## Programme Details

Programme Code: C43M-ALT  
Department: Languages  
Main Award: MA - Master of Arts  
Full Award Title: Master of Arts in Applied Languages and Translating  
Level: Undergraduate

## Location of Study

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<th>Scottish Borders</th>
<th>Orkney</th>
<th>Dubai</th>
<th>Malaysia</th>
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## Associated Awards

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## Accreditation

N/A

## Learning Outcomes – Subject Mastery

### Understanding, Knowledge and Cognitive Skills

- Demonstrate knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions relating to the study of Languages, including translating and interpreting  
- Demonstrate critical understanding of the main theories, concepts and principles relating to the study of Languages, including translating and interpreting  
- Develop advanced skills in written and spoken language including translating  
- Perceive explicit and implicit meaning; relay and express meaning in appropriate target language form  
- Develop a critical understanding of intercultural and interlingual issues in translating  
- Acquire skills in computer assisted translation or deepen their knowledge of applied linguistics

### Scholarship, Enquiry and Research (Research Informed Learning)

- Develop knowledge and understanding of the relevant societies’ institutions and cultures, and international organisations, together with established techniques of research and scholarly enquiry.  
- Carry out individual research throughout the programme and in Stage 4 through a dissertation;  
- Demonstrate the ability to be an effective researcher through systematic research skills development  
- Enhance skills and abilities in synthesising and analysing information.

## Learning Outcomes – Personal Abilities

### Industrial, Commercial and Professional Practice
C43M-ALT Master of Arts in Applied Languages and Translating

- Preparation for employment in a variety of language-related careers by providing opportunities to explore and develop links with potential employers
- Use a range of the principal skills, professional practices and materials associated particularly with translating.
- Acquire proficiency in languages other than English, intercultural awareness and excellent communication skills; these skill sets are highly valued by a wide range of employers

Autonomy, Accountability and Working With Others

- Skills in teamworking, communication and presentation and other relevant employability skills in preparation for employment and lifelong learning and personal development
- Preparation for employment in a variety of language-related careers by providing opportunities to explore and develop links with potential employers
- Use a range of the principal skills, professional practices and materials associated particularly with translating.
- Acquire proficiency in languages other than English, intercultural awareness and excellent communication skills; these skill sets are highly valued by a wide range of employers
- Exercise autonomy and initiative in all language related activities.
- Practice in ways which show a clear awareness of own and others' roles and responsibilities

Communication, Numeracy & Information and Communications Technology

- Acquire a knowledge of a wide range of skills used in translation, together with specialist tools used in professional practice.
- Skills and abilities in presenting coherent written prose for academic and professional purposes
- Skills and abilities in presenting professionally, both by verbal and written means
- Skills and abilities in effective use of the Internet, the ability to present written work to a professional standard
- Skills and abilities in making effective use of data for research purposes

APPROACHES TO TEACHING AND LEARNING

The School of Social Sciences is committed to enhancing the student learning experience through its approach to teaching and learning, which is derived from the University's own Learning and Teaching Strategy.

In the early stages of study, considerable emphasis is given to assisting students in the transition into Higher education through induction events in the first semester of study. These introduce students to the different teaching methods that they will encounter: mostly lectures, tutorials, workshops, lab work as well as familiarising students with support services such as the library, computing services and the virtual learning environment. In addition, the School is committed to providing a thorough grounding in scholarship skills covering matters such as critical approaches to secondary texts and data, academic writing techniques, professional practice in Languages, and reflective learning.

Throughout the degree programme, teaching is research-informed. The acquisition of study skills, sometimes in the form of dedicated courses, is the first stage of this process, and the programme is designed so that students develop professional level expertise in these skills as they progress through their studies. Professional development planning also forms an integral part of the course of studies throughout the degree, so that students graduate with a wide range of skills appropriate for embarking on professional level employment in a wide range of careers, and not just those most closely associated with the study of Languages. These policies ensure that graduates have high levels of employability and professional career readiness.

Approaches to teaching and learning are examined yearly through programme and course review. These processes are
EDUCATIONAL AIMS OF THE PROGRAMME

The MA Applied Languages and Translating (ALT) has been designed to offer students a coherent programme of study in Modern Languages, providing sufficient coverage of this discipline to enable graduates to proceed to postgraduate study in languages at any UK institution, while allowing sufficient flexibility in provision for students to develop areas of interest to them. The programme meets the criteria of the Scottish Credit and Qualifications Framework for progression, and intermediate and final awards. It also draws on the Quality Assurance Agency benchmarking statement to ensure that content and learning outcomes are broadly comparable with that of programmes offered in similar institutions, chiefly in terms of:

- use of the target language
- explicit knowledge of language
- knowledge of the cultures, communities and societies where the language is used
- intercultural awareness and understanding

The programme is designed to facilitate the transition to university study, is informed by recent developments in research, encourages the development of professional, transferable skills, and supports the transition into employment upon graduation. Specifically, diversity of course choice in stages one and two enables students to gain insights into a range of the disciplines taught across departments of the School, and provides flexibility for students in making their final choice of degree programme at the end of Stage 2. The programme also has a strong international flavour, resulting both from international recruitment and the requirement that Stage 3 is completed through placements at two partner institutions. Students entering the programme, whether at stage 1 or beyond, have opportunities to develop scholarship skills, undertake professional and employability development, and engage in the practice of reflective learning. In Stage 4, the students will undertake a dissertation (worth 30 credits, spread over two semesters) which provides them with the opportunity to engage with scholarship, work independently and pursue their own interests in greater depth.

ASSESSMENT POLICIES

The programme uses a range of assessment types at all stages of study. Formative assessment is used in many courses to provide students and staff with feedback on performance and the achievement of learning outcomes. This feedback is used both to inform programme development, but also to enable the adaptation of learning opportunities to meet the needs of individual students and the cohort of learners. Summative assessment for most courses will involve a combination of coursework and examinations, with greater weight typically given to unseen examination rather than coursework. The format of all assessment is determined by its appropriateness for measuring the learning outcomes of courses.

Among the forms of assessment used in the programme are essays and spoken coursework submission, written and live exams, presentations, group and individual projects.

Further details of the approaches to teaching and learning used in individual courses are included in course descriptors.
### Mandatory Courses

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<th>SBC</th>
<th>Orkney</th>
<th>Dubai</th>
<th>HWUM</th>
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### COMPOSITION AND STAGE NOTES (UG)

#### Stage 1

**Beginners (never studied the second language of their degree)** study 6 courses (120 credits, the intensive beginners courses in the chosen languages are worth 30 credits per semester): 2 mandatory (30 credits), 4 optional (90 credits)

- **Intermediate students** take 8 courses (120 credits): 2 mandatory (30 credits), 4 optional (60 credits), 2 electives (30 credits)

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<tr>
<th>Mandatory Credits 1</th>
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#### Stage 2

8 courses (120 credits): 2 mandatory (30 credits), 4 optional (60 credits), 2 elective (30 credits).

The core language courses are synoptically linked.
C43M-ALT Master of Arts in Applied Languages and Translating

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<tr>
<th>Mandatory Credits 2</th>
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**Stage 3**

2 placement courses in 2 different locations: Students spend Stage 3 studying at two partner institutions, spending 5 months at each (one placement per language studied). At each placement, students must take courses worth 30ECTS credits (equivalent to 60 SCQF Level 9 credits) and must achieve results which are the equivalent of obtaining 120 Heriot-Watt credits.

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**Stage 4**

8 courses (120 credits): 5 mandatory (75 credits), 3 optional (45 credits).

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**Stage 5**

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**ASSESSMENT AND PROGRESSION (UG)**

**Reassessment Opportunities**

1. A student who has been awarded a Grade E or a Grade F in a course may be re-assessed in that course.
2. A student shall be permitted only one re-assessment opportunity to be taken at the Resit diet of examination following the first assessment of the course.
3. A student shall not be re-assessed in any qualifying course taken in the final stage of a course of study.
4. The Progression Board may permit a student to be re-assessed in any qualifying course not taken in the final stage in order to gain credits for the course, provided that the mark or grade obtained in the first assessment of any such course is used in determining the classification of the degree to be awarded.

**Progression Requirements**

**Part A.** The minimum number of credits required to progress through each stage are as follows

<table>
<thead>
<tr>
<th>Stage 1 to 2</th>
<th>90 credits (the four core language courses must be passed at Grade D or better as must the two mandatory courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 2 to 3</td>
<td>210 credits (with all mandatory and core languages courses at SCQF Level 8 passed at Grade D or better)</td>
</tr>
<tr>
<td>Stage 3 to 4</td>
<td>360 credits</td>
</tr>
<tr>
<td>Stage 4 to 5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Part B.** The minimum grade of D is required in the following courses

| Stage 1 | All mandatory courses and all core language courses (SCQF Level7) to be passed at Grade D or better. In the case of Intensive Beginners, this means that students must pass all 8 courses with Grade D or better. |
Stage 2
All mandatory courses and all language courses (SCQF Level 8) to be passed at Grade D, or better.

Stage 3
Satisfactory performance in the approved course of study at the two overseas institutions. Students should achieve the equivalent of 120 HWU credits on the year abroad.

Stage 4
Progression to award is as follows:

**Ordinary Degrees:** The BA Applied Languages and Translating will be awarded where 360 credits have been obtained, with no less than 4 courses at SCQF level 9 passed at Grade D or better.

**Honours Degrees:** Honours classification is determined by the average of marks attained in the 8 qualifying courses taken in Stage 4.

### AWARDS, CREDITS AND LEVEL (UG)

#### Part A. Credit Requirements

<table>
<thead>
<tr>
<th>Overall Credits</th>
<th>Specific Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Masters</td>
<td>600 SCQF credits including a minimum of 120 credit at Level 11</td>
</tr>
<tr>
<td>Honours Degree (inc.MA)</td>
<td>480 SCQF credits including a minimum of 180 credit at Level 9 and 10 of which at least 90 credits at Level 10</td>
</tr>
<tr>
<td>Ordinary or General Degree</td>
<td>360 SCQF credits including a minimum of 60 credit at Level 9</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>240 SCQF credits including a minimum of 90 credit at Level 8</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>120 SCQF credits including a minimum of 90 credit at Level 7</td>
</tr>
</tbody>
</table>

#### Part B. Mark/Grade Requirements

<table>
<thead>
<tr>
<th>Overall Mark</th>
<th>Overall Grade</th>
<th>Basis of Overall Mark/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Masters</td>
<td>&gt;=50%</td>
<td>C</td>
</tr>
<tr>
<td>Honours Degree (inc.MA)</td>
<td>&gt;=40%</td>
<td>D</td>
</tr>
<tr>
<td>Ordinary or General Degree</td>
<td>&gt;=40%</td>
<td>D</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>&gt;=40%</td>
<td>D</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>&gt;=40%</td>
<td>D</td>
</tr>
</tbody>
</table>

### DURATION OF STUDY

<table>
<thead>
<tr>
<th>IN MONTHS</th>
<th>Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Masters</td>
<td>60</td>
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<tr>
<td>Honours Degree</td>
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</tr>
<tr>
<td>Ordinary or General Degree</td>
<td>36</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
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</tr>
<tr>
<td>Certificate of Higher Education</td>
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</tr>
</tbody>
</table>