

Programme Specification

Postgraduate Programmes

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	MA in Translation
Name of Interim Award(s)	N/A
Duration of Study/Period of Registration	1 year full-time or 2 years part-time.
UCAS Code(s)	N/A
HECoS Code(s)	(101130) Translation Studies
QAA Benchmark Group	N/A
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification last updated/approved	August 2017
Primary Department/Institute	English and Comparative Literature

Departments which will also be involved in teaching part of the programme

English and Comparative Literature, Institute for Creative & Cultural Entrepreneurship

Programme overview

The MA in Translation at Goldsmiths, University of London, responds to the increasing need for highly qualified translators equipped with the specialist knowledge, translation service provision, information-mining, research, project management, client relationship, language and intercultural skills to meet the language needs of diverse sectors, from law, business, finance and medicine, to diplomacy, international development, performing and visual arts, literature, tourism, hospitality, cultural development and cultural heritage. It is aimed at graduates fluent in at least one other language in addition to English who wish to pursue a career as professional or in-house translators or who plan to work in industries where the mediation of language and culture is an integral component.

As part of the MA, you will have the opportunity to develop translation experience across a range of professional fields and distinct contexts of language use. You will learn how to manage your time and resources, how to identify the research and technological needs of a given translation project, how to seek out information efficiently, how to respond to the linguistic challenges of a text and how to write translations that are sensitive to the unique requirements of your target audience.

You will be able to choose between three main pathways: 'Translation Studies', for those interested primarily in translation in the technical, legal, business, scientific, medical and financial fields and Cultural Tourism, Hospitality and Cultural Heritage', which focuses on translation for the tourism, hospitality, cultural development and cultural heritage sectors and English-Chinese Translation and Interpreting, which is co-delivered by the Confucius Institute and the Department of English and Comparative Literature and is aimed at native speakers of Chinese (Mandarin) who have a high level of English-language competence and who wish to increase their understanding of professional written translation and oral interpreting practice from English to Chinese.

Professional behaviours and leadership skills are a key component across all pathways, with fortnightly 'Continuous Professional and Academic Development for Translators' workshops designed to provide guided mentoring as you prepare yourself to compete for work as a professional translator and bringing you face-to-face with representatives from across the language service industry, from translation

agencies and multinational corporations where translations are commissioned or where in-house translators are employed, to international organisations with in-house translation departments, freelance translators and other language professionals.

Programme entry requirements

A minimum of 2:1 (or equivalent) in a subject relevant to the programme or relevant equivalent experience.

-A minimum of IELTS 7.0 in all areas (including minimum of 7.0 in the written test).

-Personal statement (in English) in which you describe:

- (1) why you are applying to the MA in Translation and what you hope to achieve if successful;
- (2) your native or near-native fluency in at least one other language in addition to English. You should describe: any translations you may have undertaken and the purpose and context in which you undertook these; any experience you have of reading, speaking and writing in at least one other language in addition to English; and/or any relevant academic, professional or voluntary work experience. You may wish to attach any samples of writing in at least one other language in addition to English and/or any translations you may have produced.
- (3) your assessment of your ability to translate into the language in which you are dominant from the language(s) you have learned in addition to your native language.

Aims of the programme

- To equip the next generation of world-class translators with the knowledge, translation service provision, information-mining, research, project management, client relationship, language and intercultural skills to compete for work as freelance or in-house translators;
- To develop an in-depth understanding of the translator's workflow, from ascertaining and negotiating the needs and expectations of target audiences and fulfilling the requirements and instructions of a given translation commission, to tackling the linguistic and strategic challenges of different texts and producing translations that respond sensitively to the audience and context for which it is intended;
- To integrate sophisticated information management, online technology and computer-aided translation skills as part of the translation process;
- To combine professional behaviours and leadership skills with a sensitive awareness of the needs and expectations of employers and commissioners of translation in the production of translations and delivery of a translation service;
- To promote the role of critical analysis and reflection in developing a fuller understanding of translation within diverse cultural and linguistic contexts and the ways in which this knowledge can be applied in interactions across life and work in a globalized, multicultural world.

What you will be expected to achieve

The MA in Translation at Goldsmiths, University of London, has been developed in accordance with the European Commission framework for excellence in translator training. The framework is based on agreed European standards for professional translation that meets market demands and fulfils the requirements of translation service users and employers of translators. The framework identifies the following competences, reflected in the teaching and learning strategy across all pathways and modules:

- Service-provision competence (e. g. marketing, negotiating with clients, managing time and

budget, invoicing);

- Language competence (e. g. summarizing texts);
- Intercultural competence (e. g. understanding presuppositions or allusions);
- Data-mining competence (e. g. searching terminology databases, familiarity with a range of databases);
- Technological competence (e. g. using translation tools);
- Thematic competence (specialist knowledge).

The MA in Translation is structured to align with these competences at every level, from the designation of aims and intended outcomes across pathways and modules to course content, assessment and continuous professional and academic development. The overall translator training environment across the MA balances, on the one hand, a high level of intellectual engagement with the theoretical challenges of different forms of translation for diverse audiences and fields, with the practical process of translation within the concrete contexts of different target audiences, on the other.

Students who complete the programme successfully will be able to:

Knowledge and Understanding		Taught by the following modules
A1	Demonstrate specialist knowledge across distinct contexts of language use (aligns with European Commission 'language competence' and 'thematic competence').	'Becoming a translator'; 'Cultural tourism, hospitality and cultural heritage'; 'Advanced English-Chinese translation and interpreting'; 'Dissertation'.
A2	Apply computer-aided translation tools and online technology effectively to facilitate the task of professional translation (aligns with 'data-mining competence' and 'technological competence').	'Becoming a translator'.
A3	Understand the linguistic and research requirements of translation projects across high-demand areas where there is the greatest call for translation services (from legal, medical and scientific translation to finance, engineering, business, sports, luxury brands, current affairs and academic research) and the role and impact of computer-aided translation tools and online technology within these contexts (aligns specifically to the 'Translation Studies' pathway).	'Becoming a translator'; 'Dissertation'.
A4	Understand the linguistic and research requirements of translation projects across the tourism, hospitality, cultural development and cultural heritage sectors and the role and impact of translation and interpretation for heritage destinations, museums, galleries and other cultural organizations within these contexts (aligns specifically to the 'Cultural Tourism, Hospitality and Cultural Heritage' pathway).	'Cultural tourism, hospitality and cultural heritage'; 'Dissertation'.
A5	Understand the linguistic and research requirements of translation and interpreting projects across both a wide range of English-language texts and text types (from scientific, academic, business and technical texts written in English, to journalism, finance, advertising and marketing, media, literary fiction, poetry, theatre and other creative industries)	'Advanced English-Chinese translation and interpreting'; 'Dissertation'.

	and in a range of bilingual business, diplomatic, government, community, health and criminal justice situations and the role and impact of the translator and interpreter within these contexts (aligns specifically to the 'English-Chinese Translation and Interpreting' pathway).	
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Cognitive and Thinking Skills		Taught by the following modules
B1	Negotiate complex intercultural interactions with sensitivity and discernment and employ critical thinking skills to identify problem areas of translation and locate appropriate solutions (aligns with 'intercultural competence').	'Thinking Translation: Introduction to Translation Theory'; 'Becoming a translator'; 'Cultural tourism, hospitality and cultural heritage'; 'Advanced English-Chinese translation and interpreting'; 'Translation work experience'; 'Dissertation'.
B2	Identify key linguistic features and communicative strategies across a range of text types and navigate the comprehension, documentary, terminological and research challenges posed by these texts to create professionally- usable translations that meet the needs and expectations of clients (aligns with 'language competence' and 'thematic competence').	'Thinking Translation: Introduction to Translation Theory'; 'Becoming a translator'; 'Cultural tourism, hospitality and cultural heritage'; 'Advanced English-Chinese translation and interpreting'; 'Dissertation'.

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Navigate scholarship and engage with multiple theoretical positions to assess critically the challenges of translation and the translator's positionality within the translation process (aligns with 'intercultural competence' and 'thematic competence').	'Thinking Translation: Introduction to Translation Theory'; 'Becoming a translator'; 'Cultural tourism, hospitality and cultural heritage'; 'Dissertation'.
C2	Demonstrate professional behaviours and leadership skills to compete for work as freelance or in-house translators, by employing a range of service delivery, entrepreneurship, client management, personal branding and marketing skills, including pitching to and engaging with clients, negotiating translation commissions and compliance, time and resource management and quality assurance (aligns with 'service-provision competence').	'Becoming a translator'; 'Cultural tourism, hospitality and cultural heritage'; 'Translation work experience'; 'Dissertation'.
C3	Demonstrate the expertise to meet the needs and expectations of different audiences and users of translations across high-demand areas where there is the greatest call for freelance and in-house translators (from legal, medical and scientific translation to finance, engineering, business, sports, luxury brands, current affairs and academic research) and to compete for work as professional translators within these contexts (aligns specifically to the 'Translation Studies' pathway).	'Becoming a translator'; 'Dissertation'.
C4	Demonstrate the expertise to meet the needs and	'Cultural tourism, hospitality and cultural

	expectations of different audiences and users of translation within the tourism, hospitality and cultural heritage sectors and to compete for work as professional translators in heritage destinations, museums, galleries and other cultural organizations within these contexts (aligns specifically to the 'Cultural Tourism, Hospitality and Cultural Heritage' pathway).	heritage'; 'Dissertation'.
C5	Demonstrate the expertise to meet the needs and expectations of different audiences and users of translation and interpreting across both a wide range of English-language texts and text types (from scientific, academic, business and technical texts written in English, to journalism, finance, advertising and marketing, media, literary fiction, poetry, theatre and other creative industries) and in a range of bilingual business, diplomatic, government, community, health and criminal justice situations and to compete for work as professional translators and interpreters within these contexts (aligns specifically to the 'English-Chinese Translation and Interpreting' pathway).	'Advanced English-Chinese translation and interpreting'; Dissertation.

Transferable Skills		Taught by the following modules
D1	Demonstrate professional behaviours and leadership skills across the translator's workflow, including the client relationship, project management and critical reflection skills essential to the successful delivery of a high-quality translation service in a competitive market.	'Becoming a translator'; 'Cultural tourism, hospitality and cultural heritage'; 'Advanced English-Chinese translation and interpreting'; 'Translation work experience'; 'Dissertation'.

How you will learn

Your module choices will vary according to your chosen pathway and the focused areas of translation practice each pathway identifies.

One core module is shared across all pathways, 'Thinking Translation: Introduction to Translation Theory'. This takes place in term one and introduces you to key academic debates within the field of Translation Studies, touching on a range of currents of contemporary concern within the field and tackling broad questions that influence and impact upon the practice of the translator.

You further take one pathway core module, delivered in term two. For the 'Translation Studies' pathway, this is 'Becoming a Translator', which focuses on translation projects across high-demand areas where there is the greatest call for translation services, from legal, medical and scientific translation to finance, engineering, business, sports, luxury brands, current affairs and academic research and the role and impact of computer-aided translation tools and online technology within these contexts. For the 'Cultural Tourism, Hospitality and Cultural Heritage' pathway, this is 'Translation for the Cultural Tourism, Hospitality and Cultural Heritage Sectors', which centres around the linguistic and cultural needs of different audiences and users of translation within the tourism, hospitality and cultural heritage sectors and considers the key challenges of translation and interpretation in heritage destinations, museums, galleries and other cultural organizations. For the 'English-Chinese Translation and Interpreting' pathway, this is 'Advanced English-Chinese Translation and Interpreting', which offers a series of practical English-Chinese translation workshops delivered by native speakers of Chinese and English and which focus on addressing the linguistic, intercultural, information mining, research and interpretive skills necessary to

understand written English and to produce advanced-level translations in Chinese. This module also offers consecutive and bilateral/liaison interpreting workshops focusing on advanced training in the English language as a spoken medium and the key comprehension, concentration and memory skills necessary for ensuring successful communication between speakers of English and speakers of Chinese at meetings, small-group presentations, press conferences, speeches, interviews and in telephone and face-to-face consultations.

Students across all pathways will also undertake the 'Dissertation' module. This module, delivered fortnightly in terms one and two, through 'Continuous Professional and Academic Development for Translators' workshops, provides guided mentoring and support towards the production at the end of your MA, of EITHER: an extended research-based essay on a topic relevant to your pathway and area of interest within translation; OR: an extended practice-based translation project and associated reflective research-based essay. The 'Continuous Professional and Academic Development for Translators' workshops provide professional behaviours and leadership skills training to enhance your employability on completion of the programme.

Two optional modules

Students on the 'Translation Studies' and 'English-Chinese Translation and Interpreting' pathways will choose two optional modules from the suite of modules available across the Department of English and Comparative Literature (ECL). Students on the 'Cultural Tourism, Hospitality and Cultural Heritage' pathway will choose either two modules from the suite of modules available across the Institute for Creative and Cultural Entrepreneurship (ICCE) or one module from ICCE and one from ECL.

Approach to teaching and learning

Training to become a translator requires a combination of practical translation skills and a particular critical approach, as much to the text-for-translation as to the needs and expectations of the target audience and the subject-position of the translator within this context. Translators need to understand the full range of challenges posed by a text, but they must also be able to identify their own decision-making process and question and justify the appropriateness of their unique strategic choices. The overarching approach to teaching and learning across the programme is to balance critical reflection on the ethical and political positionality of the translator and the sociocultural dimensions of both the text-for-translation and the target audience, on the one hand, with the concrete dimensions of translation for a defined communicative purpose, on the other. This combination of professional orientation and intellectual challenge ensures that your translator training focuses on the analytical and reflexive behaviours that in turn offer new perspectives on the practical work of interlingual translation.

This is achieved on the MA through a progressive approach, by which critical acuity and interlingual translation skills are introduced in the first term, further-established in the second and concretized in your dissertation project work at the end of your programme.

Some modules therefore focus on developing your academic research and argumentation skills, such as the 'Thinking Translation: Introduction to Translation Theory' and 'Dissertation' modules, while others are centred around building professional translation competences within the context of a particular target audience or identified client commission, such as 'Becoming a translator', 'Advanced English-Chinese Translation and Interpreting', 'Translation Work Experience' and 'Translation for the Cultural Tourism, Hospitality and Cultural Heritage Sectors'. Whether a module focuses on the theoretical or on the practical dimensions of translation, you will be asked to reflect critically, upon the needs of a text and a target audience, upon the requirements these place on the translator and also upon the ways in which the positionality of the translator within these contexts transforms not only the quality and nature of a translation but also the role one plays as a 'translator' of all kinds of phenomena in the world, beyond the interlingual.

Flexible language pair system

As a linguistically and culturally diverse programme, attracting students from across the world, many different language pairs will be in operation at any one time, with translation projects and assessment involving a range of language combinations. For native speakers of English, translation projects and assessment will involve translating into English out of one or more foreign languages. If English is your foreign language, translation projects and assessment will involve translating out of English into one or more different languages you speak at native level.

At the beginning of every module where there is an interlingual translation assessment, you will be placed into a peer support group structured to make the most of this diverse range of language pairs. Matching students who are native speakers of English with students for whom English is a foreign language, these peer support groups enable you to come together to discuss the challenges of translation with respect to your own language pair, to seek ideas and fresh insights from your colleagues on how to tackle similar areas of challenge that they are also facing and to participate in a system of mutual feedback and support. In this way, you will develop language-specialist support networks, make friends, 'break the ice' and access opportunities for peer-mentoring and parallel learning through more effective access to native speakers of the full range of languages in operation across the programme.

Internationalization

The curriculum across the programme is internationally-focused. To compete successfully for work as translators and language professionals, to engage with clients and to understand and fulfil the requirements of target audiences, graduates of an MA in Translation must acquire a sophisticated knowledge and understanding of different cultures, values and beliefs, the interconnectedness of different issues at local, national, regional and global level and their impact upon the kinds of texts they will be commissioned to translate. The MA in Translation at Goldsmiths, University of London, therefore adopts a global citizenship approach across all modules, by which you will be encouraged to reflect upon your own cultural and linguistic background and to place yourself within cultural contexts beyond the local, encouraging new ways of seeing, thinking and reflecting, to challenge received ideas through reasoned argument and a diversity of examples and foundational contexts. Module content is diverse, in a multilingual and multicultural sense, with case studies drawn from across the world and across languages, reflecting the diversity of language pairs in operation across the programme. While the medium of discussion is English, you will be encouraged to share your own linguistic and cultural diversity by contributing your own examples and case studies as part of your preparation for and participation in class discussions.

How you will be assessed

Balancing theory and practice

Under the broad rubric of achieving a balance between theory and practice, the content and assessment on each module is distinct. You will be asked to take part in debates, to write essays, reports and critical reflections, to review tourist literature and marketing materials from across the tourism, hospitality, cultural heritage and cultural development sectors, to build electronic databases, to work extensively with Internet search engines and a range of computer-based translation software and online tools, to translate texts across a wide range of genres and for use across a wide range of industries and fields, to give presentations, undertake academic research, critique and edit published translations, write literature reviews, subtitle videos, and review, revise and edit existing translations, among other tasks.

Assessment in all modules, whether of a formative or of a summative nature, balances theorization on the challenges of translation and the positionality of the translator with the practical textual, technological and research requirements of a translation project. In some modules, formative assessment is rooted in building your understanding of the professional translator's workflow within a concrete context of practical

translation, from identifying the needs and expectations of clients, to realizing the potential of sound information management and research in meeting these needs. In others, formative assessment is focused on building your understanding of key debates in the field of Translation Studies and the scholarship that drives them, requiring you to identify connections and schisms between different scholarly perspectives and to consider how these debates influence or shed light on the role of the translator. In this way, formative assessment is intended to enable you to develop your skills towards summative assessment.

With regard to summative assessment, some modules focus on the practical aspects of translation project management, from identifying the audience of translation in the 'translator's brief', to engaging with a range of research and technological resources essential for creating a translation that meets those needs. This form of assessment requires you to identify the challenges of translation within a text, to prepare an approach that is sensitive to the needs of your imagined client and to do so by making use of the resources you require in order to produce a professionally-usable translation that meets the needs of your client. In other modules, summative assessment requires you to examine the practical challenges of translation, to put your learning into reflective practice through a commentary that considers both in a descriptive and critical sense the unique challenges and opportunities of translating a particular text for an identified audience within the thematic domain of the module.

Flexible assessment regime

The variety of assessment is complemented by an overarching ethos of flexibility with regard to the precise interlingual translation assessment you will undertake. In response to the nature of the professional translation industry, which requires translators to specialize in distinct areas of translation (such as translators who operate largely within the field of medical translation, but who might specialize, specifically, in translation of texts for use in the medical sub-specialism of nephrology, or legal translators who specialize in translating contract law, as opposed to 'all' forms of law), you will be empowered in your modules to choose your own assessment content under the broad assessment 'types' described in the module documentation. This enables you to tailor-make your translation skills development and to build up your experience and specialization profile according either to your main areas of interest or the areas in which you wish to develop for your CV. By extension, this enables you to enhance your employability within the translation industry by being able to demonstrate to potential employers on graduating that you have developed experience within a particular specialist domain of translation. If you are a student on the 'Translation Studies' pathway, for example, and you intend to pursue a career in medical translation, you could elect to translate a piece of medical research or hospital treatment protocol as part of the 'Becoming a translator' module. You could then retain this flexibility throughout the remainder of the programme by shaping your specialist experience in your final dissertation project in term three.

Level 7 marking criteria

Marking criteria across the programme are aligned both to the practical translation projects you will undertake and to the reflective narrative discussions you will elaborate in your translation commentaries, critical essays and reviews. As such, two sets of criteria are in operation, depending on whether your assessment is based on a translation or on a narrative discussion. In the marking criteria, the term 'translation' is used to encompass both written translation and oral interpreting.

For narrative discussions, such as critical essays, the criteria are divided across four key areas:

- Knowledge of Field/Topic;
- Critical / Analytical Skills;
- Structure and Argument;
- Presentation, Expression and Style.

Marks against these four areas are aligned as set out in the table below. For translation assessment, the criteria are divided across four key areas:

- Understanding of source text and appropriateness of imputations within the domain of specialist language use within the context of the identified purpose and identified audience of the source text;
- Relevance of terminology and style to the domain of specialist language use within the context of the identified purpose of translation;
- Appropriateness of register within the context of the identified audience of translation;
- Appropriateness of spelling, grammar and punctuation.

Marks against these four areas are aligned as set out in the table below.

At-a-glance marking criteria tables are also included within each module specification document.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	<p>Marking criteria for narrative discussion: Demonstrates highly intelligent awareness of question's implications and ability to contextualize it in subtle and informed ways. Thorough and consistently demonstrated knowledge of text/topic/task based on work at forefront of discipline or area of professional practice. Skill at identifying and selecting relevant material. Sophisticated use of texts and wide range of published sources. Good evidence of familiarity with and understanding of theoretical issues where appropriate. Significant original and imaginative analysis. Intelligent response to question. Strong evidence of sure grasp of subject demonstrating analytical ability, which may well challenge received critical opinion. Argument clearly focuses on question, drawing out subtle aspects. Sustained and elegant, and points amply supported by relevant examples, quotation or use of primary research literature. Consistent, confident use of academic style and conventions to convey ideas with precision and clarity.</p> <p>Marking criteria for translations: Complete understanding and appropriateness of imputations; no significant erroneous omissions or inappropriate renderings. High command of terminology and style in the production of a translation relevant to the domain of specialist language use within the context of the identified purpose of translation. Fully or almost appropriate; highly sensitive address within the context of the identified audience of translation. Fully or almost fully appropriate. Professionally usable, requiring little editing.</p>
70-79%	Distinction	<p>Marking criteria for narrative discussion: Demonstrates intelligent awareness of question's implications and ability to contextualize it in subtle and informed ways. Thorough knowledge of text/topic/ task based on work at forefront of discipline or area of professional practice. Skill at identifying and selecting relevant material. Sophisticated use of texts and published sources. Familiarity with and understanding of</p>

		<p>theoretical issues where appropriate. Original and imaginative analysis. Intelligent response to question, and strong evidence of sure grasp of subject demonstrating analytical ability, which may well challenge received critical opinion. Argument clearly focuses on question. Sustained and elegant, and points supported by relevant examples, quotation or use of primary research literature. Consistent, confident use of academic style and conventions to convey ideas with clarity.</p> <p>Marking criteria for translations: Almost complete understanding and appropriateness of imputations; no significant erroneous omissions or inappropriate renderings. High command of terminology and style in the production of a translation relevant to the domain of specialist language use within the context of the identified purpose of translation. Almost fully appropriate; sensitive address within the context of the identified audience of translation. Almost fully appropriate. Professionally usable, requiring moderate editing.</p>
60-69%	Merit	<p>Marking criteria for narrative discussion: Good understanding of question and ability to contextualize it in subtle and informed ways. Thorough knowledge of text/topic/task based on work at forefront of discipline or area of professional practice. Intelligent use of secondary sources. Intelligent general approach to question. Sound evidence of good grasp of subject demonstrating analytical ability and critical response to received opinion. Argument is coherent and sustained. Clearly focused on question and points supported by relevant quotation or use of primary research literature. Generally consistent use of academic style and conventions to convey ideas with good level of clarity.</p> <p>Marking criteria for translations: Very good level of understanding and generally appropriate imputations; few significant erroneous omissions or inappropriate renderings. Very good command of terminology and style in the production of a translation relevant to the domain of specialist language use within the context of the identified purpose of translation. Almost fully appropriate; largely sensitive address within the context of the identified audience of translation. Almost fully appropriate; occasional minor errors. Usable professionally, following substantial editing.</p>
50-59%	Pass	<p>Marking criteria for narrative discussion: Understanding of question and ability to contextualize it. Sound knowledge of text/topic/task showing awareness of relevant work within discipline or area of professional practice. Frame of reference may be narrow. General approach to question is competent, but over-dependent on ideas derived from secondary sources. May have been aware of, but reluctant to challenge, received critical opinion. Tends to be</p>

		<p>descriptive/narrative rather than analytical. Evidence of attempts to develop argument, but discussion not always sharply focused on question. Regular use of academic style and conventions to convey ideas with good level of clarity, though lapses may be present.</p> <p>Marking criteria for translations: Evidence of understanding; occasional inappropriate imputations; some erroneous omissions and inappropriate renderings. Awareness of terminology and style in the production of a translation relevant to the domain of specialist language use within the context of the identified purpose of translation. Evidence of appropriateness; at times sensitive address within the context of the identified audience of translation but responsiveness to the needs and expectations of the audience is not always in evidence. Sometimes inappropriate; several minor errors. Not usable professionally, without major editing.</p>
30-49%	Fail	<p>Marking criteria for narrative discussion: Fails to see important implications of question or to contextualize it. Revealed limited knowledge of text/topic/task and its context. May be significant errors or omissions and a restricted use of critical texts and appropriate sources. Shows a mechanical approach to question and relied heavily on uncritical reproduction of unassimilated material. Little evidence of effective use of secondary sources. Argument lacks clarity and focus on question. Assertions made for which evidence is insufficient. Areas of irrelevance and generally over-description. Certain weaknesses evident in use of academic style and conventions. Ideas not always conveyed sufficiently clearly.</p> <p>Marking criteria for translations: Little evidence of understanding; imputations are often inappropriate; significant omissions and inappropriate renderings. Retranslation required. Some basic awareness of terminology and style in the production of a translation relevant to the domain of specialist language use within the context of the identified purpose of translation. Little evidence of appropriateness; occasional sensitivity of address within the context of the identified audience of translation but responsiveness to the needs and expectations of the audience is often not in evidence. Often inappropriate; many minor errors and occasionally major. 'Not appropriate for professional use'</p>
10-29%	Bad fail	<p>Marking criteria for narrative discussion: Fails to see implications of question. Limited evidence of knowledge of text/topic and its context. Likely to be numerous errors or omissions. Approach to question generally naïve, with very little evidence of effective use of secondary sources. Largely descriptive with few attempts to offer an argument. Inadequate use of</p>

		<p>academic style and conventions. Ideas not clearly conveyed.</p> <p>Marking criteria for translations: Very basic evidence of understanding; imputations are inappropriate; significant omissions and inappropriate renderings. Retranslation required. Very basic awareness of terminology and style in the production of a translation relevant to the domain of specialist language use within the context of the identified purpose of translation. Largely inappropriate; largely insensitive address within the context of the identified audience of translation and almost no responsiveness to the needs and expectations of the audience. Largely inappropriate; many major and minor errors. 'Not appropriate for professional use'</p>
1-9%	Very bad fail	<p>Marking criteria for narrative discussion: Fails to understand question. Shows little knowledge of text/topic, with no reference beyond it or understanding of its context. No evidence of critical analysis or proper documentation of sources. Fails to answer question. No evidence of coherent argument or effective use of secondary sources. Academic style and conventions not followed. Presentation is poor and expression lacks clarity.</p> <p>Marking criteria for translations: No evidence of understanding; imputations are inappropriate; significant omissions and inappropriate renderings. Retranslation required. No awareness of terminology and style in the production of a translation relevant to the domain of specialist language use within the context of the identified purpose of translation. Inappropriate; insensitive address within the context of the identified audience of translation and no responsiveness to the needs and expectations of the audience. Inappropriate; many major and minor errors.</p>
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

How the programme is structured

The programme is structured to offer you a choice between three main pathways: 'Translation Studies', for those interested primarily in translation in the technical, legal, business, scientific, medical and financial fields, 'Cultural Tourism, Hospitality and Cultural Heritage', which focuses on translation for the tourism, hospitality, cultural development and cultural heritage sectors and 'English-Chinese Translation and Interpreting', which offers a series of advanced-level practical English-Chinese translation and interpreting workshops delivered by native speakers of Chinese and English. Your module choices will vary according to your chosen pathway and the distinct areas of translation practice each pathway identifies.

One core module is shared across all pathways, 'Thinking Translation: Introduction to Translation Theory'. This takes place in term one and introduces you to key academic debates within the field of

Translation Studies, touching on a range of currents of contemporary concern within the field and tackling broad questions that influence and impact upon the practice of the translator.

You further take one pathway core module, delivered in term two. For the 'Translation Studies' pathway, this is 'Becoming a Translator', which focuses on translation projects across high-demand areas where there is the greatest call for translation services, from legal, medical and scientific translation to finance, engineering, business, sports, luxury brands, current affairs and academic research and the role and impact of computer-aided translation tools and online technology within these contexts. For the 'Cultural Tourism, Hospitality and Cultural Heritage' pathway, this is 'Translation for the Cultural Tourism, Hospitality and Cultural Heritage Sectors', which centres around the needs and expectations of different audiences and users of translation within the tourism, hospitality and cultural heritage sectors and considers the key challenges of translation and interpretation in heritage destinations, museums, galleries and other cultural organizations. For the 'English-Chinese Translation and Interpreting' pathway, this is 'Advanced English-Chinese Translation and Interpreting', which focuses on addressing the linguistic, intercultural, information mining, research and interpretive skills necessary to understand written English and to produce advanced-level translations in Chinese. It also offers advanced training in the English language as a spoken medium and the key comprehension, concentration and memory skills necessary for ensuring successful communication between speakers of English and speakers of Chinese at meetings, small-group presentations, press conferences, speeches, interviews and in telephone and face-to-face consultations. Students across all pathways will also undertake the shared 'Dissertation' module.

Two optional modules

Students on the 'Translation Studies' and English-Chinese Translation and Interpreting' pathways will choose two optional modules from the suite of modules available across the Department of English and Comparative Literature (ECL). Students on the 'Cultural Tourism, Hospitality and Cultural Heritage' pathway will choose either two modules from the suite of modules available across the Institute for Creative and Cultural Entrepreneurship (ICCE) or one module from ICCE and one from ECL.

While not all of these modules may be available every year, and new ones may be introduced, the following current ECL modules are particularly relevant for students on the 'Translation Studies' and 'English-Chinese Translation and Interpreting' pathways*:

- 'Translation work experience' (30 CATS),
 - 'Language and ideology in written discourse' (30 CATS),
 - 'Core issues in English language and linguistics' (30 CATS),
 - 'Language in its sociocultural context' (30 CATS),
 - 'Textual, linguistic and cultural encounters' (30 CATS),
 - 'Writing between Languages: Multilingualism and Translation in Contemporary Literature' (30 CATS)
- and
- 'Theories of literature and culture' (30 CATS).

*Please note that other options from Departmental MA provision can be considered if relevant to your intended areas of specialization, through discussion with and approval by the Programme Coordinator. Your optional module choices on any pathway must be approved by the Programme Coordinator.

While not all of these modules may be available every year, and new ones may be introduced, the following current ICCE modules are particularly relevant for students on the 'Cultural Tourism, Hospitality and Cultural Heritage' pathway*:

- 'Cultural and Creative Tourism' (30 CATS),
- 'Museums and Galleries as Creative Entrepreneurs' (30 CATS),
- 'Cultural and Creative Tourism' (30 CATS),
- 'Interpretation, Education and Communication in the Art Museum' (30 CATS),
- 'Tourism in Asia' (30 CATS) and

-'Cultural Relations and Diplomacy' (30 CATS)

*Please note that other options from Departmental MA provision can be considered if relevant to your intended areas of specialization, through discussion with and approval by the Programme Coordinator. Your optional module choices on any pathway must be approved by the Programme Coordinator.

Benefits of the pathway structure

Each pathway not only enables you to benefit from dedicated core modules offering a solid grounding in the theory and practice of translation across diverse areas of professional practice, but also opens up to you the specialist teaching and research expertise offered by subject experts both in the Department of English and Comparative Literature and in the Institute for Creative and Cultural Entrepreneurship.

If you choose the 'Translation Studies' or 'English-Chinese Translation and Interpreting' pathways, for example, you will be able to access modules dealing with a range of topics relating to the Department's specialist expertise in linguistics, comparative literature and literary theory, from discourse analysis, sociolinguistics and language and its interface with issues of gender, ethnicity and identity, to key currents of concern in literary and cultural theory and the role of the text in shifting boundaries of cultural and linguistic identity in a globalized, multicultural world.

For trainee translators, linguistics offers an essential grounding not only in the analysis and examination of the form and function of texts but also in the ways in which texts can illuminate wider social issues of power and ideology. If you are interested in pursuing a career in literary translation or extending your academic studies beyond the MA towards in-depth research at MPhil/ PhD level, the optional module choices available on this pathway also open up opportunities to focus on literary, critical and theoretical issues raised by the translation of texts across linguistic and cultural borders.

If you choose the 'Cultural Tourism, Hospitality and Cultural Heritage' pathway, you will benefit from the specialist research and teaching expertise offered by the Institute for Creative and Cultural Entrepreneurship, where optional modules focus on a range of topics relating to the tourism, hospitality, cultural development and cultural heritage sectors, from cultural tourism, language, communication and intercultural mediation in museums, galleries and other cultural organisations, to destination management and the development of new tourism products. Depending on your optional module choices you may also have the opportunity to undertake fieldwork in the cultural and creative tourism sector in central London.

The specialist expertise opened up by optional module choices delivered through the Institute for Creative and Cultural Entrepreneurship offers you a unique opportunity to gain hands-on development in the theory and practice of translation for the tourism, hospitality, cultural development and cultural heritage sectors while creating a space in which to expand your professional networks and access guidance, input and mentoring across these specialist areas.

Continuous professional and academic development

Your professional behaviours, leadership and academic skills will be developed on a continuous basis throughout the academic year through fortnightly 'Continuous Professional and Academic Development for Translators' workshops, through which you will access study and research skills development, library and bibliographic investigation training, as well as training and development on academic writing, proofing and editing skills. Housed under the 'Dissertation' module, these workshops offer a holistic approach to your studies over the course of your MA, enabling you to maximize your employability as you prepare yourself to compete for work as a professional translator. In addition to developing the academic aspect of the professional translator's work, these workshops are also designed to build your personal branding, marketing and business skills, by providing you with guidance, input and mentoring from the translation industry itself, in the form of visits and training from translation agencies and multinational corporations where translations are commissioned or where in-house translators are

employed, to international organisations with in-house translation departments, freelance translators and other language professionals.

Translation work experience

As part of the 'Translation Work Experience' module, all students on the MA in Translation have the opportunity to apply for secured in-person or telecommuting/remote work placements as part of their translator training. From working with translation agencies and language service companies, to providing language, transcreation and intercultural communication services in private, public and third sector organisations where intercultural and interlingual transfer play a key role in global sales, communications or creative industry, these workbased learning opportunities enable you to gain experience, develop your knowledge of business practice and build your professional competences as a translator and language professional.

Academic Year of Study 1 or 2 MA in Translation - Translation Studies pathway

Module Title	Module Code	Credits	Level	Module Status	Term
Thinking Translation: Introduction to Translation Theory	EN71093B	30	7	Core	1
Becoming a translator	EN71094A	30	7	Core	2
Dissertation	EN71096A	60	7	Core	1-3
Optional module 1, in term one, drawn from existing approved module suite within Department of English and Comparative Literature		30	7	Optional	1
Optional module 2, in term two, drawn from existing approved module suite within Department of English and Comparative Literature		30	7	Optional	1-3

Academic Year of Study 1 or 2 MA in Translation - English-Chinese Translation and Interpreting pathway

Module Title	Module Code	Credits	Level	Module Status	Term
Thinking Translation: Introduction to Translation Theory	EN71093B	30	7	Core	1
Advanced English-Chinese Translation and Interpreting	EN71100A	30	7	Core	2
Dissertation	EN71096A	60	7	Core	1-3
Optional module 1, in term one, drawn from existing approved module suite within Department of English and Comparative Literature		30	7	Optional	1
Optional module 2, in term two, drawn from existing approved module suite within Department of English and Comparative Literature		30	7	Optional	1-3

Academic Year of Study MA in Translation - Cultural Tourism, Hospitality and Cultural Heritage pathway

Module Title	Module Code	Credits	Level	Module Status	Term
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Thinking Translation: Introduction to Translation Theory	EN71093B	30	7	Core	1
Translation for the Cultural Tourism, Hospitality and Cultural Heritage Sectors	EN71095B	30	7	Core	2
Dissertation	EN71096A	60	7	Core	1-3
Optional module 1, in term one, drawn from existing approved module suite within the Institute for Creative and Cultural Entrepreneurship		30	7	Optional	1
Optional module 2, in term two, drawn from existing approved module suite within the Institute for Creative and Cultural Entrepreneurship		30	7	Optional	2

Academic support

Support for learning and wellbeing is provided in number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

Students are allocated a personal tutor and a Senior Tutor in each department who has overall responsibility progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Every student is assigned a personal tutor who will meet with their student twice a year either face-to-face, as part of a group and/or electronically, the first of which normally takes place within the first few weeks of the first term. Personal tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This way progress, attendance, essay/coursework/assessment marks can be reviewed, and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

Taught sessions and lectures provide overviews of coursework themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Coursework essays build on lectures and seminars, so students are encouraged to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

In depth feedback is provided for written assignments and essays via written feedback forms and formative feedback with module tutors/leads is provided to ensure that students' work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College Website

and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Inclusion and Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service provides central support for skills enhancement, running the Gold Award Scheme and other co-curricular activities that are accredited via the higher education achievement report (HEAR).

The Academic Skills Centre works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision throughout the year, which students can access directly at gold.ac.uk/asc/.

Links with employers, placement opportunities and career prospects

In order to compete for employment in the translation and language service industry, trainee translators must not only develop solid research, writing, documentary and terminological skills but must also understand the workflow of the professional translator engaged in the real-world provision of a translation service.

The employability strategy that drives the MA in Translation at Goldsmiths, University of London, aims to ensure that the programme achieves a balance between the intellectual challenge and theoretical challenges of translation and concrete realization of translation practice through continuous professional development training led by translation industry experts, potential employers in the translation and language service industry as well as by scholars specializing in translation research.

Practically-orientated modules

Employability and professional behaviours are supported by the practical dimension of the core modules distinctive to each of the MA pathways. Both the 'Becoming a translator' and Translation for the Cultural Tourism, Hospitality and Cultural Heritage Sectors' modules, for example, focus on preparing you to develop the investigatory, research, language, subject knowledge and computer-aided translation technology competences necessary to ensure translated texts of a high professional standard that are fit for purpose and meet the needs and expectations of clients in diverse areas of professional practice.

Linguistic knowledge

The programme as a whole is geared towards equipping you with the skills to develop the linguistic knowledge you require to meet the needs and expectations of clients, employers and commissioners of translation services, from technical areas of legal, medical, scientific, business and financial translation to translation for the performing, visual and literary arts, cultural tourism and cultural development sectors. The core modules distinctive to each of the MA pathways, as well as the dissertation itself, are orientated towards meeting the needs of the translation and language service industry by asking you to undertake an assessed translation project within your language pair and in a domain of translation relevant to your area of specialist interest.

Technical knowledge

The 'Becoming a translator' module provides teaching, learning and workshop-based training on a range of computer-aided translation, machine and cloud-based translation tools, online technology and electronic resources to facilitate the work of freelance and in-house translators.

Direct input from the translation industry

Through the 'Continuous Professional and Academic Development for Translators' workshops you will access to translation careers guidance and employability skills training. You will learn how to identify translation jobs and how to compete for them.

Workshops will be led by translation agencies, freelance translators, representatives of organizations where in-house translation takes place, as well as by other trainers of translators and researchers on translation. Training will focus on building professional relationships that yield good client experiences, bidding for projects, identifying client needs and achieving translations appropriate to those needs. You will also learn how to proofread, revise and edit translation work and submit invoices on completion of projects.

This strong focus on continuous professional development and entrepreneurship enables you to build connections as trainee translators across the translation and language industry, creating opportunities for employment and work experience after you graduate and further enhancing your understanding of the professional behaviours, leadership, client relationship, project management and critical reflection skills essential to the successful delivery of a high-quality translation service in a competitive market.

Routes to further study

As the programme progresses you will expand your critical thinking skills incrementally from term one towards the submission of your dissertation the following September. Your dissertation training, therefore, which begins in term one and is provided through the 'Continuous Professional and Academic Development for Translators' workshops, you will learn to build upon the critical thinking, research and argumentation skills developed in your modules, towards undertaking an in-depth dissertation research project at the end of your programme of study. Throughout the academic year the workshops will bring to you translation researchers both internal and external to the College, including internationally-recognized Translation Studies academics, graduates of MA degrees focusing on translation and existing and former PhD students. This facet of the workshop series will increase your understanding of the range of topics relevant to translation research, enabling you to develop your ideas and visualize not only your dissertation research project but also the possibility of advanced study at PhD level after graduation.

The requirements of a Goldsmiths degree

Master's Degrees

All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.

Intermediate Exit Points

Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.

Final Classification

There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.

For further information, please refer to the Regulations for Postgraduate Taught Students, which may be found here: <http://www.gold.ac.uk/governance/studentregulations/>

Programme-specific rules and facts

Part-time students must have passed the core module(s) for their particular pathway before proceeding to the final year of the programme. Any failed option must be retaken in year two.

Programme costs

General Programme Costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information here: <https://www.gold.ac.uk/programme-costs>

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules must be formally approved against national standards and are monitored throughout the year in departmental staff/ student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report and comments on the standards of awards and student achievement. This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution. Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain current, that the procedures to maintain the standards of the awards are working effectively and that the quality of the learning opportunities and information provided to students and applicants is appropriate. Detailed information on all of these procedures are published on the web pages of the Quality Office (<http://www.gold.ac.uk/quality/>).

Quality of learning and teaching

As a student at Goldsmiths, you play a key role in the College's processes for assuring the quality of its programmes and your feedback on your learning experience is very important. As well as informal feedback to the teaching staff, the College collects information through module evaluation questionnaires and regular staff/student forums.

Module evaluation

All students are invited to provide feedback on each module that they take at the College. 'Module evaluation' is in the form of a questionnaire and covers all aspects of the module, including teaching and administration. The results of these are analysed by the Department, with students' views being taken into account and appropriate action taken if necessary. Module evaluation can also be discussed in staff/student forums.

Student feedback and staff/student forums

Student feedback also takes place through staff/student forums or programme meetings, which are held up to twice a year. Departments choose how to allocate programmes to meetings for representative purposes, but all departments are required by the College to have at least one 'forum' for undergraduate students and one for postgraduate students.

These meetings may consist of a Chair (normally a member of academic staff), another representative of the academic staff who teaches on the programmes under consideration, a Student Coordinator (if appointed), the Departmental Business Manager and student representatives from the programmes

concerned. Student representatives have the opportunity to discuss any matters regarding their programme, modules, teaching, Department or College resources and student services. Issues raised will be communicated to the relevant staff members, within the Department if they can be resolved at this stage, or via the Quality Office if they need to be raised at College level. In ECL, we seek to combine programme meetings with research skills sessions, so as to maximize students' ability to attend and express their views. Feedback is given at each meeting regarding any issues from the previous meeting that required action.

Use of online technology

In order to provide you with a mechanism for giving prompt feedback on programme-level issues and to discuss issues with peers, Departments are developing online forums hosted within the VLE.

Module and programme reporting

Minutes from staff/student forums are considered by the Department's MA Teaching and Learning Committee (MATLC), which reports to the Departmental Board. Module convenors write a report at the end of each module (which also reflects on results), taking comments from module evaluation into account. The Programme Coordinator notes comments and statistics from the module evaluations and module reports and discusses these with the MATLC, which further considers significant matters arising from programme monitoring meetings.

Through these strands of monitoring and evaluation, the quality of our modules and the academic integrity of programmes are maintained and continuously updated. In addition, visiting examiners are appointed by the College to ensure that degrees awarded meet national standards as experienced by students of comparable programmes. A digest of their annual report is considered by the Departmental Board and provides a further and essential stimulus for improving standards and maintaining quality.