

**Part one: Programme Specification**

**Course record information**

Name and level of final award:	BA (Hons) Translation
Name and level of intermediate awards:	Diploma of HE Certificate of HE
Awarding body/institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Regent Campus
Language of delivery and assessment:	English plus foreign language studied
Course leader:	Saskia Huc-Hepher
Course URL:	<a href="http://www.westminster.ac.uk/courses/subjects/languages/undergraduate-courses/full-time/u09fuftr-ba-honours-translation-studies-french">http://www.westminster.ac.uk/courses/subjects/languages/undergraduate-courses/full-time/u09fuftr-ba-honours-translation-studies-french</a> and <a href="http://www.westminster.ac.uk/courses/subjects/languages/undergraduate-courses/full-time/u09fustr-ba-honours-translation-studies-spanish">http://www.westminster.ac.uk/courses/subjects/languages/undergraduate-courses/full-time/u09fustr-ba-honours-translation-studies-spanish</a>
Mode and length of study:	FT (3 years without Year Abroad, 4 years with Year Abroad) and PT (6 years without Year Abroad, 8 years with Year Abroad)
University of Westminster course code:	BLNGTRA
JACS code:	Q910
UCAS code:	QR91
QAA subject benchmarking group:	Languages and Related Subjects (2007)
Professional body accreditation:	n/a
Date of course validation/review:	First validated May 2008; latest course review July 2014
Date of programme specification:	July 2014

## **Admissions requirements**

BA Translation is a demanding course of study with a very specific focus on the professional applications of language mediation and assumes a high level of linguistic competence on entry.

Depending on their chosen route, applicants will be required to demonstrate all or some of the following before they can be accepted on the course.

### **Generic Requirements**

All applicants shall typically hold three A-levels at grades BCC or an equivalent recognised qualification.

### **Additional Foreign Language Requirements**

All Undergraduate language courses offered by the Department of Modern Languages and Cultures offer specific entry points for students in their main and, where relevant, second language.

These entry points are referred to in the course documentation as follows:

- Beginner: no/limited previous exposure to the language
- Intermediate: broadly equivalent to UK A-level in the language
- Proficient: native/near-native speaker

In addition to the generic entry requirements for the BA Translation set out above, the following foreign language requirements shall apply to the applicant's main language:

- applicants to the Intermediate entry point will have achieved a grade B at A-level in their chosen main language or possess an equivalent recognised qualification;
- applicants to the Proficient entry point will be able to demonstrate native or near-native competence in all aspects of their main language, either by formal education undertaken in that language to secondary level, or by formal academic assessment supervised by an appropriately qualified member of staff in the Department of Modern Languages and Cultures.

In respect of the applicant's minor language, and only where a minor language is taken as an option, the following admissions requirements shall apply:

- applicants to the Beginner entry point will be able to demonstrate the capacity to acquire a further language, either through their previous educational experience or through interview conducted by an appropriately qualified member of staff in the Department of Modern and Applied Languages.
- applicants to the Intermediate entry point typically will have achieved a grade C at A-level in their chosen minor language or possess an equivalent recognised qualification;

### **Additional Linguistics Requirement**

Applicants wishing to take the linguistics route as a minor are required to hold GCSE Grade C, or an equivalent recognised qualification, in Mathematics.

### **English Language Requirement**

All applicants shall demonstrate fluency in academic English. They may be required to attend an interview and/or pass a test of their ability to write in and conform to the standards and conventions of academic English required for study at this level.

Non-native speakers of English are required to demonstrate their competence by providing evidence, prior to enrolment, of a score of 6.5 in the International English Language Testing Service (IELTS) or a recognised equivalent.

### **Equivalent Qualifications**

Further information on equivalent qualifications recognised by the University of Westminster is available from:

Course Enquiries Office  
35 Marylebone Road  
London NW1 5LS  
Tel +44 (0)20 7911 5000  
Fax +44 (0)20 7911 5858  
[course-enquiries@westminster.ac.uk](mailto:course-enquiries@westminster.ac.uk)

### **Non-standard Applications**

We encourage applications from non-standard entrants, which are evaluated by the Course Team and assessed on their individual merits. Further information is available from:

Course Enquiries Office  
35 Marylebone Road  
London NW1 5LS  
Tel +44 (0)20 7911 5000  
Fax +44 (0)20 7911 5858  
[course-enquiries@westminster.ac.uk](mailto:course-enquiries@westminster.ac.uk)

### **Admission process**

All applicants are required to complete the UCAS application form, and to supply appropriate references and a personal statement. Suitable candidates will, where possible, be interviewed. Acceptance on the course will be based upon the applicant's ability to demonstrate:

- valid reasons for wishing to study the course;
- understanding of the nature and demands of the course;
- consideration of future career intentions.

### **Accreditation of Prior Learning**

The University operates a system of awarding credit for prior learning, either Accreditation of Prior Certificated Learning (APCL) or Accreditation of Prior Experiential Learning (APEL), which may contribute to the credits required for an award subject to the restrictions set out in para. 17.41 of the Academic Regulations. If students think their prior experiential learning (e.g. work experience) or certificated learning (e.g. other study they may have undertaken) may qualify them for accreditation, and thereby exemption, from one or more modules they should contact their Course Leader in the first instance. Further details can be found in the Course Handbook.

## **Aims of the course**

The programme objectives for this course are determined by its specific focus on the professional contexts of language mediation at levels appropriate to Undergraduate ability; the student's level of linguistic competence on entry in their main and, where relevant, second language; and the various course options available, including the minor route in linguistics and, where relevant, the period abroad.

Within these broad parameters, the course aims to enable students to:

- acquire and demonstrate use of their main language beyond the level required by the typical standard of the Languages and Related Studies Benchmark Statement, and, where relevant, to demonstrate use of their second language at or beyond the threshold standard depending on their specified route(s) of study;
- acquire and demonstrate a knowledge of language structure, register, textuality and discourse appropriate to their level of competence in their main language by applying relevant linguistic concepts to practically-orientated translation tasks in that language;
- acquire and demonstrate through processes of critical self-reflection a degree of intercultural awareness, understanding and competence appropriate to the level of linguistic and cultural competence of aspiring translators;
- acquire and demonstrate an understanding of the professional contexts in which language mediation takes place and to use that knowledge to respond to client briefs and specifications;
- acquire and employ in relevant simulations and work environments a range of generic and more specialist skills, including the use of relevant software and project management, at a level appropriate to aspiring translators;
- acquire and demonstrate an awareness of their professional limitations and responsibilities as aspiring translators;
- prepare, through completion of the course, for further professional training and postgraduate study

The course thus aspires to provide undergraduate linguists with professionally-orientated training in the generic and specific skills, knowledge and competencies which will allow them subsequently (and typically following further postgraduate training) to develop a career as a professional translator; it does not aim to produce linguists who can necessarily translate to professional standards as defined by the relevant national and international bodies.

## **Employment and further study opportunities**

Today's organisations need graduates with both good degrees and skills relevant to the workplace, ie 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.

## **Course-specific information on employment and further study opportunities**

### **Introduction**

All applicants to this course should be aware that in the UK and many European countries a postgraduate qualification in translation is increasingly required for entry-level positions, especially those involving European languages. With that trend in mind, this course is designed to equip students for employment as translators in environments where they will be provided with appropriate professional support (for example, as a junior government linguist) or to further study as a means to acquiring professional accreditation. It is important also to remember that linguists are highly employable in a wide variety of professions including journalism, teaching, diplomacy, business and commerce; a number of graduates from this course may also go on to take higher degrees in other areas.

### **Student Employability Project**

For the duration of their course, students enrolled on BA Translation have access to employment and voluntary opportunities that are relevant and appropriate to undergraduate language students. These work-integrated learning opportunities are provided through a curricular and extra-curricular employability project run by the Department of Modern and Applied Languages.

The project is designed to maximise the opportunities the course provides for students to gain an awareness of employer expectations; to enhance their ability to articulate the skills, knowledge and competence they have acquired during their studies; and to position the applications of languages at the heart of their academic study and professional training.

### **Careers Information**

More specific information on careers in languages, careers with languages and careers in which the graduate competencies of linguists are particularly valued is available from the web pages of Careers and Student Employment (CaSE) via the following link: [www.wmin.ac.uk/careers](http://www.wmin.ac.uk/careers)

### **Postgraduate Courses at Westminster**

The Department of Modern Languages and cultures also runs a range of highly successful postgraduate programmes in translation, interpreting and related subjects. Further information on these courses is available from:

<http://www.westminster.ac.uk/courses/subjects/languages/postgraduate-courses>

### **Learning outcomes**

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

## Knowledge and Understanding

Notwithstanding the variations within the specified routes of study, all students are expected to demonstrate the following learning outcomes:

### Level 4

- KU1: acquisition of a range of language skills, including language mediation and contextualised translation skills in their main language
- KU2: demonstration of general knowledge and understanding of key concepts relevant to the translation subject area and work of the translator
- KU3: the ability to recognise relevant contextual factors, professional and cultural, that constrain the ways in which language mediation is effected
- KU4: the ability to use a prescribed range of references, tools and resources appropriate to the completion of a translation and/or research task, with formal guidance on their use and application

The following table shows how the above skills are mapped to modules:

	French/Spanish Translation 1	Towards Writing Proficiency	Intercultural Communication	French/Spanish Language for Work	French/Spanish Language Development	French/Spanish Area Studies modules
KU1:	•	•	•	•	•	•
KU2:	•		•	•		
KU3:	•	•	•	•		•
KU4:	•		•	•	•	•

### Level 5

- KU1: development of advanced linguistic and interlingual skills, including, for their main language, the use of formal translation strategies in response to increasingly complex and challenging stimuli
- KU2: the ability to apply and contextualise relevant sociolinguistic and discourse-analytical concepts to the work of a translator and the analysis of texts
- KU3: the ability to control relevant contextual factors, professional and cultural, that constrain the ways in which language mediation is effected
- KU4: the ability to select from and use a wide range of suggested references, tools and resources appropriate to the completion of a translation and/or research task, including relevant software, with minimal guidance on their use and application

The following table shows how the above skills are mapped to modules:

	Chinese/French/Spanish Translation 2	Translation in Society	Work-integrated Simulation for Translators	French/Spanish Language for Work	French/Spanish Language Development	French/Spanish Area Studies
KU1:	•		•	•	•	•
KU2:	•	•	•			
KU3:	•	•	•	•		•
KU4:	•	•	•	•	•	•

### Level 6

- KU1: development of a high level of linguistic ability in the use and applications of language in response to a range of specialised interlingual tasks, including the development and articulation of independent translation strategies in their main language
- KU2: the ability to apply, contextualise and critically reflect on the application of relevant theoretical concepts to the work of a translator and the analysis of texts, using that knowledge to inform and justify translation decisions
- KU3: the ability to reflect on, articulate and manipulate relevant contextual factors, professional and cultural, that influence and constrain the ways in which language mediation is effected
- KU4: the ability to independently identify, select from and apply a full range of scholarly material, tools and resources appropriate to the completion of a translation and/or research task

The following table shows how the above skills are mapped to modules:

	Chinese/French/Spanish Translation 3	Translation as Cultural Practice	Translation Project	French/Spanish Language for Work	French/Spanish Language Development	French/Spanish Area Studies modules
KU1:	•		•	•	•	•
KU2:	•	•	•			
KU3:	•	•	•	•		•
KU4:	•	•	•	•	•	•

A typical graduate of the course will be able to

- deal with complex issues related to the practice and conceptual underpinning of the processes of interlingual communication in a professional context, make sound judgements in the absence of, for example, detailed client briefs, and communicate their decisions and underlying rationale for a chosen course of action clearly to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- continue to advance their knowledge and understanding, and to develop new skills to a high level;

and will have the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility;
- decision-making in complex and unpredictable situations; and
- the independent learning skills required for continuing professional development.

### Specific Skills

On completion of the course, students will have developed the following subject-specific skills:

#### Level 4

- SS1: the ability to render non-specialised forms of communication into and out of the main language, working to a brief;
- SS2: the acquisition of good levels of competence in both English and the foreign language(s) studied – aural, oral, reading and writing – responding to stimuli that are factual and explicit;
- SS3: the ability to undertake basic forms of textual analysis, using appropriate linguistic concepts
- SS4: the ability to recognise the professional and cultural factors that form the wider context for and thus impact on the translation process
- SS5: development of a basic awareness of translation as a holistic rather than linear process of interlingual communication

The following table shows how the above skills are mapped to modules:

	French/Spanish Translation 1	Towards Writing Proficiency	Intercultural Communication	French/Spanish Language for Work	French/Spanish Language Development	French/Spanish Area Studies modules
SS1:	•		•	•		
SS2:	•	•	•	•	•	•
SS3:	•		•	•	•	
SS4:	•		•	•	•	•
SS5:	•		•	•		

#### Level 5

- SS1: the ability to render specialised forms of communication into and out of the main language, working to a brief, with due regard to register and audience
- SS2: the acquisition of advanced levels of competence in both English and the foreign language(s) studied – aural, oral, reading and writing – responding stimuli that are evaluative and implicit
- SS3: the ability to undertake more detailed textual analysis, using sociolinguistic and discourse-analytical concepts to inform translation decisions
- SS4: the ability to analyse and control the professional and cultural factors that form the wider context for and thus impact on the translation process
- SS5: the ability to reflect on and operate within the professional frameworks of

commercial translation  
 SS6 the ability to use and reflect on technological aids to the translation process such as post-editing of machine translations and the use of translation memory software  
 The following table shows how the above skills are mapped to modules:

	Chinese/French/Spanish Translation 2	Translation in Society	Work-integrated Simulation for Translators	French/Spanish Language for Work	French/Spanish Language Development	French/Spanish Area Studies
SS1:	•		•	•		
SS2:	•		•	•	•	
SS3:	•	•	•	•		
SS4:	•	•	•	•		•
SS5:	•		•			
SS6:	•		•			

### Level 6

- SS1: the ability to render sophisticated and highly specialised forms of communication into and out of the main language, with due regard to brief, audience and professional context
- SS2: the acquisition of sophisticated levels of competence both in English and in the foreign language(s) studied – aural, oral, reading and writing – responding professionally to stimuli that are persuasive, rhetorical and conceptually complex;
- SS3: the ability to undertake detailed textual analyses, identifying, selecting and applying a wide range of theoretical and cross-disciplinary concepts to inform translation decisions and demonstrate an awareness of alternatives and their consequences
- SS4: the ability to critically evaluate and manipulate the professional and cultural factors that form the wider context for and thus impact on the translation process
- SS5: the ability to confidently engage with and operate independently within the legal, ethical and wider professional frameworks of commercial translation

The following table shows how the above skills are mapped to modules:

	Chinese/French/Spanish Translation 3	Translation as Cultural Practice	Translation Project	French/Spanish Language for Work	French/Spanish Language Development	French/Spanish Area Studies modules
SS1:	•	•	•	•		
SS2:	•		•	•	•	
SS3:	•	•	•	•		•
SS4:	•	•	•	•		
SS5:	•	•	•			

### Key Transferable skills

Upon completion of the course students will have developed a number of general rather than discipline-specific skills which any practitioner must have if s/he is to be successful. These Key Transferable Skills developed and assessed at undergraduate level are:

### Level 4

- KTS1: the ability to communicate effectively orally and in writing in both English and the foreign language(s) studied
- KTS2: the ability to work cooperatively, constructively and effectively with others
- KTS3: an awareness of the limitations of the use and learning of language and language skills in a classroom environment
- KTS4: the ability to take responsibility for individual learning and work in an adaptable and flexible manner

The following table shows how the above skills are mapped to modules:

	French/Spanish Translation 1	Towards Writing Proficiency	Intercultural Communication	French/Spanish Language for Work	French/Spanish Language Development	French/Spanish Area Studies modules
KTS1:	•	•	•	•	•	•
KTS2:	•	•	•	•	•	•
KTS3:	•		•	•	•	



KTS4:	•	•	•	•	•	•
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### Level 5

KTS1: the ability to think creatively and analytically to solve practical, work-related problems

KTS2: the ability to synthesise and evaluate diverse source and reference materials and determine appropriate uses of such material

KTS3: the ability to work with an increasing degree of independence in investigating conceptual and practical difficulties

KTS4: the ability to reflect critically and report on their own learning and respond to feedback in a range of possible learning environments

The following table shows how the above skills are mapped to modules:

	Chinese/French/Spanish Translation 2	Translation in Society	Work-integrated Simulation for Translators	French/Spanish Language for Work	French/Spanish Language Development	French/Spanish Area Studies
KTS1:	•		•	•	•	•
KTS2:	•	•	•	•	•	•
KTS3:	•	•	•	•	•	•
KTS4:	•	•	•	•	•	•

### Level 6

KTS1: the ability to handle and transfer complex information effectively across languages and cultures, both orally and in writing, with due regard to audience and brief

KTS2: the ability to deploy a range of skills, such as critical analysis, management of information, time and resources, and systematic procedures for investigating a theoretical or practical problem

KTS3: the ability to work independently and to act as an effective member of a team, coordinating the roles of others where relevant

KTS4: the ability to think creatively and communicate a business or academic argument appropriately, using multilingual skills to inform, explain and persuade

The following table shows how the above skills are mapped to modules:

	Chinese/French/Spanish Translation 3	Translation as Cultural Practice	Translation Project	French/Spanish Language for Work	French/Spanish Language Development	French/Spanish Area Studies modules
KTS1:	•	•	•	•	•	•
KTS2:	•	•	•	•	•	•
KTS3:	•	•	•	•	•	•
KTS4:	•	•	•	•	•	•

## Learning, teaching and assessment methods

### Teaching and Learning

Teaching and learning on this course takes place through a combination of formal teaching/practical workshops; guided self-study and preparation; exposure to professionally relevant simulations and real-work environments; and the use of formative assessment of work submitted, including comment on linguistic and paralinguistic performance. It is particularly important that students are aware that the extent to which they will benefit from formal teaching and workshop discussion and analysis in a language setting is directly proportionate to the thoroughness of the independent preparation and review work they undertake, individually or through group work, before and after formal timetabled events.

### Assessment

On a course such as BA Translation, students should expect a range of formative and summative assessments, which will vary according to the nature of the module

content and orientation. In very broad terms, the forms of assessment will vary according to the strand of the degree as follows:

**Area Studies** modules are typically assessed by a combination of practical analysis, project/field work, and essays.

**Bilingual Translation** and **Language for Work** modules are typically assessed by a combination of coursework with/without accompanying commentary; post-editing/correction of draft renditions; and unseen examination papers.

**Language Development** modules are typically assessed by a mixture of formative coursework and summative examination in all four language skills.

**Translation as Cultural Practice** modules are typically assessed by a mixture of formal report/presentation, self-reflective logs and evaluation of task fulfilment/use of resources.

## Course structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year.

Translation and specific translation-related modules as well as Language for Work modules are core to all students on the BA Translation and are, where these are taught in language-specific iterations, taken in the student's main language.

Proficient speakers combine these three pathways with a minor in Language Development in a second language or a second subject, Area Studies, to complete their degree.

Intermediate students take Language Development modules in their main language in order to further their acquisition of a high level of linguistic competence.

The full course structure, including all allowable routes and combinations, is summarised below:

Credit Level 4				
Module code	Module title	Status	UK credit	ECTS
1FRE487/1SPA487	Translation 1	Core	30	15
1FRE485/1SPA485	Language for Work 1 (Main Language)	Core	15	7.5
1FRE486/1SPA486	Language for Work 2 (Main Language)	Core	15	7.5
STRS400	Towards Writing Proficiency	Core	15	7.5
1CCM400	Intercultural Communication: An Introduction	Core	15	7.5

<b>PLUS:</b>														
<b>Intermediate Entry: Main Language only Pathway</b>					<b>Proficient Entry: Main Language with Second Language Pathway</b>					<b>Proficient Entry: Main Language with Area Studies Pathway</b>				
Module Code	Module Title	Status	UK credit	ECTS	Module Code	Module Title	Status	UK credit	ECTS	Module Code	Module Title	Status	UK credit	ECTS
1FRE481 / 1SPA481	Language Development 2 (Main Language)	Core	30	15	various (depending on entry point)	Appropriate Language Development module (Second Language)	Core	30	15	<b>For students with Main Language FRENCH:</b>				
										SFRE400	Beyond the Barricades: Revolution, Reaction and Reconstruction, France 1789-1940	Core	15	7.5
										SFRE401	Modernity and the City: Modern Paris in Art, Culture and Literature	Core	15	7.5
										<b>For students with Main Language SPANISH:</b>				
										1SPA466	Introduction to Spanish and Latin American Literature and Film	Core	15	7.5
										1SPA467	Introduction to the Spanish-speaking World: From Empire to Revolution	Core	15	7.5
<b>Award of Certificate of Higher Education available</b>														



Credit Level 5														
Module code		Module title								Status	UK credit	ECTS		
1FRE587/1SPA587/1CHI587/SCHX500		Translation 2								Core	30	15		
1FRE585/1SPA585/1CHI585		Language for Work 3 (Main Language)								Core	15	7.5		
1FRE486/1SPA486/1CHI586		Language for Work 4 (Main Language)								Core	15	7.5		
1TRS501		Translation in Society								Core	15	7.5		
1TRS502		Work-integrated Simulation for Translators								Core	15	7.5		
PLUS:														
Intermediate Entry: Main Language only Pathway					Proficient Entry: Main Language with Second Language Pathway					Proficient Entry: Main Language with Area Studies Pathway				
Module Code	Module Title	Status	UK credit	ECTS	Module Code	Module Title	Status	UK credit	ECTS	Module Code	Module Title	Status	UK credit	ECTS
1FRE581 / 1SPA581	Language Development 3 (Main Language)	Core	30	15	various (depending on entry point)	Appropriate Language Development module (Second Language)	Core	30	15	For students with Main Language FRENCH:				
										SFRE500	From the World War to Global Politics: Contemporary French Society, Politics and History	Core	15	7.5
										SFRE501	The 'Age of Suspicion': Post War, Post Colonial Modern French Culture	Core	15	7.5

		<b>For students with Main Language SPANISH:</b>				
		1SPA568	Latin American Politics: Populism, Dictatorship and Democracy	Core	15	7.5
		1SPA569	Spanish and Latin American Culture: Social Change and Revolution, 1900-1960	Core	15	7.5
<b>Award of Diploma of Higher Education available</b>						
<b>OPTIONAL YEAR ABROAD IN MAIN LANGUAGE on completion of Level 5</b>		<b>OPTIONAL YEAR ABROAD IN SECOND LANGUAGE on completion of Level 5</b>		<b>No Year Abroad Option available</b>		
<b>Credit Level 6</b>						
Module code	Module title	Status	UK credit	ECTS		
1FRE698/1SPA698/1CHI698	Translation 3	Core	30	15		
1FRE687/1SPA687/1CHI687	Language for Work 5 (Main Language)	Core	15	7.5		
1FRE688/1SPA688/1CHI688	Language for Work 6 (Main Language)	Core	15	7.5		
1TRS601	Translation as Cultural Practice	Core	15	7.5		
STRA600	Translation Project	Core	15	7.5		
<b>PLUS:</b>						

<b>Intermediate Entry: Main Language only Pathway</b>					<b>Proficient Entry: Main Language with Second Language Pathway</b>					<b>Proficient Entry: Main Language with Area Studies Pathway</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Status</b>	<b>UK credit</b>	<b>ECTS</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Status</b>	<b>UK credit</b>	<b>ECTS</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Status</b>	<b>UK credit</b>	<b>ECTS</b>
1FRE683 / 1SPA683	Language Development 5 (Main Language)	Core	30	15	various ( <i>depending on entry point</i> )	Appropriate Language Development module (Second Language)	Core	30	15	<b>For students with Main Language FRENCH:</b>				
										SFRE600	World War, Memory and Identity in Twentieth Century Europe	Core	15	7.5
										SFRE601	Identities and Difference: Contemporary French and Francophone Culture in the Global Context	Core	15	7.5
										<b>For students with Main Language SPANISH:</b>				
										1SPA672	US-Latin American Relations: From the Monroe Doctrine to the Present	Core	15	7.5
										1SPA673	Spanish and Latin American Culture: The Boom and Beyond, 1960 to the Present	Core	15	7.5
<b>Award of BA Honours available</b>														



## Academic regulations

The BA Honours Translation and its intermediate awards operate in accordance with the University's Academic Regulations and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at [westminster.ac.uk/essential-westminster](http://westminster.ac.uk/essential-westminster). The following regulations should be read in conjunction with Section 17: Modular Framework for Undergraduate Courses and relevant sections of the current Handbook of Academic Regulations, which is available at [westminster.ac.uk/academic-regulations](http://westminster.ac.uk/academic-regulations)

## Award

To qualify for the award of BA Hons Translation, a student must have:

- obtained at least 360 credits including:
  - passed 75 credits at credit Level 4 or higher and achieved at least a condoned credit in each of the remaining modules worth 45 credits at Level 4; and
  - passed a minimum of 120 Credits at credit Level 5 or higher; and
  - passed a minimum of 120 credits at credit Level 6 or higher.
- attempted modules with a maximum value of 330 credits at credit Levels 5 and 6; and
- satisfied the requirements contained within any course specific regulations for the relevant course scheme.

The class of the Honours degree awarded is decided by two criteria, the average of the best 105 credits passed at credit Level 6 being in the range of the class to be awarded, and the average of the next best 105 credits passed at credit Levels 5 and 6 provided the next best 105 credits passed are no more than one classification below this.

## Progression Requirements

Standard University progression requirements are set out below. Please make sure that you familiarise yourself with these. In addition it is a course-specific regulation that you are required to achieve the pass mark of 40% in all Language Development and Bilingual Translation modules taken in any of your languages in order to be eligible for the award of BA (Hons). In addition you need to have achieved a qualifying mark of 35 in the qualifying set (coursework and listening test) and the qualifying marks (oral exam and written exam). Please read the relevant module proformas very carefully.

For the purposes of progression, all Language Development and Bilingual Translation modules are deemed to be core modules and failure to achieve the pass mark of 40% and the qualifying marks of 35 as set out above will mean that you have to intermit the following academic year and retake the module. All other modules on the course are deemed to be optional modules and are governed by the standard academic regulations set out in Appendix 1 and 2.

In order to graduate, you are required to complete systematically all the modules included in the relevant course diagram.

## **Support for students**

Upon arrival, an induction programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the Faculty Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their Faculty. 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 at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

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.

[Student Affairs](#) provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The Student Affairs Hub is located at 101 New Cavendish Street, Cavendish House (1<sup>st</sup> Floor), with an additional office located at the Harrow Campus.

<http://www.westminster.ac.uk/study/new-students/when-you-arrive>

The [University of Westminster Students' Union](#) also provides a range of facilities to support all students during their time at the University. <http://www.uwsu.com/>

## **Reference points for the course**

### **Internally**

- UoW Strategic Development Plan
- UoW Teaching and Learning Policy
- UoW Quality Assurance Handbook
- UoW Modular Framework
- UoW Academic Regulations
- University Guide on Principles and Processes of Curriculum Design
- Faculty of Social Sciences and Humanities Strategic Plan

- Faculty of Social Sciences and Humanities Employability, Entrepreneurship and Work-Integrated Learning Strategy
- Department of Modern Languages and Cultures Strategic Plan

### **Externally**

- QAA Benchmarks for i) Languages and Related Studies; and ii) Linguistics.
- QAA National Qualifications Framework
- Common European Framework of Reference for Languages
- CILT National Occupational Standards in Translation
- CILT National Occupational Standards for Intercultural Working (Draft)

## **Quality management and enhancement**

### **Course management**

The BA Hons Translation is managed by the Course Leader, Saskia Huc-Hepher, who cooperates closely with other Course Leaders on the Undergraduate Languages Programme as well as with the Head of the Department of Modern Languages and Cultures. Students have access to the Course Leader and a team of senior colleagues, who can advise on individual transcripts, course regulations, module choices and timetable problems; to language-specific Module Leaders, who can provide teaching and learning advice on the modules for which they are responsible; and to the Academic Support and Personal Tutoring team, who hold daily drop-in surgeries and can provide advice and give information on a range of academic and personal problems.

The course is part of a wider Undergraduate Languages Programme that comes under the responsibility of Dr Gerda Wielander, Head of Department of Modern Languages and Cultures, and Prof Roland Dannreither, Dean of the Faculty of Social Sciences and Humanities.

### **Course approval, monitoring and review**

The course was initially approved by a University Validation Panel in 2008. The panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the Faculty 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 outcomes from each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the Faculty action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

## **Student involvement in Quality Assurance and Enhancement**

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the course committee.

All students are invited to complete a Module Feedback 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. The University also has an annual Student Experience Survey, which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Faculty's' quality assurance evidence base.

**For more information about this course**, please contact the Course Leader, Saskia Huc-Hepher, RS 210, ext. 69148, or refer to the relevant course pages on the web pages of the Department of Modern Languages and Cultures:

<http://www.westminster.ac.uk/about-us/faculties/humanities/departments/languages>

**Please note:** 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 s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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