semester	Pathways
Theories and Approaches in Translation Studies	MODL511	15	7	Required	1	
Practical Translation and Professional Skills	MODL522	15	7	Optional	1	
Practical Translation and Professional Skills for Two Languages	MODL532	30	7	Optional	1	
Practical Translation	CHIN512	15	7	Optional	1	
Liaison Interpreting and Consecutive Interpreting	MODL523	15	7	Optional	1	
Liaison Interpreting and Consecutive Interpreting for Two Languages	MODL533	30	7	Optional	1	
Liaison Interpreting and Consecutive Interpreting	CHIN513	15	7	Optional	1	
Literary Translation and Global Markets	MODL508	15	7	Optional	1	
Identity, Power and Society: Contemporary Critical Theory and Discourse	HLAC505	15	7	Optional	1	
Specialised Translation and Technical Skills	MODL524	15	7	Optional	2	

Specialised Translation and Technical Skills for Two Languages	MODL534	30	7	Optional	2	
Specialised Translation	CHIN514	15	7	Optional	2	
Consecutive and Simultaneous Interpreting	MODL525	15	7	Optional	2	
Consecutive and Simultaneous Interpreting for Two Languages	MODL535	30	7	Optional	2	
Consecutive and Simultaneous Interpreting	CHIN515	15	7	Optional	2	
Translation Work Placement	MODL509	15	7	Optional	2	
Research Skills and Feasibility Study	HLAC506	15	7	Optional	2	
Audiovisual Translation	HLAC507	15	7	Optional	2	
Final Project	MODL507	60	7	Required	3	

Students take the required module MODL511 and a further 45 credits of optional modules in semester one, and 60 credits of optional modules in semester two.

In Semester 1, students must take either MODL522 (for one language) OR MODL532 (for two languages). Students who wish to study Chinese in addition to one of Arabic, French, German, Italian or Spanish should take MODL522 and CHIN512.

In Semester 2, students must take either MODL524 (for one language) OR MODL534 (for two languages). Students who wish to study Chinese in addition to one of Arabic, French, German, Italian or Spanish should take MODL524 and CHIN514.

Students wishing to take MODL525 or MODL535 must have taken MODL523 or MODL533.

The Final Project MODL507 will be taken over the summer vacation period.

Students who wish to write an academic essay-style dissertation, as opposed to a creative-critical format, should normally take HLAC506 Research Skills and Feasibility Study.

Students who choose MODL509 Work Placement are responsible in the first instance for arranging the placement; all placements are subject to approval by the Programme Leader.

With permission from the Programme Leader and the module convenor(s), students may replace up to 15 credits of optional modules with relevant level 6 or level 7 modules from within the Faculty of Humanities and Social Sciences.

With permission from the Programme Leader, students may replace up to 30 credits of optional modules with Open Languages modules at FHEQ levels 4, 5 or 6; subject to approval, this may also include intensive language modules taught in the Department of Languages, Cultures and Film. A maximum of 30 credits in total may be taken below FHEQ level 7 over the entire programme.

Year:	1 (part-time)					
Module Title	Code	Credits	Level	Type	Semester	Pathways
Theories and Approaches in Translation Studies	MODL511	15	7	Required	1	
Practical Translation and Professional Skills	MODL522	15	7	Optional	1	
Practical Translation and Professional Skills for Two Languages	MODL532	30	7	Optional	1	
Practical Translation	CHIN512	15	7	Optional	1	
Liaison Interpreting and Consecutive Interpreting	MODL523	15	7	Optional	1	
Liaison and Consecutive Interpreting for Two Languages	MODL533	30	7	Optional	1	
Liaison Interpreting and Consecutive Interpreting	CHIN513	15	7	Optional	1	
Specialised Translation and Technical Skills	MODL524	15	7	Optional	2	
Specialised Translation and Technical Skills	MODL534	30	7	Optional	2	
Specialised Translation	CHIN514	15	7	Optional	2	
Consecutive and Simultaneous Interpreting	MODL525	15	7	Optional	2	
Consecutive and Simultaneous Interpreting for Two Languages	MODL535	30	7	Optional	2	
Consecutive and Simultaneous Interpreting	CHIN515	15	7	Optional	2	
Audiovisual Translation	HLAC507	15	7	Optional	2	
<p>Students normally take 15 credits of required modules and 15 credits of optional modules in semester one, and 30 credits of optional modules in semester two.</p> <p>Students with two languages may choose MODL532 or MODL533, giving them 45 credits in semester one, and will then take only 15 credits of optional modules in semester two.</p> <p>Students wishing to take MODL524 or CHIN514 must have taken either MODL522, CHIN512 or MODL532; students wishing to take MODL525, CHIN515 or MODL535 must have taken MODL523, MODL533 or CHIN513.</p> <p>Over the course of their studies, students must take both MODL522 (or MODL532) and MODL524 (or MODL534).</p>						

Students who wish to write an academic essay-style dissertation, as opposed to a creative-critical format, should normally take HLAC506 Research Skills and Feasibility Study

With permission from the Programme Leader and the module convenor(s), students may replace up to a total of 15 credits of optional modules over the course of their studies with relevant level 6 or level 7 modules from within the Faculty of Humanities and Social Sciences.

With permission from the Programme Leader, students may replace up to a total of 30 credits of optional modules over the course of their studies with Open Languages modules at FHEQ levels 4, 5 or 6; subject to approval, this may also include intensive language modules taught in the Department of Languages, Cultures and Film. A maximum of 30 credits in total may be taken below FHEQ level 7 over the entire programme.

Year:	2 (part-time)					
Module Title	Code	Credits	Level	Type	Semester	Pathways
Practical Translation and Professional Skills	MODL522	15	7	Optional	1	
Practical Translation and Professional Skills for Two Languages	MODL532	30	7	Optional	1	
Practical Translation	CHIN512	15	7	Optional	1	
Liaison Interpreting and Consecutive Interpreting	MODL523	15	7	Optional	1	
Liaison Interpreting and Consecutive Interpreting for Two Languages	MODL533	30	7	Optional	1	
Liaison Interpreting and Consecutive Interpreting	CHIN513	15	7	Optional	1	
Literary Translation and Global Markets	MODL508	15	7	Optional	1	
Identity, Power and Society: Contemporary Critical Theory and Discourse	HLAC505	15	7	Optional	1	
Specialised Translation and Technical Skills	MODL524	15	7	Optional	2	
Specialised Translation and Technical Skills for Two Languages	MODL534	30	7	Optional	2	
Specialised Translation	CHIN514	15	7	Optional	2	
Consecutive and Simultaneous Interpreting	MODL525	15	7	Optional	2	

Consecutive and Simultaneous Interpreting for Two Languages	MODL535	30	7	Optional	2	
Consecutive and Simultaneous Interpreting	CHIN515	15	7	Optional	2	
Translation Work Placement	MODL509	15	7	Optional	2	
Research Skills and Feasibility Study	HLAC506	15	7	Optional	2	
Audiovisual Translation	HLAC507	15	7	Optional	2	
Final Project	MODL507	60	7	Required	3	

Students take 30 credits of optional modules in each semester.

Students wishing to take MODL524 must have taken either MODL522, CHIN512 or MODL532; students wishing to take MODL525 or MODL535 must have taken MODL523, MODL533 or CHIN513.

Over the course of their studies, students must take both MODL522 (or MODL532) and MODL524 (or MODL534).

Students who wish to write an academic essay-style dissertation, as opposed to a creative-critical format, should normally take HLAC506 Research Skills and Feasibility Study

With permission from the Programme Leader and the module convenor(s), students may replace up to a total of 15 credits of optional modules over the course of their studies with relevant level 6 or level 7 modules from within the Faculty of Humanities and Social Sciences.

With permission from the Programme Leader, students may replace up to a total of 30 credits of optional modules over the course of their studies with Open Languages modules at FHEQ levels 4, 5 or 6; subject to approval, this may also include intensive language modules taught in the Department of Languages, Cultures and Film. A maximum of 30 credits in total may be taken below FHEQ level 7 over the entire programme.

[BACK TO CONTENTS](#)

6. Learning, Teaching and Assessment Strategies and Methods

Learning and Teaching Strategies and Methods:

The modules on offer in this programme are diverse, dynamic and progressive in nature across both semesters. Teaching will be delivered through a range of formats including lectures, seminars, workshops, practical language lab, computing or interpreting suite sessions, and one-to-one supervision, in varying class sizes.

Specifically, learning and teaching strategies and methods are structured around two main areas:

- (1) familiarising students with relevant translation and interpreting theory as well as broader critical theory and analysis;
- (2) introducing and extending their translation, interpreting and subtitling practice.

The teaching and learning in area (1) covers major trends, themes and methodological approaches in translation and interpreting studies in addition to contemporary criticism and analysis, whereas area (2) focuses on essential practical elements that equip students with hands-on translation, as well as interpreting and/or subtitling skills.

Modules that promote students' independent reading and research in relevant critical theory (required module MODL511, optional modules MODL508 and HLAC505) introduce concepts and case studies initially through lectures which are then followed by interactive seminars where students lead discussion on relevant reading or questions; these modules permit students to engage in research-connected learning. The placement module MODL509 also provides students with opportunities to engage with translation-related publishing, media and language service industries as well as the educational sector, with on-the-job learning supplemented by regular one-to-one supervisions with a member of academic staff. The critical modules prepare students for their individual final graduation projects, for which they may choose between a dissertation and a translation project (extended translation and commentary/critical analysis). For students taking the academic dissertation option for their final project, a research skills and feasibility study module offers training in academic practice and project development through lectures, workshops and presentation formats with a broad cohort of students (including from the Film MA) ensuring that students are also able to speak about their research plans to a non-specialist audience.

The practice-orientated modules span across a variety of modes and different specialised text genres and topics. Modules in translation, as well as optional modules in interpreting and subtitling, cover both theoretical and practical content and employ a variety of learning and teaching strategies and methods, featuring authentic teaching materials, varied teaching formats, the dynamic interaction between teaching staff members and students, and frequent feedback (formative and summative feedback and peer feedback). These practice-oriented modules are delivered through core lectures for all students introducing key skills, concepts and contexts; interactive workshops which focus on practical use of technology as well as industry-related issues; and language-specific classes (which may take place in language labs, computing suites or the interpreting suite) which will enable close attention to interlingual and intralingual linguistic skills and discussion about translation decisions. The use of digital and technologically-enhanced materials also equips students with digital fluency.

The teaching model for practice-orientated modules is interactive in nature, for example involving role plays in interpreting modules, where students and tutors take turns to give speeches and act as interpreters. Such teaching is also characterized by the regular feedback that is provided to students verbally on an ongoing basis and both formative and summative feedback will be given to the students in those modules. Students also give peer feedback to each other (e.g. students are asked to read each other's translation product and/or carefully listen to each other's interpreting performance and then provide detailed feedback). This kind of peer-feedback is crucially important in the teaching and learning processes, and replicates the experience of team translation as seen in many industry contexts.

Alongside taught modules, the MA also involves supervised elements (e.g. MODL509, the placement module, and the required final project MODL507), which support students to complete an extended piece of translations plus commentary or academic essay as their final project for

which students receive dedicated one-to-one supervision from a named member of staff.

The one-year MA programme will also be supported and facilitated by other useful resources (e.g. specialist library resources and one-off workshops given by internal and external staff members) and draw on different technological tools (e.g. Sanako, machine translation software such as Trados, and subtitling tools) and facilities (e.g. language labs).

Given the nature of the programme, independent study constitutes an important part of the MA course. In independent study time, students are required to carry out independent reading and research, as well as to practice translation and interpreting in various modes and on different topics based on the tutors' guidance.

In sum, the teaching and learning feature both theory and practice in translation, interpreting and subtitling, emphasizing the active role of, and interaction between, both the lecturer and students. The teaching features the use of authentic real-world written and audio-visual materials and the use of various tools and facilities. These learning and teaching strategies enable students to engage with research-connected learning and become digitally fluent. Ultimately, these learning and teaching strategies equip students with advanced interlingual and intercultural communication skills and great digital fluency, with the aim of fostering global citizenship of the 21st century.

Assessment Strategies and Methods:

Consistent with the dual focus of the learning and teaching methods, a range of assessment strategies and methods are used on the MA programme, drawing on the one hand on authentic practical assessment tasks based around translation industry expectations and contexts, and on the other on core academic formats and skills as appropriate to the level, culminating in a final project which can take the form either of a creative-critical submission (extended translation and commentary) or a conventional academic dissertation. Together, the assessment strategies equip students in addition with advanced interlingual and intercultural communication skills and digital fluency, with the wider aim of fostering global citizenship.

The evaluation of the students' learning aims to assess their knowledge, skills and competencies in both theory and practice, and through different translation modes (written translations produced either in time-sensitive formats or to longer deadlines, to reflect a variety of real-world job situations, plus interpreting and interlingual or intralingual subtitling, if taken as optional modules). In the required theoretical module MODL511 and other optional modules (such as MODL508, HLAC505 and HLAC506) students are assessed through academic essays, as well as presentations and a feasibility study. These assessments scaffold the academic dissertation format for the final project.

Practical assessment formats include written translations covering a range of specialized themes and topics, oral assessments in the modes of consecutive, liaison and simultaneous interpreting as well as sight translation and subtitling tasks. In addition, optional modules cover industry-focused report-writing as well as employability-focused reports and competency interviews. In the practice-focused modules on translation as well as optional modules on interpreting and subtitling, students are assessed through practical tasks in tandem with reflections or commentaries which require them to justify and evaluate their decisions within a theoretical or

methodological framework. The dual format of these assessments additionally scaffolds the creative-critical format of the final project.

The assessment tasks include elements relating to research/scholarship as well as practical elements using authentic materials and relating to real-world scenarios. Authentic assessment is thus at the heart of the practical translation, interpreting and subtitling modules, which employ assessment formats that replicate professional practices and expectations, and draw on real-world text and multimodal media types and examples. Optional modules also include elements of authentic assessment such as the publishing pitch (in MODL508) or competency-based interviews (in MODL509).

Formative feedback is used throughout in the practical translation and interpreting modules, as it is in the nature of language teaching that students receive continuous and ongoing feedback and feed forward of a formative nature through the work they prepare for classroom discussion. In addition, formative tasks such as presentations are built into optional modules MODL508, MODL509 and HLAC506 to scaffold students' preparatory work for summative assignments, especially where these may take the form of assessment types which are less familiar to the cohort.

Throughout the programme, students are required to submit commentaries to explain their translation choices for assessed work, which should mitigate against unacceptable use of GAI; students will also be made aware of the pitfalls and potential for error in AI-generated translation. Given the rapid developments in this area however, the programme team will continue to monitor these measures and will continue to follow debates and discussions within the industry and professional body guidance in respect of GAI and its impact on translation in particular.

7. Employability

In addition to theoretical knowledge, the MA programme provides practical understanding and competencies as well as transferable skills (such as critical thinking, intercultural communication and analytical skills) for a successful career in translation and interpreting and beyond. The academic underpinnings of the programme, together with research-connected teaching, equip those students who wish to go on to further academic study in translation-related areas. Furthermore, the hands-on, authentic approach equips students with significant digital fluency, and the necessary understanding and confidence to be future global citizens capable of mediating between languages, cultures and peoples.

Feedback from industry professionals was sought during the design workshop, and their insights (relating to career development and particularly the need for relevant technical skills) incorporated into the final development of the programme.

[BACK TO CONTENTS](#)

8. Inclusivity and Diversity

The programme's design, structure and content are consistent and

Comply with the University's Diversity and Equality policy
(<https://www.liverpool.ac.uk/intranet/hr/diversity-equality/>)

Assessment and module options have been designed to allow students to demonstrate their skills and knowledge through a range of different tasks which give flexibility about format (such as allowing students to opt for creative-critical rather than conventional academic coursework tasks), and allow diverse specialism through the module choices.

Within the Department there is a diverse student population consisting of a wide ethnic mix, home/EU and international students and a number of mature students. The annual subject review (ASR) identifies where there may be particular difficulties placed on a particular group of students allowing for any processes to ensure equality can be put into place.

The Department strives to ensure that all students, whatever their background, have a good range of opportunities to enhance their employability and skills throughout their programme of study.

[BACK TO CONTENTS](#)

UAP Approved: 11 July 2024

2024/25