Postgraduate

MA in Translation Studies
2016/17
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Welcome/Introduction

The MA in Translation Studies will introduce you to the broad field of Translation Studies and allow you to specialise in the areas of Translation Studies that interest you most. The course provides a well balanced mix of theory and practice in its taught modules, and the 15,000–20,000-word dissertation offers excellent training for further study, and the opportunity to work on an extended piece of annotated translation.

The course provides thorough grounding in the academic intellectual discipline of Translation Studies, and a clear understanding of the requirements of the translation profession. You will study the history and theory of translation, and current issues in the discipline. You will experience various forms of translation practice using appropriate resources, and receive training in general and subject specific research skills. You will be introduced to research paradigms relevant to advanced investigations of translation processes, products, and environments through a varied range of activities and gain a strong sense of yourself as a member of a well-established, constantly evolving profession.

As well as the taught modules and the dissertation which constitute the formally taught and assessed MA course, the Research Seminar Series organised by the Centre for Translation and Interpreting Studies (RTIS/ST) provides a further opportunity for students on the MA in Translation Studies to broaden their horizon with regards to the different areas of relevant research. You are expected to attend these talks, which are given by a mix of translation scholars and people involved in the translation profession as well as PhD students in their second and subsequent years of study, and engage in a blog discussion of the most important issues raised in each talk afterwards.

Finally, the Translators’ Workshop facility enables you to undertake three translation tasks per semester in preparation for the assessed translating components of the programme and for professional translation work. Here too you are expected to engage in a blog discussion with course colleagues about the issues you have faced translating the piece in question and how you have managed to deal with them.

The MA brings together a diverse group of people with varied academic, cultural and linguistic backgrounds. You will meet people with a wealth of experience and a wide range of perspectives, and others who are new to the field, and together you will enrich the course. Each student plays a key part in making the year an intellectually enriching and rewarding experience, and we encourage lively interaction in seminar discussions.

This handbook contains important information about the course and the University: the course structure, module outlines, and reading lists, marking criteria, staff details, facts about the library and computing facilities, and more. Please read the handbook carefully and keep it to hand; you will need to refer to it throughout your time on the course.

All the tutors involved in the MA look forward to teaching you and wish you an enjoyable and successful year.

Dr Yan Ying

MA Translation Studies Co-ordinator

September 2016
**Induction**

An induction session will be held 11.00am to 1.00pm on Wednesday 28 September: this session will include students in the School of Arts. Dr Ying will also meet with MA Translation Studies students separately at 2.00pm.

The following additional sessions will also be offered to MA Translation Studies students:

**Thursday 29 October 2016**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>9:00-10:00</td>
<td>Library Induction with Andrew Dunn</td>
</tr>
</tbody>
</table>

**Monday 3 October 2016**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:00</td>
<td>Ref Works with Andrew Dunn</td>
</tr>
</tbody>
</table>

**For International Students**

International students are encouraged to attend the University's International Student Welcome Programme [www2.le.ac.uk/offices/ssds/welfare/international-student-support/iswp](http://www2.le.ac.uk/offices/ssds/welfare/international-student-support/iswp) prior to the beginning of term. International Student Support also provides on-going support and advice for International students [www2.le.ac.uk/offices/ssds/welfare/international-student-support](http://www2.le.ac.uk/offices/ssds/welfare/international-student-support).

Students who are non-native English speakers and/or who are not familiar with UK Higher Education are strongly advised to attend the English Language Teaching Unit’s in-sessional programme Academic English for Postgraduates and Staff (www2.le.ac.uk/offices/eltu/insessional/el2000). These classes are provided free of charge for postgraduates and are designed to develop students’ English-language and study skills.

If you will be arriving late and will miss the induction sessions, please contact the School Office at ModernLangMA@le.ac.uk at the earliest convenience.

**Department Details**

A brief history of the department may be found here: [www2.le.ac.uk/departments/modern-languages/about](http://www2.le.ac.uk/departments/modern-languages/about).

The department is located in the Attenborough Tower, primarily on floors 11, 12, and 15. The School Office is Attenborough 1514. Campus maps are available at: [http://www.le.ac.uk/maps/documents/uol.pdf](http://www.le.ac.uk/maps/documents/uol.pdf) and [http://www.le.ac.uk/maps/](http://www.le.ac.uk/maps/).

Information on staff research interests can be found via the staff list at: [www2.le.ac.uk/departments/modern-languages/people](http://www2.le.ac.uk/departments/modern-languages/people).

**Departmental Communications**

Pigeonholes for postgraduate students are located on the sixteenth floor. Noticeboards containing information relevant to postgraduates are also located on the sixteenth floor. Staff pigeonholes are located on the fifteenth floor, in Attenborough 1514.

Dr Yan Ying, Co-ordinator of the MA in Translation Studies, is available for consultation about matters academic and pastoral at the times advertised on the door of her office (Attenborough 1202). In emergencies, course directors can be contacted at other times by email, in the first instance. In addition, all students are allocated a personal tutor, whom they are invited to consult about personal and academic difficulties met during the course.

For administrative matters, the Programme Administration team are available in Attenborough 1514 from 9.00am to 5.00pm, Monday to Friday.
Staff List and Key Contacts

The department’s complete staff list may be found online at: www2.le.ac.uk/departments/modern-languages/people

The following table provides key contact information:

<table>
<thead>
<tr>
<th>Member of Staff</th>
<th>Location</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Head of Department</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Philip Shaw</td>
<td>ATT 1615</td>
<td>+44 (0)116 252 5365; <a href="mailto:hodarts@le.ac.uk">hodarts@le.ac.uk</a></td>
</tr>
<tr>
<td><strong>Programme Contacts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Programme Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Yan Ying</td>
<td>ATT 1202</td>
<td>+44 (0)116 252 5163; <a href="mailto:yyc12@le.ac.uk">yyc12@le.ac.uk</a></td>
</tr>
<tr>
<td>• Tutors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Anna Milsom</td>
<td>ATT 1608</td>
<td>+44 (0)116 252 2309; <a href="mailto:a.milsom@le.ac.uk">a.milsom@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Xiaofei Sun</td>
<td>TBC</td>
<td>+44 (0)116 252 XXXX; <a href="mailto:xs97@le.ac.uk">xs97@le.ac.uk</a></td>
</tr>
<tr>
<td>Ms Rebekka Yates</td>
<td>TBC</td>
<td>+44 (0)116 252 XXXX; tbc</td>
</tr>
<tr>
<td><strong>Officers and Tutors:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Senior Tutor for PGT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Julian North</td>
<td>ATT 1307</td>
<td>+44 (0)116 252 2776; <a href="mailto:jrn8@le.ac.uk">jrn8@le.ac.uk</a></td>
</tr>
<tr>
<td>• AccessAbility Tutor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr David Revill</td>
<td>ATT 1514</td>
<td>+44 (0)116 252 2622; <a href="mailto:englishma@le.ac.uk">englishma@le.ac.uk</a></td>
</tr>
<tr>
<td>• Examinations Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Mark Rawlinson</td>
<td>ATT 1308</td>
<td>+44 (0)116 252 2639; <a href="mailto:mjr1@le.ac.uk">mjr1@le.ac.uk</a></td>
</tr>
<tr>
<td><strong>Professional Services Staff:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Programme Administrator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr Simon Poole</td>
<td>ATT 1514</td>
<td>+44 (0)116 252 3943; <a href="mailto:modernlangma@le.ac.uk">modernlangma@le.ac.uk</a></td>
</tr>
<tr>
<td>SSC Administrator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs Alex Reay</td>
<td>ATT 1514</td>
<td>+44 (0)116 252 2214; <a href="mailto:ar395@le.ac.uk">ar395@le.ac.uk</a></td>
</tr>
</tbody>
</table>

Student Communications and Personal Details

The University keeps a record of your personal details such as your full name, addresses i.e. home address and term-time address, telephone numbers, personal email address and your emergency contact details. It is important to keep your details up to date as this will help you to receive information about your studies and exams and also ensure that official documents are provided to you with the correct name details.

You can check and update your details by logging-in to MyStudentRecord http://mystudentrecord.le.ac.uk using your University username and password. Click on the My Details tab and you will then be able to review and change your personal details.

It is important that you check your University email account frequently to ensure that you do not miss any important communication from the University.

Department Facilities

The Modern Languages Study Centre (MLSC) is located on the 6th floor of the Ken Edwards building (room KE623) and is an open access space available only to Modern Languages students for use in their self-study time. The MLSC is equipped with a number of PCs and a networked printer; TVs with DVD players; a selection of language-learning materials including dictionaries, magazines, newspapers and novels in your target languages; and other language-learning resources such as guides to pronunciation, phonetics, listening skills practice and grammar reference books. The MLSC is open for use from 9.00am to 6.00pm, Monday to Friday, and is accessed by swipe card.

The MLSC is looked after by students who volunteer to take part in a weekly rota system and serve as monitors for the space, helping to ensure the proper use of the room and its resources. In sum, the MLSC is a central hub for the School of Modern Language study community, and we encourage you to make the most of it!
Learn at Leicester

Whatever your subject or level of study, there are many, many different ways in which you can access academic advice and support. The Learn at Leicester webpage provides you with further details of this support, together with direct links to a wide range of resources and services to help you:

- Make the most of the Library
- Develop your IT skills
- Manage your own learning
- Improve your English language
- Get independent advice about your course
- Manage your student information
- Sharpen your mathematics and statistics skills

You can access all of this by visiting: [www.le.ac.uk/learnatleicester](http://www.le.ac.uk/learnatleicester)

University Library

The Library is your gateway to high quality information relevant to your studies. Using it effectively contributes directly to your success.

The Library provides you with:

- access to a huge range of specialist digital and print information resources for your subject;
- help in finding and using information - online, face to face and by telephone;
- individual and group study space, including the Graduate School Reading Room exclusively for postgraduate students;
- PCs and wireless networking for your own device throughout the David Wilson Library;
- study and meeting facilities at the Brookfield Postgraduate Teaching Centre;
- services for distance learners and researchers.

The Library is a shared resource for all members of the University. Please respect it and observe the Library regulations available at [www.le.ac.uk/library/about](http://www.le.ac.uk/library/about).

To get started, visit [www.le.ac.uk/library](http://www.le.ac.uk/library).

For information about your subject, please visit [insert hyperlink to relevant Library subject page -see guidance notes for how to find it](http://www.le.ac.uk/library).

IT Services

Text for campus-based students

Whilst studying at the University you will have a **University IT account** and **email** address. There are hundreds of University PCs available with Office 2013 and many specialist programs to help you with your studies.

Visit [www.le.ac.uk/it4students](http://www.le.ac.uk/it4students) for more information about:

- **Student email**: access your email and calendar anywhere; on your laptop or mobile device
- **Printing**: print from any device to a University printer
- **Microsoft Office**: available at no cost whilst you study at the University
- **IT Help**: visit the Help Zone in the Library, phone 0116 252 2253, ithelp.le.ac.uk for IT Self Service, web chat or email ithelp@le.ac.uk
- **IT Training**: attend our workshops in Word, PowerPoint and Excel
- **WiFi**: free access to eduroam wifi on campus, in student accommodation or at other universities
- **PCs on campus**: there are over 900 PCs available, with 350 located in the David Wilson Library (including 24/7 access during exam periods)
Text for Distance-learning students

Whilst studying at the University you will have a University IT account and email address. Visit www.le.ac.uk/it4students for more information about:

- **Student email**: access your email and calendar anywhere; on your laptop or mobile device
- **Microsoft Office**: available at no cost whilst you study
- **Programs**: download and install programs for home use on a personal laptop
- **IT Help**: phone 0116 252 2253, visit ithelp.le.ac.uk for IT Self Service, web chat or email ithelp@le.ac.uk
- **OneDrive**: the online storage location for all your files
- **Blackboard Virtual Learning Environment**: support and information for all your courses
- **Leicester Digital Library**: access to journals, databases and electronic books online

**Student Learning Development**

Studying for a degree is a stimulating, challenging and rewarding experience. In order to make the most of this experience, the University of Leicester provides a wide range of resources and services to support and enhance your academic development in areas such as essay-writing, critical thinking, independent learning and time-management. The Student Learning Development Team is here to help you develop the skills and abilities you need in order to succeed in your studies. To find out more about how we can help you develop your academic skills and abilities, visit our website: www.le.ac.uk/succeedinyourstudies.

**Students’ Union Education Unit (ED)**

Text for campus-based students (delete if not applicable)

Education help and advice is provided by the Students’ Union for all students.

If you would find it helpful to talk to someone outside of your department, we offer a free, confidential service to help and advise you about where to go and what to do. If you wish to come and talk to us about your personal circumstances or academic worries, for example, exams or putting together an academic appeal, we will provide professional and friendly support.

You will find the Education Unit staff in the Students’ Union Building on the first floor, within the West Wing. Opening hours are 10.00 am to 4.00 pm, and you can either pop in or book an appointment by contacting us on the following details:

**Contact**: Students’ Union Education Unit (ED), Students’ Union (First Floor)  
+44 (0)116 223 1132 | educationunit@le.ac.uk | [http://leicesterunion.com/support/education](http://leicesterunion.com/support/education)

Online chat facilities are also available for appointments and drop in sessions.

Facebook – [https://www.facebook.com/talktoED](https://www.facebook.com/talktoED) (Drop in on Wednesdays, 3:30pm-4:30pm)

Skype - @ed_ucation1 (Drop in on Tuesdays, 9am-10am)

Text for distance-learning students (delete if not applicable)

Education help and advice is provided by the Students’ Union for all students.

If you would find it helpful to talk to someone outside of your department, we offer a free, confidential service to help and advise you about where to go and what to do. If you wish to talk to us about your personal circumstances or academic worries, for example, exams or putting together an academic appeal, we will provide professional and friendly support.
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**Contact:** Students’ Union Education Unit (ED), Students’ Union
+44 (0)116 223 1132 | educationunit@le.ac.uk | [http://leicesternunion.com/support/education](http://leicesternunion.com/support/education)

Online chat facilities are also available for appointments and drop ins.

Facebook – [https://www.facebook.com/talktoED](https://www.facebook.com/talktoED) (Drop in on Wednesdays, 3:30pm-4:30pm)

Skype - @ed_uication1 (Drop in on Tuesdays, 9am-10am)

**Learn a New Language with Languages at Leicester**

There are many benefits to learning a new language. Not only could you **enhance your career prospects** and broaden your cultural horizons, but studies show that you could also improve your literacy skills, boost your memory, increase your attention span and even help to grow your brain!

Study with the *Languages at Leicester* Team on campus, and you will be taught by expert native tutors who are based within our School of Modern Languages, which has been **ranked 3rd in the country in the University League Tables, The Guardian University Guide 2016.**

We offer **16 different languages** including Arabic, British Sign Language, Chinese, German, Korean and Spanish to name just a few, six levels of learning and two course lengths, so you can study in a way that suits you. Classes take place during evenings and Wednesday afternoons, as well as intensive ‘fast track’ courses on Saturday mornings.

Find out more about *Languages at Leicester*, including fees and term dates at: [www.le.ac.uk/ml/lal](http://www.le.ac.uk/ml/lal).

The successful completion of a *Languages at Leicester* course will appear on your Higher Education Achievement Report (HEAR) when you graduate. For further details about the HEAR, please visit: [www.le.ac.uk/hear](http://www.le.ac.uk/hear).

**Contact:** Languages at Leicester +44(0)116 252 2662 | lalenquiries@le.ac.uk | [www.le.ac.uk/ml/lal](http://www.le.ac.uk/ml/lal)

**Other University Facilities**

**University Bookshop**

The Bookshop is owned by the University and is located on the ground floor of the David Wilson Library.

All prescribed and recommended texts are stocked, so that students can rely on the Bookshop for the books that they need in the course of their studies. We also sell a wide range of paperbacks and books of general interest. Books not in stock can be quickly provided to order. The Bookshop has a range of deals in the Autumn term which are exclusively for students.

Greetings cards, a wide range of stationery items and University of Leicester branded merchandise and clothing are always available.

The opening hours are:

- Monday to Friday 9.00 a.m. - 5.30 p.m. (5.00 p.m. in vacations)
- Saturday 10.00 a.m. - 2.00 p.m.

**Contact:** University Bookshop, David Wilson Library
+44 (0)116 229 7440 | bookshop@le.ac.uk | [www.le.ac.uk/bookshop](http://www.le.ac.uk/bookshop)

Twitter: [@LeicUniBookshop](https://twitter.com/LeicUniBookshop) | Facebook: [www.facebook.com/UoLBookshop](http://www.facebook.com/UoLBookshop)
University Regulations

Senate Regulations (www.le.ac.uk/sas/regulations) contain rules and other important information about being an undergraduate or taught postgraduate student at the University of Leicester. The Regulations are part of the formal contract between you and the University; you will have confirmed when completing registration that you will comply with procedures defined in the University’s Regulations.

The Quick Guide to Student Responsibilities (www.le.ac.uk/sas/regulations/responsibilities) summarises some of your most important responsibilities as a student at Leicester, as defined in detail in the Regulations. These responsibilities relate to:

- attendance
- submission of work by set deadlines
- term time employment (full-time students – Home/EU and International)
- illness or other circumstances impacting upon studies
- maintaining your personal details
- the additional responsibilities of international students

Failure to adhere to student responsibilities can have serious consequences and may lead to the termination of your studies.

Student Responsibilities

The University expects its students to behave responsibly and with consideration to others at all times. The University’s expectations about student behaviour are described in:

- the Student Charter
- the Regulations governing Student Discipline
- the Student Code of Social Responsibility
- the Code of Practice governing Freedom of Speech
- the University’s regulatory statement concerning Harassment and Discrimination

These can be found at www.le.ac.uk/senate-regulations

Attendance and Engagement Requirements

Attendance and engagement with your course is an essential requirement for success in your studies. The University’s expectations about attendance are defined in Senate Regulation 4: governing student obligations (see www.le.ac.uk/senate-regulation4). Full-time students must reside in Leicester, or within easy commuting distance of the city, for the duration of each semester. You should attend all lectures, seminars, practical sessions and other formal classes specified in your course timetable, unless you have been officially advised that attendance at a particular session is not compulsory or you have received formal approval for absence. You are also expected to undertake all assessments set for you.

The University operates a Student Attendance Monitoring procedure. Your attendance will be monitored throughout the academic year and if sessions are missed without an acceptable explanation being provided to your department then neglect of academic obligations procedures will be initiated. This may result in your course of study being terminated.

If you are an international student and your course is terminated this will be reported to UK Visas and Immigration (UKVI), in line with University sponsor obligations.

Neglect of Academic Obligations

You are expected to attend all learning and teaching events which are timetabled for you. These include lectures, tutorials, practical classes and seminar talks. You are also expected to submit work within the
deadlines notified to you. Persistent failure to attend taught sessions and/or to submit work, without good cause, will be considered to be a neglect of academic obligations. Departmental procedures for dealing with neglect are set out within the University’s regulations (see http://www.le.ac.uk/senate-regulation4 ‘Neglect of academic obligations’). In the most serious cases of neglect the University has the right to terminate a student’s course.

Course details

Programme and Module Specifications

View the programme and module specifications for your course via www.le.ac.uk/sas/courses

In the programme specification you will find a summary of the aims of your course of study and its learning outcomes, alongside details of its teaching and learning methods and means of assessment. The programme specification also identifies the core modules that make up the course and any choice of optional modules. Each module has its own specification that formally records that module’s aims, teaching and learning methods, assessment components and their percentage weighting.

Full-time structure

**Semester 1**

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ML7001</td>
<td>The Development of Translation Studies</td>
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</tr>
<tr>
<td>ML7002</td>
<td>Research Skills and Methods in Translation Studies 1</td>
<td>15</td>
</tr>
<tr>
<td>ML7029 OR</td>
<td>Interpreting: I OR</td>
<td>15</td>
</tr>
<tr>
<td>ML7030 OR</td>
<td>Translating Different Genres OR</td>
<td>15</td>
</tr>
<tr>
<td>ML7031</td>
<td>AMusing Translation</td>
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**Semester 2**

<table>
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<tbody>
<tr>
<td>ML7006</td>
<td>Research Skills and Methods in Translation Studies 2</td>
<td>15</td>
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<tr>
<td>ML7003</td>
<td>Current Issues in Translation Research and Practice</td>
<td>30</td>
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<tr>
<td>ML7032 OR</td>
<td>Interpreting II OR</td>
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<tr>
<td>ML7033 OR</td>
<td>Translation Memory Tools and Localization OR</td>
<td>15</td>
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<tr>
<td>ML7034</td>
<td>Audio-visual Translation</td>
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<tr>
<td>ML7005</td>
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Part-time structure

**Year 1**

**Semester 1**

<table>
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<tr>
<td>ML7029 OR</td>
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<td>ML7031</td>
<td>AMusing Translation</td>
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**Semester 2**
ML7003 | Current Issues in Translation Research and Practice | 30 credits

**Year 2**

**Semester 1**

ML7002 | Research Skills and Methods in Translation Studies 1 | 15 credits

**Semester 2**

ML7006 | Research Skills and Methods in Translation Studies 2 | 15 credits

ML7032 OR | Interpreting II OR
ML7033 OR | Translation Memory Tools and Localization OR
ML7034 | Audio-visual Translation | 15 credits
ML7005 | Dissertation | 60 credits

**Modules**

**ML7001: The Development of Translation Studies**

In this module, we explore the development of the discipline of Translation Studies from its earliest documented days to the present. We will discuss the practical concerns of translators through the ages as well as the theoretical concepts and notions that relate to these concerns, forming an understanding of how theory relates to practice in both the study and production of translations, and of how socio-cultural factors and the spread of ideas influence traditions of translating. The module is primarily focused on translation in the West, though other traditions may also be considered.

**ML7002: Research Skills and Methods in Translation Studies I**

In this module, we consider research facilities available on campus, in other libraries and on the internet. We look at tools, techniques and methods applicable to research and advanced scholarship in translation studies. We examine the conventions governing the presentation of the outcome of such research in British universities. The assessed student presentation offers a first stab at reporting personal research.

**ML7003: Current Issues in Translation Research and Practice**

By the end of this module, the successful student will be: familiar with concepts and issues at the forefront of the academic discipline of translation studies; able to evaluate critically current research and advanced scholarship in the discipline of translation studies and, where appropriate, propose new hypotheses; and able to evaluate methodologies and develop critiques of them and, where appropriate, propose new methodologies.

**ML7006: Research Skills and Methods in Translation Studies 2**

In this module, we consider advanced research topics, skills and methods in Translation Studies, and prepare for the Dissertation (which is 15,000-20,000 words, submission early October 2017). An overview of Translation Studies research provides background information for module ML 7003, Current Issues in Translation Research and Practice, and sets the scene for sessions on a number of research methodologies available to the Translation Studies scholar. The assessed presentation and the project outline are designed to allow you to test out your dissertation topic. The university’s on-line learning platform, Blackboard, will be used throughout to support teaching and learning.

The module will be co-taught equally by Dr Jiqing Dong and Dr Anna Milsom.
Intended Learning Outcomes

By the end of this module, the successful student will have:

1) Acquired research and presentation skills;
2) Formulated hypotheses and research questions and planned a dissertation intended to produce new knowledge in a specific area of Translation Studies research;
3) Appraised evidence on the basis of the relationship between methodology, data and conclusions.

Assessment

There are two pieces of assessed coursework for the module, which each account for 50% of your final module mark:

1) A written project outline of 2,000 words
2) A 15 minute presentation of the project with PowerPoint support.

These two assignments are designed to allow you to try out your dissertation topic, but you can develop, adapt and change the focus (and even the topic, should you so wish) for the Dissertation itself.

Reading List

The recommendations below are some of the core texts for ML7006. There is a longer list on Blackboard which will be regularly updated over the course of the module. Of course, there are myriad other resources. Do share your reading with your peers and – if you wish – email us details so we can add them to the list.


ML7029: Interpreting I

This theme will cover the main theoretical and practical issues involved in consecutive, simultaneous, chuchotage and liaison interpreting in the community. We will focus on communicative strategies and purposes, and how to identify them in different languages and cultural settings. You will also gain experience of preparing for an interpreting task, of interpreting in various settings, as well as of sight translating.

Places on this option are limited to 10 and students wishing to take this module will have to sit for a short interview with a member of staff before they can be registered on it.

ML7030: Translating Different Genres

This module examines the ways in which genre conventions influence the choices we make as the writers of translations. We will cover key theoretical and practical issues involved in translating a diverse range of written genres and multimodal texts that exploit the expressive and aesthetic possibilities of language and other modes of meaning. Written genres include, for example, advertising material, literary prose and poetry. Multimodal texts might include, for example, art-based texts/text-objects, children’s literature, and digital artefacts where translation plays an important part. The university’s on-line learning platform, Blackboard, will be used throughout to support teaching and learning.

Intended Learning Outcomes
On successful completion of the module, students should be able to:

1) Demonstrate the ability to recognise texts of different types and translate them, taking cultural and linguistic aspects into account.

2) Use translation techniques of various kinds, as relevant to the genre identified.

3) Discuss the different translations that might be produced under a variety of circumstances; cultural, professional and functional.

Learning pattern

The module is delivered through ten two-hour sessions that take place weekly on Thursdays from 10am - 12pm in the Maurice Shock Building, Room 114A (first class 6/10/2016 and last class 8/12/2016). The module is designed to develop your competence as a translator of a variety of written texts through a combination of lecture-style input, seminars and workshops. Non-assessed formative tasks, including directed reading and translations, are integrated into the syllabus.

Formative Tasks

To help you prepare for the assessed tasks at the end of the module, we ask you to complete three non-assessed formative translations with short commentaries to be submitted in Weeks 3, 6 and 9.

Task 1: The ST will be chosen for you, distributed in class in Week 2 and made available on Blackboard. Translate INTO your strongest language. Email your translation as a Word document (double-spaced, clear font) to your language tutor by 4pm on Thursday of Week 3. The relatively short turnaround is intended to replicate the type of deadline that professional translators often have to work to. As you translate, keep a note of the challenges you encounter and how you approach them. At the end of your translation, write a 250-500 word commentary, explaining what you have done. Be specific, giving examples from the source and target text to illustrate your points. You might discuss the resources you used. You might refer to relevant theory or strategies. Provide bibliographic references and back-translations where appropriate and please write your commentaries in English.

Tasks 2 and 3: Choose your own STs (as you will also do for the final assessed translation). The STs for tasks 2 & 3 should relate to the types of translation covered in class. Depending on the types of text chosen, the suggested word count of 1,000 words (+/- 10%) may not be appropriate (e.g. poetry, a children’s book, or some other type of multimodal text), but you must ensure that the source text gives you enough material of genuine interest to discuss in the commentary. Please consult the module tutor in advance if you are planning to use any text substantially shorter than 1,000 words. Make sure you send your language tutor your STs as well as your TTs. You may use an extract from a longer text, but please make sure you give your tutor access to the full text as well.

You will receive feedback on these tasks to help you prepare for the assessed translation and annotation you will submit in January (exact date to be confirmed – the exam period runs from 9th to 20th January 2017).

Finally, in order for you to experience a range of translation types and challenges, the three formative translations should be examples of different genres. You may, if you wish, repeat one of these for the final assessed translation and commentary.

Assessment

There are two pieces of assessed coursework for the module. Each accounts for 50% of your final module mark:

1) A translation of 2,000 words.

2) An annotation (commentary) of 2,000 words - to be written about the translation.

Module reading list

The module reading list published on this site is indicative of recommended resources. Of course, the list is not exhaustive, but it contains some good starting points. It is likely to grow over the course of the module. If you
read something you find interesting, please feel free to share ideas and resources by bringing them to our sessions and/or emailing links and additions to me (a.milsom@leicester.ac.uk). Thank you!

The Translator’s Workshop:

In addition to translations produced for this module, remember that The Translator’s Workshop, on Blackboard, provides further opportunities for discussion and reflection about translation in relation to three English source texts of different genres. The Workshop is unassessed, but a great forum for exchanging ideas with your colleagues and is moderated by a member of academic staff.

**ML7031: AMusing Translation**

This module is intended to explore and discover the translator’s role and translating process. Topic-based seminars will discuss issues around translation and literature. Students are also encouraged to translate themselves. Students will be able to develop investigative and analytical skills, and acquire critical perspective and position of their own. Equally important, the module will also inform students, from a theoretically advantageous point, to become self-reflective in their translation practice, and as a result, to encourage creativity and scholarship.

**ML7032: Interpreting II**

This module will be taught by weekly workshops using the interpreting booths where applicable. You will fine-tune your sight translation skills and your simultaneous interpreting skills through regular practice in class and you will be encouraged to make use of the many resources available online to practise after classes. You will receive formative feedback on your practice during the workshops from the tutor and from your classmates, and you will comment on your classmates’ performance. The university’s on-line learning platform, Blackboard, will be used throughout to support teaching and learning.

**Intended Learning Outcomes**

By the end of this module, successful students will be able to show ability to interpret into language A in a variety of areas, and use different interpreting techniques of various kinds as relevant to the interpreting profession.

Other learning objectives please refer to the University of Leicester Competency Framework [http://www2.le.ac.uk/offices/careers-new/information-for-students/build-your-skills/skills](http://www2.le.ac.uk/offices/careers-new/information-for-students/build-your-skills/skills)

In class, your active participation in discussions is encouraged. You will be set regular formative study tasks that you will need to prepare in advance (these may involve reading relevant topics, writing speeches, analysing speech production, making glossaries, etc.).

After class, your self-practice sessions are guided and checked weekly through completing the Conference Interpreting Logbook task, which requires you to record two components in writing 1) evaluate your performance as a trainee interpreter and 2) plan and implement further development to enhance practice/performance. Please refer to a separate file at Blackboard/ML7032/Overview for more details.

To support your practice, the interpreting suite (Attenborough LG11) will be accessible from 3pm-5pm on Tuesdays and Thursdays.

**Assessment**

There are two pieces of assessed coursework for the module, which each account for 50% of your final module mark:

1) Practical simultaneous interpreting test (into your A language)

2) An annotated interpreting assignment of 2000 words to be written on a specific source text.
Teaching plan:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Skills</th>
</tr>
</thead>
</table>
| 2.1  | • Steps into Simul interpreting 1 | • (Training in booth recording.)  
• Self-reflection on performance and setting personal goals.  
• Developing memory.  
• Shadowing  
• Multitasking. |
| 2.2  | • Steps into Simul interpreting 2 | • Simple speech structures analysis.  
• Active listening (paraphrasing, summarising and prioritising information).  
• Retaining logical links between ideas.  
• Anticipation. |
| 2.3  | • Disability and inclusive education  
• Into FL focus | • Delivery/public speaking.  
• EVS |
| 2.4  | • Climate change and industrial pollution  
• Into English focus | • Coping with technical texts and numbers. |
| 2.5  | • Equality and human/women/LGBT rights  
• Into FL focus | • Sight translation  
• Chunking |
| 2.6  | • Clean energy/technology and low carbon economy  
• FL/English | • Sight translation  
• Chunking |
| 2.7  | • Regional war and conflicts  
• Into English focus | • Language-specific |
| 2.8  | • Global economy 1  
• FL/English | • Language-specific |
| 2.9  | • Global economy 2  
• FL/English | • Language-specific |
| 2.10 | • Commencement address and guest talk in the context of education  
• FL/English | • Language-specific |
Module reading list (indicative)

Much of the material we use as input for interpreting practice is very up-to-date. We recommend that you keep abreast of events in the countries in which your languages of study are spoken in preparation for the beginning of the programme. Reading quality newspapers and viewing news programmes and documentaries on TV and via the internet are the most obvious ways to do this.

To familiarise yourself with the theories behind the practice of interpreting, the following texts are recommended (they will be regularly updated over the course of the module):


Places on this option are limited to 10 and students wishing to take this module will have to sit for a short interview with a member of staff before they can be registered on it.

ML7033: Translation Memory Tools and Localization

This module will help you to learn how to manage terminologies using computer-assisted terminology (CAT) management programme (i.e. MultiTerm 2015). It also aims to help you to complete a translation assignment using computer-assisted translation software (i.e. SDL Trados 2015) and demonstrate essential functions of such tools and resources.

It starts with an introduction about CAT tools and their use in the context of technical translation. It also covers how to create a termbase, create a translation project in Trados, and export your translation at the end of the process.

ML7034: Audio-visual Translation

This module provides an overview of the world of audio-visual translation and focuses in particular on subtitling. We will start the course by introducing various modalities of audio-visual translation, from subtitling to revoicing (dubbing, voice over etc.) to assistive forms of audio-visual translation and we will subsequently cover the specific characteristics of subtitling, the rules of good subtitling practice, the linguistic and semiotic dimensions of subtitling, the professional environment, technical considerations and key concepts and conventions in subtitling. Students will have the
opportunities to learn how to use subtitling software and the tutor will provide plenty of practical exercises to do in class and at home. The last part of the course will also introduce research models and methodological approaches in the field of audio-visual translation in view of preparing the students for the final assessment and for a MA dissertation on subtitling.

**Intended Learning Outcomes**

- Computer literacy.
- Ability to subtitle into language A.
- Using subtitling techniques of various kinds.
- Developing a critical and analytical mentality.

**Teaching and Learning Methods**

- Theoretical lectures.
- Practical workshops.
- Non-assessed formative tasks.
- Reading assignments.

**Reading List**


**ML7005: Dissertation**

The dissertation offers you an opportunity to engage in a sustained piece of writing on a topic in Translation Studies that particularly interests you, or to produce an extended translation with a commentary.

**Submission date**

The final dissertation submission date for full time students who began their studies in October 2016 and for part time students who began their studies in October 2015 is **3 October 2017**. Part time students who began their studies in October 2016 must submit their dissertation in September 2018 - date yet to be confirmed.

**Length**

The dissertation, excluding notes, references and appendices, must not exceed 20,000 words and should not be shorter than 15,000 words. If the dissertation includes a translation, the translation must not exceed half of the number of words of the whole dissertation.

Appendices are for helpful information, but their contents are not graded as part of the dissertation.

**Presentation**

The dissertation must be typed or word processed on standard A4 paper, single sided, double spaced in Times New Roman typeface, font size 12 throughout (including quotations, notes and references). Both copies must be separately bound and we recommend that you use the type of binding known as **perfect binding**. Please contact the University print shop for further information at [http://www2.le.ac.uk/offices/printservices/printing-services](http://www2.le.ac.uk/offices/printservices/printing-services).

The list of references should include all and only works referred to in the text. Use whatever referencing conventions you feel comfortable with, but be consistent and make sure that you make it easy for readers to discover the author, title, year, place, publisher, medium, and page numbers etc. of any work that you refer to. Please hand in TWO bound copies of your dissertation on or before the deadline (see above) along with a blue
cover sheet and a deposit agreement (which should not be bound in to the dissertation). You must also upload an electronic copy to Turnitin.

You do not need to provide an abstract or to include a word-count.

Your title page should contain the following information:

MA in Translation Studies (FT/PT)
School of Modern Languages
ML7005 Dissertation
Your dissertation title
Your student number
Date of submission

If your dissertation includes a translation, please provide a copy of the source text for each copy of the dissertation.

Dissertations should be handed in to the reception desk in Att 1514 or posted into the usual essay submission box. TWO hard copies AND the electronic copy must be submitted before the deadline; if either the electronic copy, or one or both hard copies, is missing, the submission will be counted as ‘late’ and penalties will apply.

Anonymity

You should not bind into your dissertation anything that identifies you by name (e.g. blue cover sheet, deposit agreement) since all assessed work should be anonymous.

Cover sheets, etc., can simply be slipped inside your dissertation or attached with a paper clip.

Turnitin

A copy of all assessed work must be uploaded to Turnitin on Blackboard.

The Turnitin inbox will be open before the submission deadline: you may upload your work before 3 October.

All of your original work (e.g. translations and commentaries) must be uploaded to Turnitin.

Materials that are not your own (e.g. cover sheets, source texts) do not need to be plagiarism-checked; however, do not be concerned about source texts or quotations within your dissertation: your marker will be able to determine if a passage with a very high ‘similarity rating’ is in fact a source text/quotation, rather than an instance of plagiarism.

By submitting work to Turnitin, you are acknowledging the University’s regulations on plagiarism, so there is no need to include a separate statement with your dissertation.

Additional Activities: The Research Seminar Series and the Translators’ Workshop

In addition to the assessed modules described above and the dissertation described at the end of this section, we offer you the opportunity to take part in a Translators’ Workshop, hosted, like the modules, on Blackboard, but without weekly classes, and in a series of Research Seminars organised by the Research Centre for Translation and Interpreting Studies (RTISt). Participation in these activities is voluntary, but very highly recommended. The research seminars take place on Thursdays during term-time from 4.30pm until 6.00pm. The Research Seminars offer an opportunity for staff and students to get together to listen to experts from other parts of the University and from other universities and organisations talking about their work. For MA and PhD students in particular, the seminars constitute an important opportunity to gain a broader view of the field of Translation Studies than the MA course alone can offer, or than their personal research will bring them into contact with.
Research seminars and other talks 2016-2017
Thursdays at 4.30pm-6.00pm (in Charles Wilson Belvoir Park Lounge for Semester 1, TBC for Semester 2). List of dates and speakers TBC.

Teaching Timetable

Coursework Submission
You should make sure that you submit your assignments by their due date to avoid any marks being deducted for lateness. Penalties for late submission of coursework follow the University scheme defined in Regulations governing the assessment of taught programmes (see www.le.ac.uk/senate-regulation7 or www.le.ac.uk/sas/assessments/late-submission).

Semester Two Submission Deadlines

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<thead>
<tr>
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<th>Module Title</th>
<th>Assignment Type</th>
<th>Submission Date</th>
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<td>ML7003</td>
<td>Current Issue in Translation Research and Practice</td>
<td>Assignment 1</td>
<td>26 May 2017</td>
</tr>
<tr>
<td>ML7003</td>
<td>Current Issue in Translation Research and Practice</td>
<td>Assignment 2</td>
<td>26 May 2017</td>
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<tr>
<td>ML7006</td>
<td>Research Skills and Methods in Translation Studies 2</td>
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<tr>
<td>ML7032</td>
<td>Interpreting II</td>
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<tr>
<td>ML7033</td>
<td>Translation Memory Tools and Localization</td>
<td>Translation</td>
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<tr>
<td>ML7033</td>
<td>Translation Memory Tools and Localization</td>
<td>Translation Annotation</td>
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</tr>
<tr>
<td>ML7034</td>
<td>Audiovisual Translation</td>
<td>Subtitling Assignment</td>
<td>12 May 2017</td>
</tr>
<tr>
<td>ML7034</td>
<td>Audiovisual Translation</td>
<td>Annotation of Subtitling</td>
<td>12 May 2017</td>
</tr>
</tbody>
</table>

Change of Course/Module
Discuss your options with your personal tutor, or another appropriate member of staff in your department, if you are considering a change of course or module. Changes of course or module require approval by your department and will only be allowed in certain circumstances.

See www.le.ac.uk/sas/courses/transfercourse or www.le.ac.uk/sas/courses/transfermodule for details of the procedures involved and deadlines that apply.

Marking and Assessment Practices
Student anonymity will be preserved during the marking of all formal examinations. Summative coursework (i.e. coursework that contributes to your module mark or grade) will be marked anonymously unless there are sound educational reasons for not doing so, or the type of assessment makes marking impractical.
Each programme at the University has one or more External Examiners, who are members of staff of other institutions that review the academic standards at the University and confirm that these are appropriate and comparable with other Universities.

The External Examiners for your courses are listed at:

www.le.ac.uk/sas/assessments/external/current-postgraduate-external-examiners

**Feedback and the Return of Work from Staff**

**Coursework**

The Department complies with the University’s policy for the return of marked coursework (see www.le.ac.uk/sas/quality/student-feedback/return-of-marked-work for details of the full policy):

General principles:

- Feedback and provisional grading on coursework will be returned within 21 days of the submission date;
- In exceptional circumstances where this is not possible, you will be notified in advance of the expected return date and the reasons for the longer turn-round time and where possible staff will provide some interim feedback: for example in the form of generic feedback to the class regarding common errors and potential areas for improvement.

**Examinations**

*see guidance notes about additional content

The Department complies with the University’s policy for the return feedback on examinations (see www.le.ac.uk/sas/quality/student-feedback/return-of-marked-work for details of the full policy):

General principles:

- Following the approval of the provisional results by examination boards, departments will make the results available to students within 14 days. Where appropriate this will include a breakdown at the level of the examination and coursework.
- Departments will arrange for feedback on examination performance to be provided.

Text for distance learning courses – delete if not applicable

**Coursework**

The Department complies with the University’s policy for the return of marked coursework (see www.le.ac.uk/sas/quality/student-feedback/return-of-marked-work for details of the full policy):

General principles:

- Feedback and provisional grading on coursework will be returned within 28 days of the submission date;
- In exceptional circumstances where this is not possible, you will be notified in advance of the expected return date and the reasons for the longer turn-round time and where possible staff will provide some interim feedback: for example in the form of generic feedback to the class regarding common errors and potential areas for improvement.
- Details of submission dates can be found in Module Handbooks or on Blackboard.

**Examinations**

*see guidance notes about additional content

The Department complies with the University’s policy for the return feedback on examinations (see www.le.ac.uk/sas/quality/student-feedback/return-of-marked-work for details of the full policy):
General principles:

- Following the approval of the provisional results by examination boards, departments will make the results available to students within 14 days. Where appropriate this will include a breakdown at the level of the examination and coursework.
- Departments will arrange for feedback on examination performance to be provided.

Progression and Classification of Awards

The University’s system for the classification of awards and the rules of progression are defined in the Regulations governing taught postgraduate programmes of study (www.le.ac.uk/senate-regulation6). Alternatively, refer to the Student and Academic Services website for information about degree classification and progression: www.le.ac.uk/sas/assessments/pgt-progressionaward

Any specific progression requirements for your course are stated in its programme specification (see http://www.le.ac.uk/sas/courses/documentation)

Referencing and Academic Integrity

Principles of academic integrity apply to the work of everyone at the University, staff and students alike, and reflect the University’s commitment to maintaining the highest ethical and academic standards. A key part of this is acknowledging where and when, in the process of producing your own work, you have drawn on the work of others. In practice, this means that the ideas, data, information, quotations and illustrations you use in assignments, presentations, reports, research projects etc. must be credited to their original author(s). This process of crediting the work of others is achieved through referencing (see the section below on ‘Referencing styles’). Failure to do this properly is to risk committing plagiarism: the repetition or paraphrasing of someone else’s work without proper acknowledgement.

What we mean by ‘plagiarism’, ‘self-plagiarism’ and ‘collusion’

Plagiarism is used as a general term to describe taking and using another’s thoughts and writings and presenting them as if they are our own. Examples of forms of plagiarism include:

- the verbatim (word for word) copying of another’s work without appropriate and correctly presented acknowledgement;
- the close paraphrasing of another’s work by simply changing a few words or altering the order of presentation, with or without appropriate and correctly presented acknowledgement;
- unacknowledged quotation of phrases from another’s work;
- the presentation of another’s concept as one’s own;
- the reproduction of a student’s own work when it has been previously submitted and marked but is presented as original material (self-plagiarism).

Collusion is where work is prepared or produced with others but then submitted for assessment as if it were the product of individual effort. Unless specifically instructed otherwise, all work you submit for assessment should be your own and must not be work previously submitted for assessment either at Leicester or elsewhere. For more detailed information on how the university defines these practices, see also: www.le.ac.uk/sas/assessments/plagiarism

The University regards plagiarism and collusion as very serious offences and so they are subject to strict penalties. The penalties that departments are authorised to apply are defined in the Regulations governing student discipline (see www.le.ac.uk/senate-regulation11 ‘Plagiarism and collusion: Departmental penalties for plagiarism and/or collusion).
Resources and advice to help you study with integrity and avoid committing plagiarism

Negotiating these various rules, regulations and conventions can sometimes be a challenge, especially if they are new or different from previous experiences of studying. Check the Student Learning Development website for guidance on how to manage your studies so that you meet the required standards of critical scholarship and academic integrity: www2.le.ac.uk/offices/ld/resources/study/plagiarism-tutorial

If you are in any doubt about what constitutes good practice, ask your personal/academic tutors for advice or make an appointment with Student Learning Development for individual advice. You can book an appointment online by visiting: www.le.ac.uk/succeedinyourstudies.

One of the most important practices in ensuring the academic integrity of your work is proper referencing. The following section contains details of how to ensure your work meets the specific referencing requirements for the discipline(s) you are studying.

Referencing style

You must use a consistent referencing style when referring to books and other publications that you have read for your coursework. Most subject areas have a specific referencing style which you are required to use. If you are on a Joint or Major/Minor programme you may find that your subjects use different referencing styles and it is important that you use the correct ones. To find out which referencing style each department uses, and for information and help on each referencing style, please visit http://www.le.ac.uk/library/help/referencing.

Requirements differ on how to arrange bibliographies (complete list of all reference and other sources at the end of your coursework) and whether references are included within the word count for your coursework – please refer to any separate guidance provided on these points.

Mitigating Circumstances

The University recognises that students may suffer from a sudden illness or other serious event or set of circumstances which adversely affects their ability to complete an assessment or the results they obtain for an assessment. In such cases the mitigating circumstances regulations and procedures may be applied. These regulations are designed to ensure the fair and consistent treatment of all students.

You must keep your department(s) informed at all times of any personal circumstances that may impact upon your ability to study or undertake assessments. Tell your department(s) or Distance Learning Hub about any such circumstances at the time they occur. You need to supply supporting documentation (e.g. a medical certificate) as soon as possible and no later than the deadline relevant to the assessment(s) affected. Normally, the deadline for submission of a mitigating circumstances claim will be no later than five working days after the assessment deadline to which it relates.

See www.le.ac.uk/sas/regulations/mitigation for full details of the mitigating circumstances regulations and procedures, including the University’s definition of a mitigating circumstance.

A student may submit a mitigating circumstances claim if they feel that the submission of one or more pieces of work has been or will be affected by a serious or significant event. You will be automatically enrolled on a Blackboard site titled Mitigating Circumstances through which you should submit your form and evidence.

If a student has submitted a mitigating circumstances form along with supporting evidence, their case will be considered by the Mitigating Circumstances Panel. Our Mitigating Circumstances Panel meets weekly during term-time. Its membership comprises colleagues from the School of Arts, which allows us to schedule regular Mitigating Circumstances Panel meetings so as to present timely responses to our students. Please note that student confidentiality is of utmost importance to the Mitigating Circumstances Panel, and specific information will never be disclosed outside of the Mitigating Circumstances Panel.
The Mitigating Circumstances Panel has the power to make one of the following recommendations:

a. To waive a lateness penalty automatically applied to a piece of coursework will be or has been submitted after the submission deadline

b. To be provided with an opportunity to take a piece/pieces of assessment again, as if the first time, with the full marks available (i.e. not capped at 50) rather than imposing a cap

c. determine that there is sufficient evidence of the achievement of the intended learning outcomes from other pieces of assessment in the module(s) for an overall mark to be derived;

d. The mitigating circumstances be noted against a module so that the Board of Examiners can take this into account when making a decision about the degree classification being awarded

Students should submit evidence of mitigating circumstances within five working days of the relevant assessment deadline. You can expect to receive a decision (via email) in relation to your form and evidence within ten working days of this having been submitted.

**Ethical Approval of Student Projects**

Ethical approval may be required for research work regarding human subjects; students must apply for and receive such approval before conducting research.

The University Protocol for Ethical Approval of student work is available at: [www2.le.ac.uk/institution/committees/research-ethics/protocol-for-ethical-approval-of-student-work-non-clinical-research-on-human-subjects](http://www2.le.ac.uk/institution/committees/research-ethics/protocol-for-ethical-approval-of-student-work-non-clinical-research-on-human-subjects).

**Personal Support for Students**

**Departmental Student Support Arrangements**

From discussion of academic progress, to friendly advice on personal matters; personal tutors are there to provide support, advice and guidance on an individual level. Common topics for discussion may include course changes, study progress, module choices, exam results, career opportunities or more personal problems such as accommodation or financial difficulties. The Department’s personal tutor system operates in accordance with the Code of Practice on Personal Support for Students: [www.le.ac.uk/sas/quality/personaltutor](http://www.le.ac.uk/sas/quality/personaltutor)

**Equal Opportunities**

The School Equal Opportunities Officer is TBC.

The School AccessAbility contact is Mrs Hilary Casey ([hc55@le.ac.uk](mailto:hc55@le.ac.uk)).

If you have any concerns related to equal opportunities (ethnicity, gender, disability, etc.), these may be raised via your course representative via a Postgraduate Student-Staff Committee meeting.

**Health Care and Registering with a Doctor**

Illness can affect any one of us at any time and for this reason the University strongly advises you to register with a doctor in Leicester. The Victoria Park Health Centre ([www.victoriaparkhealthcentre.co.uk](http://www.victoriaparkhealthcentre.co.uk)) has expertise in student health and has provided medical care to the University’s students for many years. The Health Centre is located conveniently close to the main-campus and registration is free.

If when you come to University you are already under the care of a ‘specialised team’, have a known medical condition including mental health or waiting for an appointment it is still advisable to register at the Victoria Park Health Centre. Soon after arrival, make an appointment to discuss with one of the doctors who will then be in a better position to communicate with the relevant doctors and help you to manage your condition to avoid
any unnecessary disruption to your studies. Please take with you information from your current doctor or consultant which includes diagnosis, current management, including medication (provide a certified English translation if the original is not in English). This is essential for international students as some conditions may be managed differently in this country, particularly in relation to medication which may be licensed differently and may need changing to something which is available to prescribe in this country. If you take medication for your condition you must bring 12 weeks supply with you to ensure continuity until the registration process is complete.

More information about registering with a doctor and other health and well-being services can be found at: http://www2.le.ac.uk/offices/healthy-living-for-students/new-students/uk-students

University Student Support Arrangements

Student Services Centre

The Student Services Centre in the Charles Wilson Building provides you with convenient and easy access to many support services all in one place. The recent move involves six services including: Student Welfare, Student Counselling and Mental Wellbeing, Career Development Service, Unitemps and Fees and Payments.

The opening hours are:

**Term time**  Monday to Thursday  9.00 a.m. to 7.00 p.m
**Vacation**  Friday  9.00 a.m. to 5.00 p.m.

**Contact:** Student Service Centre, Charles Wilson Building

http://www2.le.ac.uk/offices/ssc

AccessAbility Centre

The Centre offers a range of services to all students who have specific learning difficulties, such as dyslexia, disabilities or long-term conditions including mental health which have a substantial day to day impact on their studies. Staff offer one to one support, the co-ordination of alternative examination arrangements and assistance with applications for the Disabled Students’ Allowance. It is possible to be screened for specific learning difficulties and access to formal assessment is available. Students are means tested to see if they are eligible for assistance with the cost of formal assessments. The open access Centre acts as a resource base for students and staff and is a relaxed place for students to work. Its computers are equipped with specialised software for screen enlargement. Essay planning and speech output software is on the University network. The Centre has some specialised equipment (CCTV, enlarged keyboard, and chairs) and some for loan (chairs, writing slopes and digital recorders). Photocopying and printing facilities are also available. The Centre welcomes self-referrals as well as referrals from academic staff.

**Contact:** AccessAbility Centre, David Wilson Library

Tel/minicom: +44 (0)116 252 5002 | Fax: +44 (0)116 252 5513 | accessible@le.ac.uk

www.le.ac.uk/accessability

Student Welfare Centre

The Student Welfare Service offers wide ranging practical support, advice, and information for students. Financial advice is offered, with information on budgeting and funding. Specialised staff can advocate over late loans and other financial issues. Students can apply for hardship grants and loans through the Service.

Information, advice and guidance is available on finance issues and budgeting. In addition, students can apply for hardship awards and loans through the welfare service.
For international students, the Student Welfare Service coordinates The International Welcome Week in September and January. Expert immigration advice is available and students are strongly advised to renew their visas through the scheme provided by Student Welfare. Specialised Officers also support students who experience financial or personal problems.

**Contact:** Student Welfare Service, Student Services Centre, Charles Wilson Building
Tel: +44 (0)116 223 1185 | Fax: 0116 223 1196 | welfare@le.ac.uk | www.le.ac.uk/welfare

**Counselling and Wellbeing Service**
This Service offers a range of expertise and support for the psychological aspects of health and wellbeing. Services on offer include:

**Student Counselling Support**
Time-limited, free and confidential one-to-one counselling to help students find ways of dealing with academic-related or personal issues that may be affecting ability to study or engage with student life. Helping students to build on their skills to cope with the challenges of study, work and relationships through workshops.

For information see our website: [www.le.ac.uk/counselling](http://www.le.ac.uk/counselling)

**Contact:** Student Counselling Service
+44 (0)116 2231780 | counselling@le.ac.uk

**Student Mental Wellbeing Support**
Practical, emotional and skills based one-to-one support to students managing mental health issues whilst at the University. Helping students to build on their skills to cope with the challenges of study, work and relationships through workshops.

**Contact:** Student Support (mental wellbeing), Student Services Centre, Charles Wilson Building
+44 (0)116 252 2283 | mentalwellbeing@le.ac.uk
[www2.le.ac.uk/offices/ssds/student-support-mental-wellbeing](http://www2.le.ac.uk/offices/ssds/student-support-mental-wellbeing)

**Student Healthy Living Service**
The Student Healthy Living Service provides direction to health care and health related activity which will contribute to wellbeing and help students to enjoy a balanced life. Students should register for health care local to the University; The University works closely with the Victoria Park Health Centre where staff have expertise in student health. More information can be found on the Healthy Living Service website.

**Contact:** Student Healthy Living Service
+(0)116 223 1268 | healthyliving@le.ac.uk | go.le.ac.uk/healthyliving

**Careers and Skills Development**
The School’s Career’s Tutor is Dr Chryso Hadjidemetriou.

**Career Development Service**
With your drive and determination, the Career Development Service can help you develop the skills and abilities that will not only help get you to where you want to be after university, but will stay with you for life.
Career development at Leicester isn't just about getting some work experience and writing a CV; we make sure that you get personal support to achieve your aspirations. We’re here for you from the moment you arrive, through to your graduation and beyond. We’ll give you the opportunity to try new things and to figure out what you want from your career—what it is that really drives, motivates and inspires you.

We’ll also help you identify your personal strengths and what you need to develop to be ahead of the crowd. Even if you’re not sure what it is you want to do yet, we can help you develop the skills and experience that you need to get that first job out of university, but also the ability to manage your own career development and succeed on whichever path you choose.

It’s your career development journey and you decide where it is that you want to go. By working with us you make sure that you’re giving yourself the best possible chance to get there. We’ve got the knowledge and resources to spur you on to success so, by working with us, you really will make the most of you!

When you arrive at Leicester you’ll have access to MyCareers: https://mycareers.le.ac.uk, our career management system, by simply using your university username to login. This is the gateway to:

- Booking one-to-one appointments with our career consultants for support with career planning, job hunting, CVs and applications, and mock interviews
- Booking workshops, such as mock assessment centres and psychometric testing
- Meeting employers who are coming on campus
- Finding all the opportunities available exclusively for Leicester students such as paid internships, volunteering, and extra-curricular activities

If you are looking for part time work whilst studying, make sure you sign up to Unitemps, based in the Student Services Centre, for opportunities on campus and in the city.

We’re here to support you throughout your time at university so make sure that you come and visit us in the Student Services Centre in the Charles Wilson Building and log-in to your MyCareers account to get started!

Contact the Career Development Service:

0116 252 2004 | careershelp@le.ac.uk | www.le.ac.uk/careers
@uolcds | fb.com/uolcds

Feedback from Students

Student Feedback Questionnaires

Students are asked to complete an online course questionnaire at the conclusion of the taught section of their course (at the end of the spring term or beginning of the summer term). The School uses this questionnaire feedback within the process of reviewing individual modules and the course as a whole. The Course Convenor will respond to feedback verbally (where appropriate) at the end-of-course meeting and will communicate actions taken via Blackboard.

Student Staff Committees

The School Postgraduate Student-Staff Committee meets three times each year.

Representatives are drawn from each of the School’s MA programmes and also from the English Research (PhD) programme. Volunteers are sought at the beginning of each academic year; the Students’ Union will circulate details about Course Rep elections.

The Postgraduate Staff-Student Committee will meet on the following dates and times:

[1] TBC
[2] TBC
[3] TBC

If you would like to raise an issue at a PGSSC meeting, please contact your course representative. (Details are listed on Blackboard.)

Minutes of each meeting are posted on Blackboard; they are also forwarded to the School Meeting, the Students’ Union Education Unit and to the College Academic Committee.

The University’s Code of Practice on the Work of Student-Staff Committees may be downloaded here: www2.le.ac.uk/offices/sas2/quality/codes/documents/sscommittees.pdf

Safety and Security

The School Safety Officer is Andrea Vear (av128@le.ac.uk, ext. 2662, Attenborough 1514).

Emergency Numbers

To summon the fire brigade, police, or ambulance from an internal phone: dial 888
If there is no reply: dial 9 then 999
From an external phone / payphone: dial 999

Attenborough Building

The Attenborough Building is open from 8.00am to 6.00pm, Monday to Friday.

The fire alarm is tested once a week, usually on Thursday at 9.30am. If the alarm sounds at another time, please exit the building via the stairs. Do not collect personal belongings. Follow any instructions issued by the fire wardens. The assembly point is the area in front of the Mathematics Building.

Paternoster

In order to prevent the Paternoster from malfunctioning, students are asked to observe strictly the safety instructions posted in each car.

Student ID Cards

If you need to order a replacement Student ID Card, please visit https://www2.le.ac.uk/offices/sas2/registration/librarycard

Personal Belongings

Your personal belongings are not covered by the University’s insurance. You are therefore advised to check whether your parents’ or family policies provide adequate protection. If not, private insurance arrangements should be made.

A lost property service operates from the Security Lodge, which is situated at the far end of the Fielding Johnson Building on Wyggeston Drive, University entrance No. 1.

Bicycles may be brought onto the main campus but must be placed in the cycle racks provided, and appropriate security measures taken to help to prevent theft and damage. For advice on preventing cycle theft and details of the University’s Coded Cycle Scheme visit: www.le.ac.uk/estates/facilities &_services/security/CodedCycleScheme.html

Complaints and Academic Appeals Procedures

The University has robust systems in place governing the quality and standards of its degree programmes and your experience as a student here. We are confident that, like the vast majority of students here, you will enjoy
and be satisfied with your course. In most instances your department will be able to resolve any issues that do occur but we recognise that this will not always be possible. For this reason, the University has official procedures that allow eligible cases to be formally reviewed.

Information about these procedures, including the relevant forms, can be found on the Student and Academic Services website: see www.le.ac.uk/sas/regulations/appeals-complaints. These pages should be read in conjunction with the University’s Regulations governing student appeals (www.le.ac.uk/senate-regulation10) and Regulations governing student complaints (www.le.ac.uk/senate-regulation12).
Marking Criteria

Task: Translation

Students will be assessed on their ability to:

1. Offer a written target text fit for the purpose specified taking a range of factors into account
2. Show understanding of the source text including connotative aspects and nuances
3. Transfer source text meaning accurately, producing a coherent target text
4. Employ a range of strategies offering creative solutions to translation challenges
5. Demonstrate command of target language structures and expressions, offer creative solutions to translation challenges
6. Present target text well and in accordance with any translator’s brief or instructions
7. Control spelling and punctuation

Task: Commentary

Students will be assessed on their ability to:

1. Provide rationale for choice of Source Text and insights into its author, translation into Target Language and its reception
2. Demonstrate wide reading and understanding of key scholarship and an ability to engage with it critically
3. Develop an argument articulating key translation issues and decisions
4. Show ability to chart the decision-making process in TT by good use of ST/TT examples
5. Use an appropriate academic register and a range of academic and specialist vocabulary
6. Conform to academic conventions of presentation and referencing
7. Control grammar, spelling and punctuation

Task: Essay

Students will be assessed on their ability to:

1. Show knowledge of the topic and ability to apply relevant theoretical ideas
2. Demonstrate familiarity with existing research and engage with it critically
3. State objectives clearly and fulfil them competently
4. Develop a convincing argument using analytical skills and logical sequencing of ideas supported by examples
5. Use an appropriate academic register and a range of academic and specialist vocabulary
6. Conform to academic conventions of presentation and referencing
7. Control grammar, spelling and punctuation

Task: Presentation

Students will be assessed on their ability to:

1. Show knowledge of the topic and ability to apply relevant theoretical ideas
2. Demonstrate familiarity with existing research and engage with it critically
3. Develop clear focus and analyse relevant concepts
4. Use public speaking techniques to articulate ideas clearly, confidently and coherently
5. Produce high-quality supporting materials and manage time well
6. Use an appropriate academic register and a range of academic and specialist vocabulary
7. Conform to academic conventions of presentation and referencing
8. Control grammar, spelling and punctuation

Task: Project Outline

Students will be assessed on their ability to:

1. Show knowledge of the topic and ability to apply relevant theoretical ideas
2. Demonstrate familiarity with existing research and engage with it critically
3. State research objectives clearly and propose logical methods to fulfil them
4. Develop a convincing argument for the proposed research, supported by examples
5. Use an appropriate academic register and a range of academic and specialist vocabulary
6. Conform to academic conventions of presentation and referencing
7. Control grammar, spelling and punctuation

Task: Interpreting

Students will be assessed on their ability to:

1. Offer a spoken text fit for the purpose specified, taking a range of relevant factors into account
2. Understand SL speech and nuances, transferring meaning reliably and sensitively
3. Show ability to convey argumentation and to structure information logically and coherently
4. Master problem-solving strategies relevant to the medium
5. Demonstrate command of target language structures and expressions
6. Achieve a confident presentational style and delivery commensurate with professional standards

Task: Audiovisual Translation

Students will be assessed on their ability to:

1. Demonstrate an understanding of intermodality in addressing the inherent constraints of the medium
2. Show accuracy and reliability in relaying meaning, taking a range of relevant factors into account
3. Achieve intratextual coherence and cohesion with other carriers of audiovisual information
4. Master presentational coherence of the target text in line with subtitling conventions
5. Offer readability in terms of rhythm and speed
6. Demonstrate command of target language structures and expressions
7. Control grammar, spelling and punctuation
Task: Dissertation

Students will be assessed on their ability to:

1. Show knowledge of the topic and ability to apply relevant theoretical ideas
2. Demonstrate familiarity with existing research and engage with it critically
3. State research objectives clearly and use logical and effective methods to fulfil them
4. Develop a convincing argument using analytical skills and logical sequencing of ideas supported by examples
5. Use an appropriate academic register and a range of academic and specialist vocabulary
6. Conform to academic conventions of presentation and referencing
7. Control grammar, spelling and punctuation
### Task: Translation

<table>
<thead>
<tr>
<th>Marking criteria</th>
<th>(75% +)</th>
<th>(70-74%)</th>
<th>(65-69%)</th>
<th>(60-64%)</th>
<th>(55-59%)</th>
<th>(50-54%)</th>
<th>(49% or lower)</th>
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</thead>
<tbody>
<tr>
<td><strong>Offer a written target text fit for the purpose specified taking a range of factors into account</strong></td>
<td>Entirely fit for purpose specified; outstanding consideration of target text type/genre and reader expectations</td>
<td>Highly fit for purpose specified; excellent consideration of target text type/genre and reader expectations</td>
<td>Fit for purpose specified; very good consideration of target text type/genre and reader expectations; a few minor adjustments required</td>
<td>Basically fit for purpose specified; limited consideration of target text type/genre and reader expectations; a number of adjustments required</td>
<td>Limited understanding of purpose specified; poor or no consideration of target text type/genre and reader expectations is in evidence</td>
<td>Insufficient understanding of the purpose specified; very limited understanding of the connotative aspects and/or nuances</td>
<td>Insufficient understanding of the purpose specified; poor or no consideration of target text type/genre and reader expectations is in evidence</td>
</tr>
<tr>
<td><strong>Show understanding of the source text including connotative aspects &amp; nuances</strong></td>
<td>Outstanding understanding of the ST including all connotative aspects and nuances</td>
<td>Excellent understanding of the ST including nearly all connotative aspects and nuances</td>
<td>Very good understanding of the ST including most of the connotative aspects and nuances</td>
<td>Generally good understanding of the ST, occasional but not serious slips in comprehension of connotative aspects and/or nuances</td>
<td>Sound understanding of the informational content of the ST, however shows limited understanding of the connotative aspects and/or nuances</td>
<td>Able to transfer the major part of the informational content of the ST, but very limited understanding of the connotative aspects and/or nuances</td>
<td>Insufficient understanding of the ST; unable to transfer content and little or no understanding of the connotative aspects and/or nuances</td>
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<tr>
<td><strong>Transfer source text meaning accurately, producing a coherent target text</strong></td>
<td>Exceptional accuracy in relaying intended meaning with no errors to produce an entirely coherent target text</td>
<td>Excellent accuracy in relaying intended meaning with no errors to produce an extremely coherent target text</td>
<td>Very good accuracy in relaying intended meaning with very few errors to produce a very coherent target text</td>
<td>Good accuracy in relaying intended meaning without serious errors to produce a target text that may lack coherence at times</td>
<td>Acceptable accuracy in relaying some of the intended meaning, may display a number of errors/distortions and/or lack coherence</td>
<td>Limited accuracy in relaying intended meaning; frequent errors and serious distortions; failure to achieve acceptable coherence</td>
<td>Insufficient accuracy in relaying intended meaning; frequent errors and serious distortions; failure to achieve acceptable coherence</td>
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<tr>
<td><strong>Demonstrate command of target language structures and expressions, offer creative solutions to translation challenges</strong></td>
<td><strong>Outstanding command of TL structures and expressions e.g. lexis, syntax, culturally-bounded concepts, register and prosody, offering exceptionally creative solutions to translation challenges</strong></td>
<td><strong>Excellent command of TL structures and expressions e.g. lexis, syntax, culturally-bounded concepts, register and prosody, offering very creative solutions to translation challenges</strong></td>
<td><strong>Very good command of TL structures and expressions e.g. lexis, syntax, culturally-bounded concepts, register and prosody, offering some creative solutions to translation challenges</strong></td>
<td><strong>Adheres to the norms of TL structures and expressions e.g. lexis, syntax, culturally-bounded concepts, register and prosody</strong></td>
<td><strong>Generally adheres to the norms of TL structures and expressions e.g. lexis, syntax, culturally-bounded concepts, register and prosody</strong></td>
<td><strong>Limited awareness of the norms of TL structures and expressions e.g. lexis, syntax, culturally-bounded concepts, register and prosody</strong></td>
<td><strong>Insufficient or no awareness of the norms of TL structures and expressions, seriously hindering comprehension</strong></td>
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<td><strong>Present target text well and in accordance with any translator’s brief or instructions</strong></td>
<td><strong>Outstanding mastery of presentational aspects of TT; entirely in accordance with the brief/instructions</strong></td>
<td><strong>Excellent mastery of presentational aspects of TT; very well in accordance with the brief/instructions</strong></td>
<td><strong>Very good mastery of presentational aspects of TT; well in accordance with the brief/instructions</strong></td>
<td><strong>Generally good mastery of presentational aspects of TT; mostly in accordance with the brief/instructions</strong></td>
<td><strong>Acceptable mastery of presentational aspects of TT; a number of inconsistencies with the brief/instructions</strong></td>
<td><strong>Limited mastery of presentational aspects of TT; a number of inconsistencies with the brief/instructions</strong></td>
<td><strong>Insufficient mastery of presentational aspects of TT; too little or no awareness of the brief/instructions is shown</strong></td>
</tr>
<tr>
<td><strong>Control spelling and punctuation</strong></td>
<td><strong>Excellent control of spelling and punctuation</strong></td>
<td><strong>Very good control of spelling and punctuation</strong></td>
<td><strong>Good control of spelling and punctuation, there may be a very occasional typographical error</strong></td>
<td><strong>Mostly good control of spelling and punctuation; a few typographical errors or misspellings; a little more proofreading needed</strong></td>
<td><strong>Uneven control of spelling and punctuation; a number of typographical errors or misspellings; more proofreading needed</strong></td>
<td><strong>Limited control of spelling and punctuation; typographical errors or misspellings may be distracting; much more proofreading needed</strong></td>
<td><strong>Insufficient control of spelling and punctuation; errors and misspellings are frequent and impede meaning; little or no evidence of proofreading</strong></td>
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<tr>
<td>Task: Commentary</td>
<td>(75% +)</td>
<td>(70-74%)</td>
<td>(65-69%)</td>
<td>(60-64%)</td>
<td>(55-59%)</td>
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<tr>
<td>Provide rationale for choice of Source Text and insights into its author, translation into Target Language and its reception</td>
<td>Excellent rationale for choice of ST; outstanding insights into nature of ST and its translation into TL and culture; outstanding consideration of author’s intentions and predicted TR reception</td>
<td>Very good rationale for choice of ST; very good insights into nature of ST and its translation into TL and culture; good consideration of author’s intentions and predicted TR reception</td>
<td>Good rationale for choice of ST; sound insights into nature of ST and its translation into TL and culture; sound consideration of author’s intentions and predicted TR reception</td>
<td>Generally sound rationale for choice of ST; adequate insights into nature of ST and its translation into TL and culture; some consideration of author’s intentions and predicted TR reception</td>
<td>Basic rationale for choice of ST; limited insights into nature of ST and its translation into TL and culture; limited consideration of author’s intentions and predicted TR reception</td>
<td>Limited rationale for choice of ST; too few or no insights into nature of ST and its translation into TL and culture; too little or no consideration of author’s intentions and predicted TR reception</td>
<td>Insufficient rationale for choice of ST; too few insights into nature of ST and limited translation into TL and culture; too little or no consideration of author’s intentions and predicted TR reception</td>
</tr>
<tr>
<td>Demonstrate wide reading and understanding of key scholarship and an ability to engage with it critically</td>
<td>Outstanding understanding of key scholarship; evidence of exceptionally wide and relevant reading; excellent ability to engage with existing research in a critical and evaluative way</td>
<td>Very good understanding of key scholarship; evidence of very wide and relevant reading; very good ability to engage with existing research in a critical and evaluative way</td>
<td>Good understanding of key scholarship; evidence of wide and relevant reading; good ability to engage with existing research in a critical and evaluative way</td>
<td>Sound understanding of key scholarship; evidence of a reasonable range of relevant reading; adequate ability to engage with existing research in a critical and evaluative way</td>
<td>Basic understanding of key scholarship; evidence of some relevant reading; some ability to engage with existing research in a critical and evaluative way</td>
<td>Limited understanding of key scholarship; evidence of a narrow range of relevant reading; limited ability to engage with existing research in a critical and evaluative way</td>
<td>A very weak grasp or even awareness of key scholarship; very little or no evidence of some relevant reading; insufficient ability to engage with it in a critical and evaluative way</td>
</tr>
<tr>
<td>Develop an argument articulating key translation issues and decisions</td>
<td>Extremely sophisticated argument; extremely clear and convincing articulation of key translation issues and decisions</td>
<td>Very sophisticated argument; very clear and convincing articulation of key translation issues and decisions</td>
<td>Good argument; clear and convincing articulation of key translation issues and decisions</td>
<td>Generally cogent argument; articulation of key translation issues and decisions may not all be directly relevant or dealt with in depth</td>
<td>Largely descriptive but an argument is in place; articulation of key translation issues and decisions is underdeveloped at times</td>
<td>Limited argument, sometimes poorly sustained; articulation of key translation issues and decisions is at a rather superficial level</td>
<td>Argument contains inconsistencies, irrelevance and repetition; poor articulation of key translation issues and decisions</td>
</tr>
<tr>
<td><strong>Show ability to chart the decision-making process in TT by good use of ST/TT examples</strong></td>
<td>Decision-making process in TT exceptionally well supported by concrete ST/TT examples; well presented (glosses/back translations etc.)</td>
<td>Decision-making process in TT very well supported by concrete ST/TT examples; very well presented (glosses/back translations etc.)</td>
<td>Decision-making process in TT generally supported by concrete ST/TT examples; mostly well presented (glosses/back translations etc.)</td>
<td>Decision-making process in TT supported by some concrete ST/TT examples; some lapses in presentation (glosses/back translations etc.)</td>
<td>Decision-making process in TT supported by limited concrete ST/TT examples; frequent lapses in presentation (glosses/back translations etc.)</td>
<td>Decision-making process in TT supported by too few or no concrete ST/TT examples; poor presentation (glosses/back translations etc.)</td>
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<tr>
<td><strong>Use an appropriate academic register and a range of academic and specialist vocabulary</strong></td>
<td>Extremely accurately and coherently expressed in an entirely appropriate academic register; exceptionally wide range of vocabulary used to convey very precise meaning</td>
<td>Very accurately and coherently expressed in a very appropriate academic register; very wide range of vocabulary used to convey precise meaning</td>
<td>Accurately and coherently expressed in a generally appropriate academic register; adequate range of vocabulary used to convey meaning</td>
<td>Mostly accurately and coherently expressed in a generally appropriate academic register; adequate range of vocabulary used to convey meaning</td>
<td>Uneven accuracy and coherence but academic register is developing; a range of vocabulary is used to convey meaning although it may be restricted in places</td>
<td>Sometimes inaccurate and not always coherent or able to sustain an appropriate academic register; limited and/or repetitive vocabulary range; some inappropriate word choices</td>
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<tr>
<td><strong>Conform to academic conventions of presentation and referencing</strong></td>
<td>Excellent adherence to academic conventions in terms of presentation; full and error-free use of referencing techniques throughout</td>
<td>Very good adherence to academic conventions in terms of presentation; nearly full and error-free use of referencing techniques</td>
<td>Good adherence to academic conventions in terms of presentation; nearly full and error-free use of referencing techniques</td>
<td>Mostly adheres to academic conventions in terms of presentation; mostly full and error-free use of referencing techniques</td>
<td>Uneven adherence to academic conventions in terms of presentation; referencing techniques are used but contain a number of inaccuracies/omissions</td>
<td>Insufficient adherence to academic conventions in terms of presentation; limited referencing techniques are used and contain a high number of inaccuracies/omissions</td>
<td></td>
</tr>
<tr>
<td><strong>Control grammar, spelling and punctuation</strong></td>
<td>Excellent control of grammar, spelling and punctuation</td>
<td>Very good control of grammar, spelling and punctuation</td>
<td>Good control of grammar, spelling and punctuation</td>
<td>Mostly good control of grammar, spelling and punctuation; meaning is generally clear</td>
<td>Uneven control of grammar, spelling and punctuation; meaning is not always entirely clear</td>
<td>Insufficient control of grammar, spelling and punctuation; frequent distracting errors; meaning is often unclear</td>
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</tbody>
</table>
### Task: Essay

<table>
<thead>
<tr>
<th>Marking criteria</th>
<th>(75%+)</th>
<th>(70-74%)</th>
<th>(65-69%)</th>
<th>(60-64%)</th>
<th>(55-59%)</th>
<th>(50-54%)</th>
<th>(49% or lower)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Show knowledge of the topic and ability to apply relevant theoretical ideas</strong></td>
<td>Extensive knowledge of the topic; excellent awareness and application of relevant theoretical ideas</td>
<td>Very good knowledge of the topic; in-depth awareness and very good application of relevant theoretical ideas</td>
<td>Good knowledge of the topic; good awareness and application of relevant theoretical ideas</td>
<td>Generally sound knowledge of the topic; reasonable awareness and application of relevant theoretical ideas</td>
<td>Basic knowledge of the topic; basic awareness of some relevant theoretical ideas, attempts to apply them are limited</td>
<td>Limited knowledge of the topic; a limited awareness of a very few relevant theoretical ideas, attempts to apply them sometimes confused or inappropriate</td>
<td>Insufficient knowledge of the topic; inability to apply relevant theoretical ideas</td>
</tr>
<tr>
<td><strong>Demonstrate familiarity with existing research and engage with it critically</strong></td>
<td>Exceptional familiarity with the scholarly literature; excellent ability to engage with existing research in a critical and evaluative way</td>
<td>Very familiar with the scholarly literature; very good ability to engage with existing research in a critical and evaluative way</td>
<td>Good familiarity with the scholarly literature; good ability to engage with existing research in a critical and evaluative way</td>
<td>Sound familiarity with the scholarly literature; adequate ability to engage with existing research in a critical and evaluative way</td>
<td>Basic familiarity with the scholarly literature; some ability to engage with existing research in a critical and evaluative way</td>
<td>Limited familiarity with the scholarly literature; limited ability to engage with existing research in a critical and evaluative way</td>
<td>A very weak grasp or even awareness of the most central scholarly literature; insufficient ability to engage the existing research in a critical and evaluative way</td>
</tr>
<tr>
<td><strong>State objectives clearly and fulfil them competently</strong></td>
<td>Extremely clearly-stated objectives; extremely competently fulfilled</td>
<td>Very clearly-stated objectives; very competently fulfilled</td>
<td>Mostly clearly-stated objectives; mostly competently fulfilled</td>
<td>Some clearly-stated objectives; largely fulfilled</td>
<td>Objectives are stated but may lack clarity; fulfilled to a reasonable extent</td>
<td>Broad objectives are stated, but show limited clarity; only partially fulfilled</td>
<td>Objectives are not sufficiently clearly stated or no objectives are stated at all, poorly fulfilled or unfulfilled</td>
</tr>
<tr>
<td>Develop a convincing argument using analytical skills and logical sequencing of ideas supported by examples</td>
<td>Entirely convincing argument with exceptionally strong analytical skills and extremely logical sequencing of ideas; extremely well supported by evidence from an excellent range of primary and secondary sources</td>
<td>Very convincing argument with very strong analytical skills and very logical sequencing of ideas; very well supported by evidence from a very good range of primary and secondary sources</td>
<td>Good argument with strong analytical skills and logical sequencing of ideas; well supported by evidence from a good range of primary and secondary sources</td>
<td>Generally cogent argument but analytical skills and sequencing of ideas may occasionally be underdeveloped or lack logic; supported by evidence from a generally good range of sources</td>
<td>Largely descriptive but an argument is in place; analytical skills and focus are underdeveloped and lack logic at times; some evidence from a fairly limited range of sources</td>
<td>Limited argument, sometimes poorly and inconsistently sustained; little evidence of analytical skills or logical sequencing of ideas; limited evidence from a limited range of sources</td>
<td>Argument is hard to find and contradictions, inconsistencies, irrelevance and repetition increase as mark decreases; poor analytical skills and illogical sequencing of ideas; little or no evidence from sources</td>
</tr>
<tr>
<td>Use an appropriate academic register and a range of academic and specialist vocabulary</td>
<td>Extremely accurately and coherently expressed in an entirely appropriate academic register; exceptionally wide range of vocabulary used to convey very precise meaning</td>
<td>Very accurately and coherently expressed in a very appropriate academic register; very wide range of vocabulary used to convey precise meaning</td>
<td>Accurately and coherently expressed in an appropriate academic register; good range of vocabulary used to convey meaning</td>
<td>Mostly accurately and coherently expressed in a generally appropriate academic register; adequate range of vocabulary used to convey meaning</td>
<td>Uneven accuracy and coherence but academic register is developing; a range of vocabulary is used to convey meaning although it may be restricted in places</td>
<td>Sometimes inaccurate and not always coherent or able to sustain an appropriate academic register and/or repetitive vocabulary range; some inappropriate word choices</td>
<td>Inaccurate and not sufficiently coherent or able to sustain an appropriate academic register; insufficient use of specialist vocabulary; many inappropriate word choices</td>
</tr>
<tr>
<td>Conform to academic conventions of presentation and referencing</td>
<td>Excellent adherence to academic conventions in terms of presentation; full and error -free use of referencing techniques throughout</td>
<td>Very good adherence to academic conventions in terms of presentation; nearly full and error -free use of referencing techniques</td>
<td>Good adherence to academic conventions in terms of presentation; nearly full and error -free use of referencing techniques</td>
<td>Mostly adheres to academic conventions in terms of presentation; mostly full and error -free use of referencing techniques</td>
<td>Uneven adherence to academic conventions in terms of presentation; referencing techniques are used but contain a number of inaccuracies/omissions</td>
<td>Limited adherence to academic conventions in terms of presentation; limited referencing techniques are used and contain a high number of inaccuracies/omissions</td>
<td>Insufficient adherence to academic conventions in terms of presentation; very limited or no referencing; possible poor academic practice</td>
</tr>
<tr>
<td>Control grammar, spelling and punctuation</td>
<td>Excellent control of grammar, spelling and punctuation</td>
<td>Very good control of grammar, spelling and punctuation</td>
<td>Good control of grammar, spelling and punctuation</td>
<td>Mostly good control of grammar, spelling and punctuation; meaning is generally clear</td>
<td>Uneven control of grammar, spelling and punctuation; meaning is not always entirely clear</td>
<td>Limited control of grammar, spelling and punctuation; some distracting errors that impede meaning at times</td>
<td>Insufficient control of grammar, spelling and punctuation; inaccuracies are frequent and distracting; meaning is often unclear</td>
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<table>
<thead>
<tr>
<th>Task: Presentation</th>
<th>(75% +)</th>
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<tr>
<td><strong>Show knowledge of the topic and ability to apply relevant theoretical ideas</strong></td>
<td>Extensive knowledge of the topic; excellent awareness and application of relevant theoretical ideas</td>
<td>Very good knowledge of the topic; in-depth awareness and very good application of relevant theoretical ideas</td>
<td>Good knowledge of the topic; good awareness and application of relevant theoretical ideas</td>
<td>Generally sound knowledge of the topic; reasonable awareness and application of relevant theoretical ideas</td>
<td>Basic knowledge of the topic; basic awareness of some relevant theoretical ideas, attempts to apply them are limited</td>
<td>Limited knowledge of the topic; a limited awareness of a very few relevant theoretical ideas, attempts to apply them sometimes confused or inappropriate</td>
<td>Insufficient knowledge of the topic; inability to apply relevant theoretical ideas</td>
</tr>
<tr>
<td><strong>Demonstrate familiarity with existing research and engage with it critically</strong></td>
<td>Exceptional familiarity with the scholarly literature; excellent ability to engage with existing research in a critical and evaluative way</td>
<td>Very familiar with the scholarly literature; very good ability to engage with existing research in a critical and evaluative way</td>
<td>Good familiarity with the scholarly literature; good ability to engage with existing research in a critical and evaluative way</td>
<td>Sound familiarity with the scholarly literature; adequate ability to engage with existing research in a critical and evaluative way</td>
<td>Basic familiarity with the scholarly literature; limited ability to engage with existing research in a critical and evaluative way</td>
<td>Limited familiarity with the scholarly literature; limited ability to engage with existing research in a critical and evaluative way</td>
<td>A very weak grasp or even awareness of the most central scholarly literature; insufficient ability to engage the existing research in a critical and evaluative way</td>
</tr>
<tr>
<td><strong>Develop clear focus and analyse relevant concepts</strong></td>
<td>Exceptionally clear focus and highly sophisticated analysis of concepts</td>
<td>Very clear focus and very sophisticated analysis of concepts</td>
<td>Good clarity of focus and good analysis of concepts</td>
<td>Generally well-focused and sound analysis of concepts</td>
<td>Fairly well-focused and some analysis of concepts, may be uneven</td>
<td>Limited focus and little analysis of concepts</td>
<td>Insufficient or no focus and no or erroneous analysis of concepts</td>
</tr>
<tr>
<td><strong>Use public speaking techniques to articulate ideas clearly, confidently and coherently</strong></td>
<td>Outstanding confidence and extremely clearly articulated ideas; exceptionally well-organised and coherent delivery</td>
<td>Excellent confidence and extremely clearly articulated ideas; extremely well-organised and coherent delivery</td>
<td>Very good confidence and very clearly articulated ideas; very well-organised and coherent delivery</td>
<td>Good level of confidence and clearly articulated ideas, well-organised and coherent delivery</td>
<td>Generally confident and ideas are articulated to a limited extent or not at all, poor organisation and coherence of delivery</td>
<td>Limited confidence and ideas are articulated to a very limited extent or not at all, poor organisation and coherence of delivery</td>
<td>Insufficient confidence and ideas are articulated to a very limited extent or not at all, poor organisation and coherence of delivery</td>
</tr>
<tr>
<td>Produce high-quality supporting materials and manage time well</td>
<td>Impeccable quality of supporting slides and handouts (if any); outstanding time-management</td>
<td>Excellent quality of supporting slides and handouts (if any); excellent time-management</td>
<td>Very good quality of supporting slides and handouts (if any); very good time-management</td>
<td>Good quality of supporting slides and handouts (if any); generally sound time-management, some flaws can be condoned</td>
<td>Generally sound quality in supporting slides and handouts (if any); limited awareness of time-management issues</td>
<td>Uneven or limited quality in supporting slides and handouts (if any); frequent typographical errors; poor or no awareness of time-management issues</td>
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<td>Use an appropriate academic register and a range of academic and specialist vocabulary</td>
<td>Extremely accurately and coherently expressed in an entirely appropriate academic register; exceptionally wide range of vocabulary used to convey very precise meaning</td>
<td>Very accurately and coherently expressed in a very appropriate academic register; very wide range of vocabulary used to convey precise meaning</td>
<td>Accurately and coherently expressed in an appropriate academic register; good range of vocabulary used to convey meaning</td>
<td>Mostly accurately and coherently expressed in a generally appropriate academic register; adequate range of vocabulary used to convey meaning</td>
<td>Uneven accuracy and coherence but academic register is developing; a range of vocabulary is used to convey meaning although it may be restricted in places</td>
<td>Sometimes inaccurate and not always coherent or able to sustain an appropriate academic register; limited and/or repetitive vocabulary range; some inappropriate word choices</td>
<td></td>
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<td>Conform to academic conventions of presentation and referencing</td>
<td>Excellent adherence to academic conventions in terms of presentation; full and error-free use of referencing techniques throughout</td>
<td>Very good adherence to academic conventions in terms of presentation; nearly full and error-free use of referencing techniques</td>
<td>Good adherence to academic conventions in terms of presentation; nearly full and error-free use of referencing techniques</td>
<td>Mostly adheres to academic conventions in terms of presentation; mostly full and error-free use of referencing techniques</td>
<td>Uneven adherence to academic conventions in terms of presentation; referencing techniques are used but contain a number of inaccuracies/omissions</td>
<td>Insufficient adherence to academic conventions in terms of presentation; Very limited or no referencing; possible poor academic practice</td>
<td></td>
</tr>
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<td>Control grammar, spelling and punctuation</td>
<td>Excellent control of grammar, spelling and punctuation</td>
<td>Very good control of grammar, spelling and punctuation</td>
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<td>Insufficient control of grammar, spelling and punctuation; inaccuracies are frequent and distracting; meaning is often unclear</td>
</tr>
</tbody>
</table>
## Task: Project Outline

<table>
<thead>
<tr>
<th>Marking criteria</th>
<th>(75% +)</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Show knowledge</strong></td>
<td>Extensive knowledge of the topic; excellent awareness and application of relevant theoretical ideas</td>
<td>Very good knowledge of the topic; in-depth awareness and very good application of relevant theoretical ideas</td>
<td>Good knowledge of the topic; good awareness and application of relevant theoretical ideas</td>
<td>Generally sound knowledge of the topic; reasonable awareness and application of relevant theoretical ideas</td>
<td>Basic knowledge of the topic; some awareness of relevant theoretical ideas, attempts to apply them are limited</td>
<td>Limited knowledge of the topic; a limited awareness of a very few relevant theoretical ideas, attempts to apply them sometimes confused or inappropriate</td>
<td>Insufficient knowledge of the topic; inability to apply relevant theoretical ideas</td>
</tr>
<tr>
<td><strong>Demonstrate familiarity with existing research and engage with it critically</strong></td>
<td>Exceptional familiarity with the scholarly literature; excellent ability to engage with existing research in a critical and evaluative way</td>
<td>Very familiar with the scholarly literature; very good ability to engage with existing research in a critical and evaluative way</td>
<td>Good familiarity with the scholarly literature; good ability to engage with existing research in a critical and evaluative way</td>
<td>Sound familiarity with the scholarly literature; adequate ability to engage with existing research in a critical and evaluative way</td>
<td>Basic familiarity with the scholarly literature; some ability to engage with existing research in a critical and evaluative way</td>
<td>Limited familiarity with the scholarly literature; limited ability to engage with existing research in a critical and evaluative way</td>
<td>A very weak grasp or even awareness of the most central scholarly literature; insufficient ability to engage the existing research in a critical and evaluative way</td>
</tr>
<tr>
<td><strong>State research objectives clearly and propose logical methods to fulfil them</strong></td>
<td>Extremely clearly-stated objectives; extremely logical and achievable research methods proposed</td>
<td>Very clearly-stated objectives; very logical and achievable research methods proposed</td>
<td>Good level of clarity in stated objectives; mostly logical and achievable research methods proposed</td>
<td>Some clearly-stated objectives; largely logical and achievable research methods proposed, some refinement may be required</td>
<td>Objectives are stated but may lack clarity; some evidence of logic or achievability in research methods proposed, refinement required</td>
<td>Some objectives are stated or partially stated, limited logic or achievability in research methods proposed, revision required</td>
<td>Objectives are not sufficiently clearly stated or no objectives are stated at all; poor logic or achievability in research methods proposed, complete revision required</td>
</tr>
<tr>
<td><strong>Develop a convincing argument for the proposed research supported by examples</strong></td>
<td>Entirely convincing argument for the research; extremely well supported by evidence from an excellent range of primary and secondary sources</td>
<td>Very convincing argument for the research; very well supported by evidence from a very good range of primary and secondary sources</td>
<td>Good argument for the research; well supported by evidence from a good range of primary and secondary sources</td>
<td>Generally cogent argument for the research but may occasionally be underdeveloped or lack logic; supported by evidence from a generally good range of sources</td>
<td>An argument for the research is in place but underdeveloped at times; some evidence from a fairly limited range of sources</td>
<td>Limited argument for the research, may be inconsistent; limited evidence from a limited range of sources</td>
<td>Insufficient or no real argument for the research; little or no evidence from sources</td>
</tr>
<tr>
<td>Use an appropriate academic register and a range of academic and specialist vocabulary</td>
<td>Extremely accurately and coherently expressed in an entirely appropriate academic register; exceptionally wide range of vocabulary used to convey very precise meaning</td>
<td>Very accurately and coherently expressed in a very appropriate academic register; very wide range of vocabulary used to convey precise meaning</td>
<td>Accurately and coherently expressed in an appropriate academic register; good range of vocabulary used to convey meaning</td>
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<td>Uneven accuracy and coherence but academic register is developing; a range of vocabulary is used to convey meaning although it may be restricted in places</td>
<td>Sometimes inaccurate and not always coherent or able to sustain an appropriate academic register; limited and/or repetitive vocabulary range; some inappropriate word choices</td>
<td>Inaccurate and not sufficiently coherent or able to sustain an appropriate academic register; insufficient use of specialist vocabulary; many inappropriate word choices</td>
</tr>
<tr>
<td>Conform to academic conventions of presentation and referencing</td>
<td>Excellent adherence to academic conventions in terms of presentation; full and error-free use of referencing techniques throughout</td>
<td>Very good adherence to academic conventions in terms of presentation; very nearly full and error-free use of referencing techniques</td>
<td>Good adherence to academic conventions in terms of presentation; nearly full and error-free use of referencing techniques</td>
<td>Mostly adheres to academic conventions in terms of presentation; mostly full and error-free use of referencing techniques</td>
<td>Uneven adherence to academic conventions in terms of presentation; referencing techniques are used but contain a number of inaccuracies/omissions</td>
<td>Limited adherence to academic conventions in terms of presentation; limited referencing techniques are used and contain a high number of inaccuracies/omissions</td>
<td>Insufficient adherence to academic conventions in terms of presentation; Very limited or no referencing; possible poor academic practice</td>
</tr>
<tr>
<td>Control grammar, spelling and punctuation</td>
<td>Excellent control of grammar, spelling and punctuation</td>
<td>Very good control of grammar, spelling and punctuation</td>
<td>Good control of grammar, spelling and punctuation</td>
<td>Mostly good control of grammar, spelling and punctuation; meaning is generally clear</td>
<td>Uneven control of grammar, spelling and punctuation; meaning is not always entirely clear</td>
<td>Limited control of grammar, spelling and punctuation; some distracting errors that impede meaning at times</td>
<td>Insufficient control of grammar, spelling and punctuation; inaccuracies are frequent and distracting; meaning is often unclear</td>
</tr>
</tbody>
</table>
### Task: Interpreting

<table>
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<tr>
<th>Marking criteria</th>
<th>(75% +)</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Offer a spoken text fit for the purpose specified, taking a range of relevant factors into account</strong></td>
<td>Entirely fit for purpose specified; outstanding consideration of the thematic setting, communicative function, mode of interpreting required, discourse type/genre and audience experience</td>
<td>Highly fit for purpose specified; excellent consideration of the thematic setting, communicative function, mode of interpreting required, the discourse type/genre and audience experience</td>
<td>Fit for purpose specified; very good consideration of the thematic setting, communicative function, the mode of interpreting required, the discourse type/genre and audience experience</td>
<td>Generally fit for purpose specified; basic consideration of the thematic setting, communicative function, mode of interpreting required, discourse type/genre and audience experience; a number of content-related adjustments required</td>
<td>Basically fit for purpose specified; limited consideration of the thematic setting, communicative function, mode of interpreting required, discourse type/genre and audience experience; a high number of content-related adjustments required</td>
<td>Insufficient understanding of the purpose specified; poor consideration of the thematic setting, communicative function, mode of interpreting required, discourse type/genre and audience experience; many errors</td>
<td></td>
</tr>
<tr>
<td><strong>Understand SL speech and nuances, transferring meaning reliably and sensitively</strong></td>
<td>Impeccable understanding of SL speech and nuances; excellent reliability in relaying meaning; exceptional degree of sensitivity towards speaker intention and emotions, and cultural and situational factors</td>
<td>Excellent understanding of SL speech and nuances; excellent reliability in relaying meaning; excellent degree of sensitivity towards speaker intention and emotions, and cultural and situational factors</td>
<td>Very good understanding of SL speech and nuances; very good reliability in relaying meaning with very few distortions and omissions that do not alter speaker intention; very good sensitivity towards speaker intention and emotions, and cultural and situational factors</td>
<td>Good understanding of SL speech and nuances; sound reliability in relaying meaning without major distortions/omissions (any flaws relate mainly to TL and/or presentation issues); good sensitivity towards speaker intention &amp; emotions, and cultural and situational factors</td>
<td>Basic understanding of SL speech and nuances; able to reliably relay at least half of the meaning of the SL speech; some sensitivity shown towards speaker intention and emotions, cultural and situational factors</td>
<td>Limited understanding of SL speech and nuances; minimum summary of SL speech with a number of distortions and omissions that jeopardise meaning; little or uneven sensitivity shown towards speaker intention and emotions, cultural and situational factors</td>
<td>A very weak grasp or even awareness of the SL speech and nuances; inability to convey even the most salient points; insufficient sensitivity shown towards speaker intention and emotions, cultural and situational factors</td>
</tr>
<tr>
<td><strong>Show ability to convey argumentation and to structure information logically and coherently</strong></td>
<td>Outstanding ability to convey all levels of argumentation and structure information logically and coherently</td>
<td>Excellent ability to convey primary and secondary arguments and structure information logically and coherently</td>
<td>Very good ability to convey primary and secondary arguments and generally structure information logically and coherently</td>
<td>Good ability to convey argumentation and structure information relatively logically and coherently</td>
<td>Sound ability to convey argumentation and evidence of some awareness of structuring information logically and coherently</td>
<td>Limited ability to convey argumentation and limited evidence of awareness of structuring information logically and coherently</td>
<td>Insufficient or no ability to convey argumentation; no awareness of logical &amp; coherent structure; characterised by loss and distortion</td>
</tr>
<tr>
<td>Master problem-solving strategies relevant to the medium</td>
<td>Outstanding mastery of relevant problem-solving techniques such as keeping pace, anticipation, abstracting, paraphrasing, etc.</td>
<td>Excellent mastery of relevant problem-solving techniques such as keeping pace, anticipation, abstracting, paraphrasing, etc.</td>
<td>Very good mastery of relevant problem-solving techniques such as keeping pace, anticipation, abstracting, paraphrasing, etc.</td>
<td>Good mastery of relevant problem-solving techniques such as keeping pace, anticipation, abstracting, paraphrasing, etc.</td>
<td>Basic mastery of relevant problem-solving techniques such as keeping pace, anticipation, abstracting, paraphrasing, etc.</td>
<td>Limited mastery of relevant problem-solving techniques such as keeping pace, anticipation, abstracting, paraphrasing, etc.</td>
<td>Insufficient or no mastery of relevant problem-solving techniques such as keeping pace, anticipation, abstracting, paraphrasing, etc.</td>
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<tr>
<td>Demonstrate command of target language structures and expressions</td>
<td>Outstanding command of TL structures and expressions e.g. lexis, syntax, culturally-bounded concepts, register and prosody</td>
<td>Excellent command of TL structures and expressions e.g. lexis, syntax, culturally-bounded concepts, register and prosody</td>
<td>Very good command of TL structures and expressions e.g. lexis, syntax, culturally-bounded concepts, register and prosody</td>
<td>Adheres to the norms of TL structures and expressions e.g. lexis, syntax, culturally-bounded concepts, register and prosody</td>
<td>Generally adheres to the norms of TL structures and expressions e.g. lexis, syntax, culturally-bounded concepts, register and prosody</td>
<td>Limited awareness of the norms of TL structures and expressions, seriously hindering comprehension</td>
<td>Insufficient or no awareness of the norms of TL structures and expressions, seriously hindering comprehension</td>
</tr>
<tr>
<td>Achieve a confident presentational style and delivery commensurate with professional standards</td>
<td>Impeccable presentational style and delivery entirely commensurate with professional standards (acoustics, clarity, booth manners); exceptionally confident; outstanding public-speaking skills</td>
<td>Excellent presentational style and delivery commensurate with professional standards (acoustics, clarity, booth manners); very confident; excellent public-speaking skills</td>
<td>Very good presentational style and delivery generally commensurate with professional standards (acoustics, clarity, booth manners); confident; very good public-speaking skills</td>
<td>Mostly good presentational style and delivery mostly commensurate with professional standards (acoustics, clarity, booth manners); mostly confident; fair public-speaking skills</td>
<td>Uneven control of presentational style &amp; delivery; not always commensurate with professional standards (acoustics, clarity, booth manners); may lack confidence; uneven public-speaking skills</td>
<td>Limited control of presentational style and delivery; some distracting errors that impede meaning at times; lacks confidence often or generally; public-speaking skills are limited</td>
<td>Insufficient control of presentational style and delivery; frequent distracting errors that impede meaning; complete lack of confidence overall; public-speaking skills are insufficient</td>
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</table>
## Task: Audiovisual Translation

<table>
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<tr>
<th>Marking criteria</th>
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</tr>
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<tbody>
<tr>
<td><strong>Demonstrate an understanding of intermodality in addressing the inherent constraints of the medium</strong></td>
<td>An outstanding grasp of the intermodal nature of the task is shown by creatively addressing the constraints imposed by the medium</td>
<td>An excellent grasp of the intermodal nature of the task is shown by creatively addressing the constraints imposed by the medium</td>
<td>A very good grasp of the intermodal nature of the task is shown by creatively addressing the constraints imposed by the medium</td>
<td>A generally good grasp of the intermodal nature of the task is shown by some attempts to creatively address the constraints imposed by the medium</td>
<td>A basic grasp of the intermodal nature of the task is shown by some attempts to creatively address the constraints imposed by the medium</td>
<td>A limited grasp of the intermodal nature of the task is shown by a few attempts to creatively address the constraints imposed by the medium</td>
<td>No or insufficient grasp of the intermodal nature of the task is shown by no or too few attempts to creatively address the constraints imposed by the medium</td>
</tr>
<tr>
<td><strong>Show accuracy and reliability in relaying meaning, taking a range of relevant factors into account</strong></td>
<td>Entirely accurate and reliable with regard to the relay of intended meaning, taking target audience, medium, genre and reason for job commission into account</td>
<td>Almost entirely accurate and reliable with regard to the relay of intended meaning, taking target audience, medium, genre and reason for job commission into account</td>
<td>Very accurate and reliable with regard to the relay of intended meaning, taking target audience, medium, genre and reason for job commission into account</td>
<td>Generally accurate and reliable in relaying intended meaning; there may be some infelicities but target audience, medium, genre and reason for job commission are generally taken into account</td>
<td>Basic accuracy and reliability in relaying intended meaning; contains a number of errors; limited attempts to take target audience, medium, genre and reason for job into account</td>
<td>Partly accurate and reliable in relaying intended meaning; a high number of errors; no or insufficient attempts to take target audience, medium, genre and reason for job into account</td>
<td>Inaccurate and/or unreliable relay of intended meaning; a high number of errors; no or insufficient attempts to take target audience, medium, genre and reason for job into account</td>
</tr>
<tr>
<td><strong>Achieve intratextual coherence and cohesion with other carriers of audiovisual information</strong></td>
<td>Outstanding intratextual coherence and cohesion with other carriers of audiovisual information such as images, symbols, sound, animation, etc.</td>
<td>Excellent intratextual coherence and cohesion with other carriers of audiovisual information such as images, symbols, sound, animation, etc.</td>
<td>Very good intratextual coherence and cohesion with other carriers of audiovisual information such as images, symbols, sound, animation, etc.</td>
<td>Good intratextual coherence and cohesion with other carriers of audiovisual information such as images, symbols, sound, animation, etc.</td>
<td>Basic intratextual coherence and cohesion with other carriers of audiovisual information such as images, symbols, sound, animation, etc.</td>
<td>Limited intratextual coherence and cohesion with other carriers of audiovisual information such as images, symbols, sound, animation, etc.</td>
<td>Insufficient or no intratextual coherence and cohesion with other carriers of audiovisual information such as images, symbols, sound, animation, etc.</td>
</tr>
<tr>
<td>Master presentational aspects of the target text in line with subtitling conventions</td>
<td>Outstanding mastery of presentational aspects of TT in accordance with subtitling conventions such as punctuation and segmentation</td>
<td>Excellent mastery of presentational aspects of TT in accordance with subtitling conventions such as punctuation and segmentation</td>
<td>Very good mastery of presentational aspects of TT in accordance with subtitling conventions such as punctuation and segmentation</td>
<td>Good mastery of presentational aspects of TT in accordance with subtitling conventions such as punctuation and segmentation; minor flaws which can be condoned</td>
<td>Basic mastery of presentational aspects of TT in accordance with subtitling conventions such as punctuation and segmentation; a number of flaws</td>
<td>Limited mastery of presentational aspects of TT in accordance with subtitling conventions such as punctuation and segmentation; a high number of errors</td>
<td>Insufficient or no mastery of presentational aspects of TT in accordance with subtitling conventions such as punctuation and segmentation; a high number of errors</td>
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<tr>
<td>Offer readability in terms of rhythm and speed</td>
<td>Outstanding readability in terms of rhythm and speed</td>
<td>Excellent readability in terms of rhythm and speed</td>
<td>Very good readability in terms of rhythm and speed</td>
<td>Good readability in terms of rhythm and speed</td>
<td>Mostly readable and shows some awareness of rhythm and speed</td>
<td>Limited readability in terms of rhythm and speed, difficult to read or understand</td>
<td>Poor readability in terms of rhythm and speed, difficult to read or understand</td>
</tr>
<tr>
<td>Demonstrate command of target language structures and expressions</td>
<td>Outstanding command of TL structures and expressions e.g. treatment of allusions, culturally-bound concepts, register, accent/dialect etc; no revision necessary</td>
<td>Excellent command of TL structures and expressions e.g. treatment of allusions, culturally-bound concepts, register, accent/dialect etc; virtually no revision necessary</td>
<td>Very good command of TL structures and expressions e.g. treatment of allusions, culturally-bound concepts, register, accent/dialect etc; little revision necessary</td>
<td>Adheres to the norms of TL structures and expressions; necessary revisions may include minor linguistic errors or occasional misunderstanding of ST</td>
<td>Generally adheres to the norms of TL structures and expressions; necessary revisions include some linguistic errors or misunderstanding of ST</td>
<td>Limited awareness of the norms of TL structures and expressions; errors are regular and may impede comprehension; ST misunderstood in places</td>
<td>Insufficient or no awareness of the norms of TL structures and expressions; errors are frequent and impede comprehension, ST often or completely misunderstood</td>
</tr>
<tr>
<td>Control grammar, spelling and punctuation</td>
<td>Excellent control of grammar, spelling and punctuation</td>
<td>Very good control of grammar, spelling and punctuation</td>
<td>Good control of grammar, spelling and punctuation</td>
<td>Mostly good control of grammar, spelling and punctuation; meaning is generally clear</td>
<td>Uneven control of grammar, spelling and punctuation; meaning is not always entirely clear</td>
<td>Limited control of grammar, spelling and punctuation; some distracting errors that impede meaning at times</td>
<td>Insufficient control of grammar, spelling and punctuation; inaccuracies are frequent &amp; distracting; meaning is often unclear</td>
</tr>
<tr>
<td>Task: Dissertation</td>
<td>Marking criteria (75% +)</td>
<td>(70-74%)</td>
<td>(65-69%)</td>
<td>(60-64%)</td>
<td>(55-59%)</td>
<td>(50-54%)</td>
<td>(49% or lower)</td>
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<td>Show knowledge of the topic and ability to apply relevant theoretical ideas</td>
<td>Extensive knowledge of the topic; excellent awareness and application of relevant theoretical ideas</td>
<td>Very good knowledge of the topic; in-depth awareness and very good application of relevant theoretical ideas</td>
<td>Good knowledge of the topic; good awareness and application of relevant theoretical ideas</td>
<td>Generally sound knowledge of the topic; reasonable awareness and application of relevant theoretical ideas</td>
<td>Basic knowledge of the topic; a limited awareness of some relevant theoretical ideas, attempts to apply them are limited</td>
<td>Limited knowledge of the topic; a limited awareness of a very few relevant theoretical ideas, attempts to apply them sometimes confused or inappropriate</td>
<td>Insufficient knowledge of the topic; inability to apply relevant theoretical ideas</td>
</tr>
<tr>
<td>Demonstrate familiarity with existing research and engage with it critically</td>
<td>Exceptional familiarity with the scholarly literature; excellent ability to engage with existing research in a critical and evaluative way</td>
<td>Very familiar with the scholarly literature; very good ability to engage with existing research in a critical and evaluative way</td>
<td>Good familiarity with the scholarly literature; good ability to engage with existing research in a critical and evaluative way</td>
<td>Sound familiarity with the scholarly literature; adequate ability to engage with existing research in a critical and evaluative way</td>
<td>Basic familiarity with the scholarly literature; some ability to engage with existing research in a critical and evaluative way</td>
<td>Limited familiarity with the scholarly literature; limited ability to engage with existing research in a critical and evaluative way</td>
<td>A very weak grasp or even awareness of the most central scholarly literature; insufficient ability to engage research in a critical and evaluative way</td>
</tr>
<tr>
<td>State research objectives clearly and use logical and effective methods to fulfil them</td>
<td>Extremely clearly-stated objectives; extremely logical and effective research methods used</td>
<td>Very clearly-stated objectives; very logical and logical and effective research methods used</td>
<td>Good level of clarity in stated objectives; mostly logical and effective research methods used</td>
<td>Some clearly-stated objectives; largely logical and effective research methods used, some refinement might have been beneficial</td>
<td>Objectives are stated but may lack clarity; some evidence of logic and effectiveness in research methods used, but refinement would have been beneficial</td>
<td>Some objectives are stated or partially stated, limited logic and/or effectiveness of research methods used, revision required</td>
<td>Objectives are not sufficiently clearly stated or no objectives are stated at all; poor logic and/or effectiveness of research methods used, complete revision required</td>
</tr>
<tr>
<td>Develop a convincing argument using analytical skills and logical sequencing of ideas supported by examples</td>
<td>Entirely convincing argument with exceptionally strong analytical skills and extremely logical sequencing of ideas; extremely well supported by evidence from a very good range of sources</td>
<td>Very convincing argument with very strong analytical skills and very logical sequencing of ideas; very well supported by evidence from a very good range of sources</td>
<td>Good argument with strong analytical skills and logical sequencing of ideas; well supported by evidence from a good range of sources</td>
<td>Generally cogent argument but analytical skills and sequencing of ideas may occasionally be underdeveloped or lack logic; supported by evidence from a generally good range of sources</td>
<td>Largely descriptive but an argument is in place; analytical skills and focus are underdeveloped and lack logic at times; some evidence from a fairly limited range of sources</td>
<td>Limited argument, sometimes poorly and inconsistently sustained; little evidence of analytical skills or logical sequencing of ideas; limited evidence from a limited range of sources</td>
<td>Argument is hard to find and contradictions, inconsistencies, irrelevance and repetition increase as mark decreases; poor analytical skills and illogical sequencing of ideas; little or no evidence</td>
</tr>
<tr>
<td>Use an appropriate academic register and a range of academic and specialist vocabulary</td>
<td>Extremely accurately and coherently expressed in an entirely appropriate academic register; exceptionally wide range of vocabulary used to convey very precise meaning</td>
<td>Very accurately and coherently expressed in a very appropriate academic register; very wide range of vocabulary used to convey precise meaning</td>
<td>Accurately and coherently expressed in an appropriate academic register; good range of vocabulary used to convey meaning</td>
<td>Mostly accurately and coherently expressed in a generally appropriate academic register; adequate range of vocabulary used to convey meaning</td>
<td>Uneven accuracy and coherence but academic register is developing; a range of vocabulary is used to convey meaning although it may be restricted in places</td>
<td>Sometimes inaccurate and not always coherent or able to sustain an appropriate academic register; limited and/or repetitive vocabulary range; some inappropriate word choices</td>
<td>Inaccurate and not sufficiently coherent or able to sustain an appropriate academic register; insufficient use of specialist vocabulary; many inappropriate word choices</td>
</tr>
<tr>
<td>Conform to academic conventions of presentation and referencing</td>
<td>Excellent adherence to academic conventions in terms of presentation; full and error -free use of referencing techniques throughout</td>
<td>Very good adherence to academic conventions in terms of presentation; nearly full and error -free use of referencing techniques</td>
<td>Good adherence to academic conventions in terms of presentation; nearly full and error -free use of referencing techniques</td>
<td>Mostly adheres to academic conventions in terms of presentation; nearly full and error -free use of referencing techniques</td>
<td>Uneven adherence to academic conventions in terms of presentation; referencing techniques are used but contain a number of inaccuracies/omissions</td>
<td>Limited adherence to academic conventions in terms of presentation; limited referencing techniques are used and contain a high number of inaccuracies/omissions</td>
<td>Insufficient adherence to academic conventions in terms of presentation; Very limited or no referencing; possible poor academic practice</td>
</tr>
<tr>
<td>Control grammar, spelling and punctuation</td>
<td>Excellent control of grammar, spelling and punctuation</td>
<td>Very good control of grammar, spelling and punctuation</td>
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<td>Uneven control of grammar, spelling and punctuation; meaning is not always entirely clear</td>
<td>Limited control of grammar, spelling and punctuation; some distracting errors that impede meaning at times</td>
<td>Insufficient control of grammar, spelling and punctuation; inaccuracies are frequent and distracting; meaning is often unclear</td>
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</table>