

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Master of Arts - Translation and Interpreting <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> • Postgraduate Diploma (Pg Dip) - Translation and Interpreting • Postgraduate Certificate (Pg Cert) - Translation and Interpreting
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	N/A
Professional statutory or regulatory body	N/A
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • MA Translation and Interpreting FT, Full-time, September start - 1 year standard length • MA Translation and Interpreting PT, Part-time day, September start - 2 years standard length
Valid for cohorts	From 2023/4

Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

Aims of the course

The MA in Translation and Interpreting combines professional and applied language skills for the purpose of advanced communication skills training, with the opportunity for students to pursue complementary option modules. All modules provide a practical and theoretical foundation within a rigorous academic framework that builds on a graduate level of study to develop Masters level achievement and high-level foundation training to enable students to succeed as professional linguists and/or engage in further research, if they so wish.

At postgraduate level, further aims are:

- to provide experience in the design, execution and presentation of a piece of original work (MA Translation Project, or MA Interpreting Project, or MA Thesis);
- to instil knowledge of appropriate research methods and how to apply them.

More specifically, the MA in Translation and Interpreting aims to:

- train language specialists to a professional level in translation skills;
- train language specialists to a junior professional level in public service and conference interpreting;
- familiarise students with up-to-date information and terminology in relation to the various specialised fields covered by the core and modules, both in the mother tongue and in the language of study;
- give insights at a practical level into the various aspects of a professional translation and interpreting career, and at an academic level into the processes and principles of translation and interpreting.

Translation and Interpreting

The MA Translation and Interpreting combines professional and applied language skills for the purpose of advanced communication skills training, with professional development to enhance students' knowledge of the translation and interpreting professions. All modules provide a practical and theoretical foundation within a rigorous academic framework that builds on a graduate level of study to develop Masters level achievement and high-level foundation training to enable students to succeed as professional linguists and/or engage in further research, if they so wish.

At postgraduate level, further aims are:

- To provide experience in the design, execution and presentation of a piece of original work (MA Translation Project, or MA Interpreting Project, or MA Thesis);
- To instil knowledge of appropriate research methods and how to apply them.

More specifically, the MA in Translation and Interpreting aims to:

- Train language specialists to a professional level in translation skills;
- Train language specialists to a junior professional level in public service and conference interpreting;
- Familiarise students with up-to-date information and terminology in relation to the various specialised fields covered by the core and option modules, both in the mother tongue and in the language of study;
- Give insights at a practical level into the various aspects of a professional translation and interpreting career, and at an academic level into the processes and principles of translation and interpreting.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Graduates from the MA in Translation and Interpreting will be equipped to secure employment in a range of fields, from traditional translation and interpreting work in commercial and organisational settings to a variety of roles in interlingual and intercultural communication as well as in specialised fields such as international liaison and mediation, bilingual advocacy, or transcreation. The course stresses professionalism, innovation and entrepreneurship.

The MA in Translation and Interpreting's focus on transferable skills is also a key part of preparing you for the world of work. By developing your skills in multilingual and intercultural communication, critical thinking, and self-management, you will be well placed to pursue a wide range of employment avenues or further study at doctoral level.

The MA in Translation and Interpreting capitalises on the benefit of its international setting. You will be studying alongside students from around the world, and the course team routinely collaborates with industry professionals from a variety of international backgrounds, who directly contribute to teaching and learning on our modules.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Upon successful completion of the the programme, students will have acquired the requisite knowledge and understanding to:

- 001 Multilingual oral and written communication skills and the ability to tailor your communication strategies to a variety of audiences. (KTS)
- 002 Application of appropriate problem-solving methods and strategies to a wide range of professional contexts. (KTS)
- 003 Critical analysis of your own work as well as that of others. (KTS)
- 004 The ability to work in a group of peers. (KTS)
- 005 Information management and data retrieval skills, including specialist ICT skills. (KTS)
- 006 Time-management skills. (KTS)
- 007 Planning and managing large, self-directed research of translation/interpreting projects. (KTS)
- 008 Personal development planning - taking responsibility for, and managing, your own learning and development, within time constraints, as well as recognising, outlining and executing steps required for your own development. (KTS)

- 009 Have developed an advanced understanding of the principles, processes and techniques of translation, and conference as well as public service interpreting. (KU)
- 010 Have developed a thorough and critical understanding of the professional translation and interpreting environments. (KU)
- 011 Have acquired professionally applicable skills, such as analysis, synthesis, evaluation and application. (KU)
- 012 Have developed the ability to confidently and critically combine the theoretical and practical skills acquired on the course and to apply these to a range of roles in the translation and interpreting industries or the academy. (KU)
- 013 Produce accurate and commercially viable translations of a specialised nature across a wide range of text types and subject areas. (SS)
- 014 Perform competent conference and public service interpreting assignments in a professional context. (SS)
- 015 Rationalise translation and interpreting processes and evaluate and justify translation/interpreting choices and strategies based on your knowledge and critical understanding of linguistic as well as translation and interpreting theory. (SS)
- 016 Perform translation tasks with the aid of a range of translation memory software applications. (SS)
- 017 Perform glossary building and terminology management tasks. (SS)
- 018 Facilitate multilingual and cross-cultural communication in a range of professional contexts. (SS)
- 019 Depending on module combination, critically evaluate, revise and edit translations to a professional standard; use CAT tools in a realistic translation situation; apply analytical and practical multilingual and intercultural skills to international liaison scenarios; or gain an advanced and contextualised understanding of translation as cultural practice. (SS)
- 020 Conduct independent research into new specialised subject areas for the purposes of translation, interpreting and/or scholarly inquiry. (SS)
- 021 Perform a wide range of professional roles in the translation and interpreting industries or the academy, based on the intellectual, linguistic, intercultural and interpersonal competences acquired on the course. (SS)

How will you learn?

Learning methods

Learning takes place in a variety of settings, including lectures, tutorials, practical sessions, seminars and workshops. The focus is on situated learning through task-based and problem-solving exercises, peer-to-peer collaboration, both tutor- and student-led discussion. Contact time is designed to introduce new concepts, skills, and information, foster analytic skills, and supervise learning activities as a springboard for your own academic and intellectual development. Independent study is a major element of learning across all modules and involves a range of tasks, such as review of class materials, regular homework tasks, independent group work, preparation for assessment, and extensive independent reading.

Each module has its own characteristic teaching and learning features that are appropriate to the particular subject matter (e.g. small group work, problem-based workshops, plenary discussions and debates, or structured role-plays). In most modules, you can expect exposure to professionally relevant simulations and real-world environments. Although some of the modules include formal lectures (including from scholars, partners, and leaders beyond the University), the emphasis throughout is on learning through interactive work and authentic seminars and workshops. All our learning activities aim to facilitate a high degree of student autonomy and promote the graduate qualities of communicative effectiveness, personal organisation, flexibility, analysis, team-work and originality.

Much of your learning takes place outside of scheduled classes, individually and in groups, in our dedicated computer and interpreting labs, the well-resourced and recently refurbished library, at home, and via Blackboard, our Virtual Learning Environment provision. On many modules, you are required to work in groups with other students during classes and for further study and skills practice. This gives you the opportunity to learn from one another, helps you value the views of others, and develops your ability to give and receive constructive feedback, thus also equipping you with valuable transferable skills for your future professional roles. Materials for guided study are available on Blackboard, online, or in the library.

Supporting the University of Westminster's Black Lives Matter Commitment Plan as well as the wider Equality, Diversity and Inclusivity agenda, the MA Translation and Interpreting employs an inclusive approach to learning that ensures you will have a learning experience that respects diversity, encourages active participation, considers students' varying needs, encourages and enables you to tailor your learning according to your career and individual aspirations, and equips you with the skills to work in a changing and diverse world. The course team is fully committed to equality, diversity and

inclusivity in the curriculum, in teaching, learning and assessment practices, and in our learning spaces. We aim to eliminate all arbitrary barriers to your learning and to work with you to achieve that aim.

Our aims are underpinned by the principles of (1) the provision of an inclusive learning environment, both physical and digital; and (2) the diversification and inclusivity of the curriculum. Practically, you will see our commitment working in the following ways, for example:

Inclusive learning environment:

- accessible materials are provided across all modules;
- a range of assessment modes is employed, enabling you to develop and showcase a wide range of skills and personalise your learning journey. For example, on the Translation Skills Lab module, you have a choice of assessment topics and formats, as well as a choice of roles to assume in the Simulated Translation Bureau exercise, allowing you to tailor how you learn and are assessed to your needs and preferences.

Diversification of the curriculum:

- both the content of our modules and our teaching methods are chosen and designed to reflect the diverse communities and groups that translators may work with and come from, and we actively promote linguistic diversity and a decolonising approach to language varieties;
- modules such as Translation as Cultural Practice or International Organisations and Institutional Discourse deploy a range of case studies and scenarios from contexts across the Global North and South;
- reading lists have been constructed to ensure diversity and representativeness;
- the recruitment of professionals contributing your learning on the modules on this course prioritise issues of diversity and inclusion across the range of professions and industries relevant to the course.

Teaching methods

Our teaching methods are aimed at enabling students' active participation in their learning through knowledge and skills acquisition by means of critical discussion, engagement, self-study, and practical experience. The teaching strategies employed on the MA Translation and Interpreting are wide-ranging and vary across the modules that make up each programme of study. Those selected for an individual module depend on what is most appropriate for the module's topic, learning outcomes, and assessment strategy. They may involve seminars, workshops, tutor-led and student-led lab practice, and, for the final Project or Dissertation, individual supervision sessions. All modules combine critical and conceptual debate with practice-focused discussion and activities. This approach encourages students to actively participate and get immediate individual feedback from peers and/or the tutor. Our teaching practice respects diversity of experience and opinion and provides a supportive space for learning.

Seminars are used to provide a firm grounding in the theory, methods, and techniques relevant to the module's topic. Seminars are made up of varying combinations of short, lecture style presentations from seminar leaders, student presentations and peer to peer feedback, plenary discussion, and work in small groups.

Practical workshops focus on the development of practical skills in translation and attendant skills sets. They take place in appropriate spaces and focus on practical problem-solving and training in relevant tools and methods.

Lectures are very occasionally used if this is appropriate to the material but generally, more active learning is encouraged. Where lectures take place, they include interactive and participatory work.

Individual Supervision is provided to students working on their final Project or Dissertation. The final Project or Dissertation modules are designed to unify and integrate skills and knowledge gained on the course as a whole and provide the opportunity to put into practice and extend what has been learnt in relation to specific, real-world contexts. To support you in successfully completing the Project or Dissertation, you will be allocated a supervisor who is a member of academic staff. The supervisor will, in most cases, have research interests and/or professional experience in the area of your chosen project area or research topic.

Each module will provide the following online support: access to teaching and pre-class materials in a range of formats, online reading lists and access to e-readings, discussion boards, virtual study rooms for students to collaborate, and space for individual and group online meetings. Individual support for each module will be available from the module's teaching staff. Students will also be supported by the Course Team and helped with personal issues that arise during their studies by their Personal Tutor and, where appropriate, the School Senior Tutor.

Assessment methods

On the MA Translation and Interpreting, you will encounter a range of formative and summative assessments which aim both to assess and to foster your intellectual, academic, and professional development. 'Formative' assessment helps you with your learning and prepares you for the 'summative' assessments that count towards your module mark. You may receive written or oral feedback for 'formative' assessment, as appropriate, from peers and lecturers. 'Summative' assessment will receive written or recorded oral feedback explaining the strengths of the work and offering clear advice on how you can improve your work in the future.

Each module has a progressive schedule of assessment and utilises a variety of different forms of assessment, each relevant to the material being studied and designed to gradually extend your skills and knowledge. They include oral presentations, submitted coursework in the form of translations, reports, and other task-based assignments, a series of in-class tests gauging the progressive development of your interpreting skills, and a time-restricted open book translation exam. The range of assessment has been designed to support an inclusive curriculum by enabling you to experience different learning styles and new types of assignment in a supported way.

The guiding principles in designing a module's assessment and its associated feedback are Purpose, Progression and Personalisation.

Purpose:

- assessment is authentic, meaning that it provides the chance to apply knowledge, skills, and competencies to real-world scenarios, situations, and briefs;
- the assessment method(s) used are clearly relevant to the module's learning outcomes;
- consideration is given to the amount of effort and time required to complete the task(s) and to maintain a balanced assessment load.

Progression:

- the choice of assessment method(s) employed provides an opportunity for new learning and contributes to the overall learning process;
- assessment(s) are clearly related to the overall pattern of the course; they are developmental and not unnecessarily repetitive;
- less familiar types of assessments are prepared for through formative work or with smaller elements practised in various modules.

Personalisation:

- you are, where appropriate, able to make the assessment your own by choice of format or content;
- timely and forward-looking feedback is given for all assessments;
- guidance on how you can improve your performance in future is given, either individually or as part of a group.

All assessments that contribute to final grades will be assessed against clear assessment criteria stated in the module descriptors and, in more detail, on a module's Blackboard site. These assessment criteria are directly linked to the module's learning outcomes, and they will be used to evaluate the submitted work and produce written feedback. Marks will be produced following rigorous quality mechanisms that ensure academic judgement is fair and consistent with the wider educational sector. Feedback is given in various forms and stages; for example, in response to assessment, in response to questions in seminars, workshops and tutorials, and in guidance given during the supervision of student Projects. Feedback will also come from peer-to-peer work with other students.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	002, 007, 009, 010, 011, 012, 013, 014, 015, 019, 020, 021
Literate and effective communicator	001, 003, 004, 009, 011, 012, 013, 014, 015, 016, 019, 021
Entrepreneurial	002, 005, 006, 007, 008, 010, 012, 013, 014, 018, 019, 020, 021
Global in outlook and engaged in communities	001, 002, 004, 009, 010, 012, 013, 014, 018, 019, 020, 021
Socially, ethically and environmentally aware	001, 002, 009, 010, 012, 013, 014, 018, 020, 021

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Translation and Interpreting

Level 7

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7INTR007W	Interpreting Skills Lab	Core	Various	20	10
7TRSL078W	Professional Development	Core	Various	20	10
7TRSL003W	Translation Skills Lab	Core	Various	20	10
7HUMS001W	MA Dissertation	Pathway Core	2	60	30
7INTR012W	MA Interpreting Project	Pathway Core	2	60	30
7TRSL018W	MA Translation Project	Pathway Core	2	60	30
7INTR024W	Chinese Interpreting	Pathway Core	Various	20	10
7INTR025W	French Interpreting	Pathway Core	Various	20	10
7INTR026W	German Interpreting	Pathway Core	Various	20	10
7INTR027W	Italian Interpreting	Pathway Core	Various	20	10
7INTR029W	Spanish Interpreting	Pathway Core	Various	20	10
7TRSL069W	Specialised Translation: Chinese	Pathway Core	Various	20	10
7TRSL064W	Specialised Translation: French	Pathway Core	Various	20	10
7TRSL065W	Specialised Translation: German	Pathway Core	Various	20	10
7TRSL066W	Specialised Translation: Italian	Pathway Core	Various	20	10
7TRSL068W	Specialised Translation: Spanish	Pathway Core	Various	20	10
7LANS006W	International Liaison and Advocacy	Option	Various	20	10
7LANS008W	International Organisations and Institutional Discourse	Option	Various	20	10
7TRSL079W	Translation as Cultural Practice	Option	Various	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

N/A

Course management

The management structure supporting the MA Translation and Interpreting is as follows:

- The Head of College holds overall responsibility for the course and for all other courses run by the College of Liberal Arts and Sciences.
- The Head of School holds overall responsibility for all courses offered in the School of Humanities.
- The Course Leader of the MA Translation and Interpreting is responsible for the day-to-day running and overall management of the course and development of the curriculum.
- Each module has a designated Module Leader, who is responsible for the overall management of their module, coordinating the module team, and for the delivery, resourcing, and smooth running of the module.
- The Course Team comprises the Course Leader and all the members of staff who teach on the course.
- The School Senior Tutor coordinates and oversees the School's Personal Tutoring team and has overall responsibility for the School's academic and personal support provided to students throughout their studies.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©

Additional Details

HOW LEARNING OUTCOMES RELATE TO MODULES

LEARNING OUTCOMES MAPPING	
<p>KU1: have developed an advanced understanding of the principles, processes, and techniques of translation and conference as well as public service interpreting</p>	<p>Interpreting 1 Interpreting 2 Specialised Translation 1 Specialised Translation 2 <i>and specifically</i> MA Translation Project MA Interpreting Project MA Thesis (Principles and Concepts of Translation and Interpreting component) Professional Development Translation as Cultural Practice</p>

<p>KU2: have developed a thorough and critical understanding of the professional translation and interpreting environments</p>	<p>Interpreting 1 Interpreting 2 Specialised Translation 1 Specialised Translation 2 <i>and specifically</i> International Liaison Professional Development Translation as Cultural Practice</p>
<p>KU3: have acquired professionally applicable skills such as analysis, synthesis, evaluation and application</p>	<p>All modules</p>
<p>KU4: have developed the ability to confidently and critically combine the theoretical and practical skills acquired on the course and to apply these to a range of roles in the translation and interpreting industries or the academy</p>	<p>All modules</p>
<p>SS1: produce accurate and commercially viable translations of a specialised nature across a wide range of text types and subject areas</p>	<p>MA Translation Project Specialised Translation 1 Specialised Translation 2</p>
<p>SS2: perform competent conference and public service interpreting assignments in a professional context</p>	<p>Interpreting 1 Interpreting 2 MA Interpreting Project International Liaison</p>
<p>SS3: rationalise translation and interpreting processes and evaluate and justify translation/interpreting choices and strategies based on your knowledge and critical understanding of linguistic and translation and Interpreting theory</p>	<p>Interpreting 1 Interpreting 2 MA Interpreting Project MA Translation Project MA Thesis Specialised Translation 1 Specialised Translation 2 Translation as Cultural Practice</p>
<p>SS4: perform translation tasks with the aid of a range of translation memory software applications</p>	<p>Specialised Translation 1</p>
<p>SS5: perform glossary building and terminology management tasks</p>	<p>Interpreting 1 Interpreting 2 Specialised Translation 1 Specialised Translation 2</p>

<p>SS6: facilitate multilingual and cross-cultural communication in a range of professional contexts</p>	<p>All modules, <i>and specifically</i> International Liaison Professional Development Translation as Cultural Practice</p>
<p>SS7: depending on module combination, critically evaluate, revise, and edit translations to a professional standard; use CAT tools in a realistic translation situation; apply analytical and practical multilingual and intercultural skills to international liaison scenarios; or gain an advanced and contextualised understanding of translation as cultural practice</p>	<p>Specialised Translation 1 Specialised Translation 2 International Liaison Translation as Cultural Practice</p>
<p>SS8: conduct independent research into new specialised subject areas for the purposes of translation, interpreting, and/or scholarly inquiry</p>	<p>All modules, <i>and specifically</i> MA Interpreting Project MA Translation Project MA Thesis Professional Development Translation as Cultural Practice</p>
<p>SS9: perform a wide range of professional roles in the translation / interpreting industries or the academy based on the intellectual, linguistic, intercultural, and interpersonal competences acquired on the course</p>	<p>All modules</p>
<p>KTS1: multilingual oral and written communication skills and the ability to tailor your communication strategies to a variety of audiences</p>	<p>All modules, <i>and specifically</i> International Liaison Professional Development Translation as Cultural Practice</p>
<p>KTS2: application of appropriate problem-solving methods and strategies to a wide range of professional contexts</p>	<p>All modules</p>
<p>KTS3: critical analysis of your own work as well as that of others</p>	<p>Interpreting 1 Interpreting 2 Specialised Translation 1 Specialised Translation 2, <i>and specifically</i> MA Interpreting Project MA Translation Project MA Thesis Professional Development Translation as Cultural Practice</p>

KTS4: the ability to work in a group of peers	All modules
KTS5: information management and data retrieval skills, including specialist ICT skills	All modules, <i>and specifically</i> Specialised Translation 1
KTS6: time-management skills	All modules
KTS7: planning and managing large, self-directed research or translation projects	MA Interpreting Project MA Translation Project MA Thesis Translation as Cultural Practice
KTS8: personal development planning – taking responsibility for, and managing, your own learning and development, within time constraints, as well as recognising, outlining and executing steps required for your own development	All modules, <i>and specifically</i> Professional Development

GRADUATE ATTRIBUTES

Graduate Attribute	Evidenced in Course Learning Outcomes
Critical and creative thinker	KU1, KU2, KU3, KU4, SS1, SS2, SS3, SS7, SS8, SS9, KTS2, KTS7
Literate and effective communicator	KU1, KU3, KU4, SS1, SS2, SS3, SS4, SS7, SS9, KTS1, KTS3, KTS4
Entrepreneurial	KU2, KU4, SS1, SS2, SS6, SS7, SS8, SS9, KTS2, KTS5, KTS6, KTS7, KTS8
Global in outlook and engaged in communities	KU1, KU2, KU4, SS1, SS2, SS6, SS7, SS8, SS9, KTS1, KTS2, KTS4
Socially, ethically and environmentally aware	KU1, KU2, KU4, SS1, SS2, SS6, SS8, SS9, KTS1, KTS2