PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	**MRes Translating Cultures** The MRes Translating Cultures is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Certificate of Special Study in Translating Cultures
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	University of Westminster, Regent Street
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	Full-time and part-time
QAA subject benchmarking group(s):	*QAA Descriptor for Qualification at M level QAA Code of Practice on Postgraduate Research Programmes, where relevant to taught Programmes*
Professional statutory or regulatory body:	n/a
Date of course validation/review:	April 2014
Date of programme specification approval:	July 2017
Course Leader:	
Course URL:	westminster.ac.uk/courses/postgraduate
Westminster Course Code:	PMLAN05F (Full-time) PMLAN05P (Part-time)
JACS code:	Q910/R990
UKPASS code:	P052160

ADMISSION REQUIREMENTS

There are standard minimum entry requirements for all undergraduate 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: westminster.ac.uk/courses/postgraduate/how-to-apply

AIMS OF MRES COURSE

Masters courses at the University of Westminster provide curricula supported by high quality research, scholarship, staff development and a distinctive research culture that promotes breadth and depth of intellectual enquiry and debate. In all our courses, we seek to create a rich learning environment that is receptive to the needs and views of Masters students and encourages them to achieve their full potential. We promote a scholarly commitment to open and critical enquiry in the increasingly intersecting fields of cultural and translation studies and also encourage engagement with neighbouring areas of academic enquiry in the humanities and social sciences, historical studies, human geography, gender studies, legal studies, literary and reception studies, migration studies, philosophy of language, politics and international relations, postcolonial studies, religious studies, sociology, visual arts and museum studies, to name but a few). Indeed, we view interdisciplinarity and transdisciplinarity as a potential translation issue in and of itself and explicitly welcome project ideas that explore 'translation' as a force of cultural transformation and productive discontinuity.

Translating Cultures
Building on the strong reputation of Westminster's provision in both cultural and translation/interpreting studies, the new MRes Translating Cultures responds to and expands on the 'translational turn' in the wider humanities and social sciences and opens up the understanding of 'translation' to include the transmission, interpretation and sharing of values, beliefs, histories and narratives not only across linguistic, cultural or geographical boundaries, but also, for example, from one medium, time period, or indeed one discipline to another. It emphasises the increasing importance of multilingualism in both research and professional life, and is based on the assumption that a globally connected world, rather than reducing the need for translational activity and reflection, requires more individuals who can facilitate and critically evaluate cross- and transcultural knowledge transfer and who can understand and highlight the processes behind it in a wide variety of professional, linguistic, and academic settings.

Taught and assessed through the medium of English, the MRes Translating Cultures is a research-based postgraduate degree for students who will either have native speaker competence in English or, where the student is not a native speaker of English, a minimum of IELTS 6.5 (with a minimum of 7.0 in writing) and have advanced language skills in at least one foreign language. They will wish to obtain a research-based postgraduate degree that builds on their multilingual and cross- cultural expertise and allows them to engage critically with 'translation', where translation is understood as the reflective practice of, and inquiry into, historical and/or contemporary interactions of multiple cultures and linguistic communities, as well as the inquiry into the very nature and processes of translational action in a variety of professional and institutional contexts.

The MRes Translating Cultures actively fosters a critical understanding of the relationships of

appropriation, transformation and conflict inherent in the translation of knowledge, ideas and creative output from one cultural area to another, which, paired with the specific skills acquired on this course, can be transferred to future employment or further research training (PhD).

The MRes Translating Cultures is characterised by

- its transdisciplinary approach and deliberate focus on new problems and issues arising from intensified cultural encounters in a globalising world;
- its commitment to an internationalised curriculum, including deliberate attention to scholarly voices from around the globe in a variety of languages,
- and a critical and contextualising, rather than universalising, approach to investigative categories in scholarship;
- the centrality of its 'translational' perspective as a methodological and analytical gateway to transcultural enquiry across the social sciences and humanities;
- the wide range of languages (Chinese, French, German, Spanish, and Russian) and cultural areas covered;
- close supervision shared by two academics from different cultural and linguistic areas and/or areas of subject expertise.

We also explicitly welcome applications for collaborative research projects and are happy to exploit our links with public and third sector partners to assist students in developing projects that fit with both the partners' research needs and the demands and expectations of a Masters dissertation. The student will take the lead in the development of any such collaborative research project, but will be guided and assisted by the supervisory team and, where appropriate, other members of the course team.

The identification of a suitable research topic is central to students' learning on the MRes Translating Cultures. On the basis of the student's understanding of the conceptual premises of cultural translation, he/she will determine the cultural, linguistic, historical or disciplinary significance of their chosen topic and will argue the relevance of a critical investigation into its 'translation', explicitly engaging with and/or generating source material in all of the student's chosen working languages in the process. Students will be guided and supported by the wide range of expertise on the part of the supervisory team. Projects may investigate multilingual mechanisms and phenomena of the transmission, interpretation and sharing of values, beliefs, narratives and practices across linguistic, cultural, geographical, medial, disciplinary or historical boundaries. Topics can refer to key public policy concerns such as security, economic and social development, migration, public health or the environment; alternatively, they can relate to concrete cultural products or processes of transcultural production in both 'mainstream' culture and in youth culture, pop culture or diasporic culture in a variety of historical contexts and media; or they can be more theoretical by focusing on the nature and processes of translation across cultures, languages, media or historical periods, or indeed investigate translational reconceptualisations of the notion of culture itself.

Through its understanding of 'translation' as a distinctive means of knowledge and a category of analysis not just for traditional modes of interlingual communication, but also for social and cultural theory, microsociology, migration studies, history, the theory of interculturality, etc., the course aims to:

1. ensure that students develop an ability to critically analyse and evaluate a range of conceptual and methodological approaches to research in the fields of cultural and translation studies in various linguistic, intellectual and institutional contexts;
2. impart knowledge and understanding of the concepts, processes, values and

institutions relevant to the practice of translating across cultures, and the ability to evaluate the significance of the resulting social, political or cultural phenomena;

3. encourage students to relate the advanced academic study of translational and transcultural processes and phenomena to questions of public concern;

4. develop the personal and transferable skills necessary to be a multilingually effective researcher and / or practitioner in the field of cultural translation.

Research Training and Engagement

Research is an integral, core element of the MRes programme. It encompasses research method training, group and individual research project work, and engagement in a high-quality, vibrant research culture through a variety of extra- curricular activities, such as research seminars, workshops, national and international conferences, etc. The MRes course is designed to help students explore and deploy various analytical approaches and methods relevant to the investigation of translational and transcultural processes and phenomena, and to engage in the diverse research activities offered by the Department of Modern Languages and Cultures and the University's wider research environment.

Research methods training is embedded in, and delivered through, all modules as well as extra-curricular activities, as follows:

1. The taught Core module Translating Cultures addresses key theoretical issues and methodologies in contemporary transcultural and translation studies. Conceiving of translation as both an area of investigation and as an investigative paradigm, this module aims to critically examine translational practices and processes and the problems of transposition, transfer and mediation in cultural encounters. By introducing students to the works of key theorists from around the world in the intersecting fields of translation and cultural studies, this module aims to enhance students' understanding of how historical and contemporary cultural interactions can be examined and conceptualised through the translational paradigm. The module explores the diverse forces shaping the products and processes of transcultural and translational phenomena and emphasises the links and tensions between them. This module thus seeks to equip students with a sound critical and methodological framework for analysing the complex interactions within and across today's diverse communities of linguistic, cultural, historical, political and social practice.

   The module is structured to allow students to develop an advanced understanding of the important link between theoretical perspectives and methodological approaches and actively fosters the development of transdisciplinary perspectives in research and scholarship. Students examine and carry out critical analyses of key texts and, where appropriate, case studies to explore the possibilities of 'decolonising' scholarly enquiry from its traditional Eurocentric perspectives, and are encouraged to link these conceptual explorations with the advanced methodological training and thematically tailored supervisory provision offered through the co-requisite Research Dissertation module. Students are also encouraged to consider and apply theoretical and methodological approaches introduced in this module to real world problems as part of the learning process.

2. The suite of taught Option modules students can choose from for their second taught module on the MRes course are carefully selected to support advanced research training and further study in specialised areas matched with students' individual research interests. Each module will provide students with ample scope to develop and practise a variety of skills and competences to assist them in becoming effective

and reflective independent learners and researchers and to develop a sound critical understanding of the strengths and weaknesses of a number of theoretical and methodological perspectives and approaches in cultural studies and translation scholarship.

Depending on the research specialism students wish to develop on the course, they can choose <u>one</u> Option from the following range of modules: *Translation Studies* OR Intercultural Communication OR Representing World Cultures OR *Capitalism and Culture* OR *Representations of Diaspora*, *Cultural Identity and Difference* OR *Globalisation, Democratisation and Post-Authoritarian Transition* OR *Restorative Justice: Cultures, Integration and Law OR Democracy and Islam* OR *The Chinese Media and the Emerging World Order.*

Each of these modules addresses key theoretical issues and their applications, giving students the opportunity to critically analyse the methods and approaches used by existing researchers in their chosen field of specialism, develop the advanced knowledge and understanding essential for the analytical research of translation, cross-cultural activity and transcultural concepts, and develop normative assessments of the main issues currently facing actors in these fields at a range of different levels and within different intellectual and institutional contexts.

3. The Core Research Dissertation module asks students to produce their own substantial research project on a topic chosen by them under the criteria outlined above under Aims of MRes Course. Here, training is primarily provided through individual supervision sessions. Supervisors will assist students in choosing a field of study for the dissertation, identifying a suitable research topic and potential research methods, developing their argument and writing up their final work.

Where a student has elected to embark on a collaborative research project with a public or third sector partner, the student will be expected to take the lead in the development of any such collaboration, but will be guided and assisted by the supervisory team and, where appropriate, other members of the course team.

In addition to individual supervision sessions, students' learning is supported by a suite of online training units in research methodologies, which in turn link in with group-based workshops hosted by the team of supervisors and delivered in burst mode. Work packages on various methodological approaches and techniques will also be made available (via Blackboard as well as in hard-copy) to students during the research design stage. These can also be used as support materials in the taught modules. In addition, the University can offer training in specialist techniques and tools such as qualitative research methods, statistical software, and professional analyses.

The mid-point Dissertation Colloquium and the end-of-year Dissertation Symposium provide students with a forum to present their research to their peers in the first instance (Dissertation Colloqium) and, at the end of their studies, to wider academic audiences and relevant stakeholder communities (Dissertation Symposium). These prominent events in the MRes Translating Cultures calendar not only foster a sense of community among both staff and student researchers on the course, but also offer students valuable opportunities to demonstrate their presentation and communications skills. Conceived as a public, 'degree show'-type event, the Dissertation Symposium in particular functions as a showcase for current and future research in the Department and, as such, responds to the growing importance placed on dissemination, diffusion

and impact in research training.

4. In addition to the formal elements of the MRes course, research methods are discussed in relation to specific research projects and topics through the departmental Translating Cultures seminar series, events hosted by the department's Contemporary China Centre and the Institute for Modern and Contemporary Culture, as well as through internal and external symposia and conferences. For the current programme of talks in the Translating Cultures series, visit westminster.ac.uk/about-us/faculties/social-sciences-and- humanities. For further information on our Contemporary China Centre, visit westminster.ac.uk/contemporary-china-centre . To find out more about events hosted by the University of Westminster's Institute for Modern and Contemporary Culture, visit http://instituteformodern.co.uk/. Students are strongly encouraged to attend these (and other relevant) events, which are also an ideal opportunity for networking.

All members of the teaching team – including the research dissertation supervisors – are themselves active researchers in the fields of cultural and/or translation studies. The core rationale of the MRes Translating Cultures is a multi-cultural, multi- disciplinary and multi-lingual approach to research. The course team consists of research active staff in the areas of Chinese studies, French and Francophone studies, German studies, Spanish and Latin American studies, Russian history and cultural studies, English and comparative literature, sociology, political science, and translation and interpreting studies. Within these broad areas, the subject team have research expertise in gender and sexuality studies, critical race studies, cultural heritage, intellectual histories, literary and translation criticism, reception studies, translation theory, translation process analysis and pragmatics, cross-cultural communication, diaspora and migration studies, museum studies, comparative medicine and medical history, comparative religious studies, film studies, and the visual arts. The team have links to research networks in Argentina, Australia, Austria, Brazil, China, Denmark, France, Germany, Hong Kong, Ireland, Switzerland, Russia, Taiwan, USA, and Uzbekistan. All course team members have experience of translation, either in a professional capacity or for research purposes (in some cases both), and, across the team, offer expertise in a wide range of research methodologies, including text and narrative analysis, archive studies, life story research, qualitative-oriented research methods including interviewing, participant observation, and other ethnographic techniques.

EMPLOYMENT AND FURTHER STUDY OPPORTUNITIES

Key Transferable Skills
On completing the MRes Translating Cultures, students should be able to use the understanding, knowledge, and specific skills of critical analysis, academic enquiry, decision making and other higher order capabilities, gained from their studies, to demonstrate the transferable skills listed below. These skills are relevant to both professional and academic (research) careers:

1. use communication and information technology for the retrieval and presentation of information, including, where appropriate, statistical or numerical information;
2. work independently, demonstrating initiative, self-organization and time-management;
3. construct reasoned arguments, synthesize relevant information and exercise critical judgement at an advanced level;
4. undertake sustained research in the fields of cultural and translation studies, using at least one foreign language at an advanced level;
5. manage and deliver well-structured, coherently argued, timely and clearly-

presented oral and written presentations at an advanced level and in fluent academic English;
6.   collaborate with others to achieve common goals;
7.   reflect on their own learning and seek and make use of constructive feedback;
8.   synthesise theory and practice through research;
9.   plan, negotiate and deliver a research project, as grounding for potential doctoral research;
10.   manage further learning self-critically.

Specific Employability Skills

The MRes course complements the focus of the University and the Department of Modern Languages and Cultures on the employability of graduates and their preparation for the changing world of employment. The course enables graduates to develop their critical, analytical, problem solving and other skills. The need for these skills is typically stressed by employers. The course is structured to foster intellectual, analytical, organisational and (inter-)personal skills transferable to the world of professional employment and further postgraduate research.

At the end of the course, students will be able to:

- use acquired knowledge and understanding to initiate their own or their employer's research projects in transcultural and/or translational issues and practices related to a relevant local, national or international context;
- work independently and self-critically on research tasks in a well-organized manner and within time and informational constraints;
- develop with confidence and competence a research strategy, working hypothesis, and methodology in cultural and/or translation studies, and practise research, hypothesis adaptation, and data collection;
- work effectively in a group, either as a leader or a member, and hone their ability to negotiate differences of opinion, collaborate in specific tasks, and manage
- deadlines;
- communicate effectively and fluently in speech and writing on a variety of relevant topics at an advanced level in both English and at least one modern foreign language;
- reflect on their own learning and seek and make use of constructive feedback;
- understand and evaluate different approaches to research in cultural and translation studies as applied by both academics and practitioners;
- demonstrate and utilise an understanding of the various structures and processes that shape transcultural and translational activity in a range of institutional and intellectual contexts;
- develop a critical understanding of a range of political, economic and social issues relating to the field of translation and transcultural engagement across
- different local, national and international contexts;
- present the objectives, methods and findings of research projects through a range of different activities such as oral presentations, written research proposals and reports.

Using the MRes: Graduates' Careers

The MRes course is tailor-made to enhance skills relevant to either professional or academic (research) careers in the fields of translation and knowledge transfer across cultures. The course prepares for employment in a local, national or international context where individuals with an intimate knowledge of specific cultural areas and an awareness of cross- and

transcultural processes and phenomena, coupled with strong and rigorous language and research skills, are required. It prepares for work in the civil service, national or international organizations as well as NGOs, think tanks and charitable organisations; arts councils and cultural institutes, the publishing or advertising industry, and museums and galleries; graduates will also find work as researchers in media organizations and in journalism, or, typically following further postgraduate (doctoral-level) training, in higher education.

Recent graduates from the Department of Modern Languages and Cultures now work in the translation and cultural industries; governmental, intergovernmental and non-governmental organisations; the mass media; and a range of international business and cross-cultural organisations. Others are studying for higher degrees at Westminster or other universities throughout the world.

COURSE LEARNING OUTCOMES

The MRes Translating Cultures emphasises student-centred learning. Each module will provide students with ample scope to develop and practise a variety of skills and competences to assist them in becoming effective and reflective independent learners and researchers, in completing the course successfully, and in equipping graduates for employment in a professional career or for further postgraduate research.

Learning outcomes are statements on what students are expected to have achieved as the result of learning on the MRes course. These outcomes define the overall skills, knowledge and experiences that students should achieve on successful completion of the course. They are related to the aforementioned core aims of the MRes course.

Knowledge and Understanding, Intellectual / Thinking and Specific Skills
By the end of the course, students, as independent learners and researchers, should be able to:

1. demonstrate an advanced critical understanding of the strengths and weaknesses of a range of conceptual and methodological perspectives and approaches in cultural studies and translation scholarship and be able to adeptly apply these perspectives and approaches to real world examples;

2. effectively relate, and apply empirical knowledge of, translational and transcultural activity in a range of global contexts to relevant theory and analysis;

3. perform as independent learners and researchers to demonstrate competent use of a range of research strategies and methods, and critical and analytical skills commonly used in the scholarly study of translational and transcultural phenomena and processes in various institutional and intellectual contexts;

4. articulate at an advanced level key intellectual arguments relating to the fields of translation, cross-cultural engagement, cultural and language policy and multi-agency communication;

5. develop the advanced knowledge and understanding essential for the analytical research of translational and transcultural activity and develop normative assessments of the main issues currently facing actors in these fields at a range of different levels and within different intellectual and institutional contexts.

Although these types of skills may be seen as conceptually distinct, we regard them as synergetic in that the teaching team will seek to facilitate students' acquirement of the skills of critical analysis, academic enquiry, decision-making, research planning and implementation and other advanced capabilities throughout their MRes course, both in the two taught modules and in the Research Dissertation module.

More specifically, by the end of the course, students should be able to:

1. Course Specific Skills:
   Critically evaluate at an advanced level:

   a. the nature and significance of translational and transcultural activity in a variety of linguistic, geographical, historical, disciplinary and institutional contexts;

   b. key theoretical approaches and debates in cultural and translation studies;
   c. key concepts, such as translational agency, authorship and ownership, transcultural discursivity, etc.;

   d. an advanced range of investigate and interpretative paradigms appropriate to the analysis of issues in translation and transcultural studies at a variety of intellectual and institutional levels;

2. Academic, Professional and Personal Skills:

   a. read critically, summarise and analyse both theoretical and empirically-oriented sources relating to the study of translational and transcultural phenomena and processes in rigorous, systematic and conceptually informed ways;

   b. critically evaluate, synthesise and apply concepts, theories and methods used in the study of translational and transcultural activity to the analysis of cultural values, narratives and practices at multiple levels and in various geographical, historical and intellectual contexts;

   c. plan, negotiate and implement an advanced research project in a relevant area of cultural translation;

   d. collect, synthesize and use evidence from a variety of secondary and primary sources in selective and systematic ways that evaluate and question the explanatory power of authoritative works in translation and cultural studies;

   e. develop a normative approach to significant issues in translation and cultural studies at an advanced level;

   f. manage and deliver well-structured and professional oral and written reports and presentations on topics in translation and cultural studies;

   g. construct reasoned arguments and engage confidently and effectively in academic communication with others, in writing and orally, on topics in translation and cultural studies in a range of intellectual and institutional contexts;

h. identify, investigate, and analyse solutions to theoretical and real world problems related to translational and transcultural activity at an advanced level;

i. be able to critically reflect upon students' own practice, employment experience and personal development and identify areas that require further training or enhancement.

TEACHING, LEARNING AND ASSESSMENT METHODS

The hallmark of the MRes course – alongside the other Masters courses in the Department of Modern Languages and Cultures – is a strong, student-centred approach to teaching and learning, rooted in seminars and tutorials as well as lectures provided in a rich learning environment. As part of the University's Faculty of Social Sciences and Humanities, the Department's key cultural values relating to teaching and learning are: open and clear communication and transparency; ethical and principled approaches; expectations of high quality and standards; inclusiveness and empowerment; flexibility and responsiveness; care and support. These values are particularly important where the student body is large and very diverse (see University Learning and Teaching Strategy 2011-15).

Principles
The Department's teaching and learning approach is one whereby staff and students take seriously their individual and group development in terms of life-long learning. Our teaching and learning approach encourages students and staff to see themselves as part of a learning community and encourages staff to develop not only their research, but also their ability to communicate and share their knowledge with colleagues and students. Our underlying aim is to enhance the learning experience for students and staff and to maximise learning opportunities for students.

In line with Faculty policy, the Department is committed to:

1. encouraging and developing student-centred, independent and active learning, so that students are encouraged progressively to think, learn and act for themselves and to reflect upon their learning;
2. equipping its graduates with the knowledge, understanding and professional skills to enable them to make an effective contribution to society and to build meaningful lives and careers for themselves;
3. continuous and rigorous improvement in the quality of the teaching delivered by its staff and the learning opportunities provided for its students;
4. a culture of professionalism and continuing professional development of its staff and all their activities;
5. valuing teaching and learning as its core business and developing mechanisms and structures that recognise and reward excellence in teaching;
6. providing programmes which meet the needs of students in London and the wider community, and to operating a teaching, learning and assessment strategy which maximizes participation, retention and completion;
7. underpinning and informing teaching excellence by staff research, apprising students of the latest relevant research, and involving students in staff research where possible;

8. sharing knowledge, life experience and expertise as part of the curriculum, maximising the wide range of experiences present in our diverse and international student body;
9. continuous monitoring and evaluation of its teaching activities to ensure the quality of its provision;
10. through the Faculty, producing clear and measurable teaching and learning targets annually, which actuate our teaching and learning principles.

Specific Learning and Teaching Features in the MRes course

The MRes course has the following key features: student-centred, small-group, research-informed learning and teaching; collaborative research option; in-built dissemination opportunities; and personal development planning.

Learning & Teaching
The course builds on the department's environment of close student-teacher interaction and provides active learning sessions to encourage students to develop independent analytic perspectives, and to enable us to identify students' academic interests, strengths and weaknesses at an early stage. The emphasis of this course is to enable students to develop autonomy and take early ownership of their individual research projects. With this in mind, teaching approaches are inductive, which means that students should come to seminars prepared to contribute to the learning process through participation in discussions and presentations to students and staff. Students will be encouraged to make use of a wide range of sources and media in their learning and assessment. Given the research-based nature of this MRes course, the majority of students' time will be dedicated to independent research, in consultation with their supervisors, to be complemented by taught seminars and 'blended learning' opportunities, which will provide students with a structured framework for learning.

In the taught seminars, the emphasis throughout is on learning through close, interactive group work focusing on a range of student and staff presentations in structured seminars. These modules include a variety of teaching and learning features that are appropriate to the particular subject matter, e.g. small group work, review sessions, workshops, symposia, debates, Q&A sessions, document analysis sessions, and, on the Research Dissertation module, a specially designed suite of online training sessions to support the development of students' methodological skills. On all our modules, we seek to encourage both staff and peer-led activities where students learn from one another within a co-operative and intellectually stimulating atmosphere. Moreover, during all stages of study, students will be offered close support as part of a strategy designed to facilitate students' acquiring appropriate learning skills and deriving maximum academic benefit from the course.

Through regular supervision meetings (delivered through the Research Dissertation module), in the form of both face-to-face and virtual consultations, guidance will be offered for pursuing independent research. Supervisory meetings will involve identifying conceptual and methodological areas and issues where students require further guidance and development. Where necessary, supervisors will direct students to further research training offered by the University, where students can develop specialised methodological and theoretical understanding and skills. This advice will be closely tailored to the individual research interests of each student.

During the MRes course, students will focus on a range of conceptual and methodological approaches to research, which will be explored through a variety of analytical, explorative and reflective tasks relating to translational and transcultural phenomena and activities. The theoretical training students will acquire, both in the taught modules and through regular one-to-one consultations with their supervisors, will give them a sound conceptual and methodological basis on which to research and write their dissertation.

The taught modules emphasise student discussion and presentations as part of the weekly teaching and learning schedule. Depending on class sizes, a large group may be divided up into smaller groups for structured discussions, with a rotating group director or 'spokesperson' summarising the group members' views and reporting back to the reconvened large group. Group work may also be used in specific exercises to encourage students' critical response to set texts or talks given by the lecturer. Individual student's oral presentations, given to the whole class, are a required aspect of most modules and are timetabled as integrated seminar presentations into the weekly sessions throughout each semester.

The end-of-year Dissertation Symposium (delivered through the Research Dissertation module) provides students with a platform to present the results of their research to their peers and the wider academic community as well as to wider stakeholder communities and collaborative partners. Student presentations are complemented by talks from invited speakers and staff research presentations.

Our experience has shown that this supportive, active and participatory approach to learning is pedagogically beneficial to all students, especially to those who may not be familiar with the intensity of academic requirements in the British system, or with its symbiotic relationship with the larger intellectual environment in greater London. We seek to foster this research ethos and teaching culture not only in the supervisory sessions and taught classes in the modules that form part of this MRes course, but also through the wider research community of the Department of Modern Languages and Cultures and beyond. The learning experience will thus be further supported by research-relevant activities and events hosted by the Contemporary China Centre, the Translating Cultures seminar series and the Institute for Modern and Contemporary Culture, as well as by a wide range of other workshops, seminars, conferences and public lectures organised either by the Department and or by its sister units in other parts of the University. Full details of these events are regularly advertised to students, usually by email.

The approach to teaching and learning we adopt on all modules on this course equips students with a comprehensive set of skills that will benefit them in their future careers (see Course Learning Outcomes). Our teaching approach will not only enable students to carry out an independent research project at an advanced level and to a prescribed timeline, but also trains them to work both independently and as part of a group, to make effective use of a range of research resources and techniques, and to effectively communicate their ideas in oral and written forms to different audiences. Within the framework of the course as a whole, these skills are acquired through taught modules, supervision and independent research, as well as through the specific assessment requirements for each module.

During the course of study, students will be exposed to a wide range of different types of learning resources. The initial Orientation Programme includes visits to the appropriate University resource centres and opportunities to explore those parts of the library that hold particularly relevant resources. At all stages of the course, students will be offered close

support from their supervisors and the teaching team so that they have the opportunity to acquire appropriate learning skills and gain the maximum benefit from their course of study.

Personal Development Planning

The course provides several routes through which students can reflect upon and improve their learning, and foster their personal and career development. Key skills, such as proficiency in writing, summarising material, giving presentations and independent learning are embedded in the curriculum and promoted through the taught modules and individual and group tutorials. In addition, the course assessment is designed to enhance students' critical thinking and research skills. The emphasis throughout is on developing students' capacity to communicate their learning and their achievements to others, including future employers. For instance, as part of the assessment in the Research Dissertation module, students will be asked to present their research findings in the form of a poster that is also required to include reflections on their academic and personal achievements over the course of their studies, paying particular attention to their experience of having undertaken a research project in a multilingual und transcultural context. Students are explicitly encouraged to reflect on how this experience can advance employability.

Proficiency in English

As part of the orientation programme on to the MRes course, if the student's first language is not English, he/she may be screened for proficiency in written and spoken English. A student may then be referred – or may refer him/herself – to the Postgraduate Academic English (PAE) module. For those students who are not screened for English proficiency, or who do not self-refer at the beginning of their studies and who do not take the module in Semester 1, the module is again offered in Semester 2.

Proficiency in Foreign Language

As part of the Induction on to the MRes course, if a student does not hold a relevant qualification in the foreign language of the principal cultural area he/she will be investigating, the student may be screened for written and spoken proficiency in that language.

Course Strategy

The overall approach to assessment reinforces the philosophy, syllabi and teaching strategy of the MRes Translating Cultures. In designing our assessment strategy, we purposely rejected traditional exams as not offering the best means by which we could assess higher order analytical, diagnostic, comprehension, imaginative, and critical skills; and because they might discriminate against students unfamiliar with the British higher education system. In lieu, we have designed sensitive methods of continual assessment that better meet the course aims and objectives. There are, therefore, no formal exams. Continual assessment methods include delivery of written research project work, marked oral, written and poster presentations, literature reviews, essays, and the dissertation.

No attempt has been made to standardise assessment regimes across the three modules, except to ensure equivalence of overall workload. Rather, we provide a variety of assessment regimes. Within a 5,000 word envelope, the two 20-credit modules have their own mode of continual assessment appropriate to their learning outcomes, including essay/project work, or marked presentations combined with essay/project work. Over the entire course of the MRes degree, a student will submit coursework amounting to 35,000 words.

Although our MRes course does not include formal exams and provides variation in assessment methods across modules, we attach great importance to tutors being able to gauge students' progress and identify difficulties early on in their modules so that they may recommend remedial action that will guide students to successful completion of their course of study. Module leaders will provide regular feedback and formative guidance to students. Further support will be provided as necessary and when requested.

COURSE STRUCTURE

The MRes course consists of three modules: two 20-credit taught modules (1 Core module plus 1 further module from a range of Options), and one 140-credit Core Research Dissertation module.

Taught modules

The taught modules are designed to provide students with the conceptual foundations and methodological skills for designing and implementing the research pursued in the dissertation module. They place questions of translational and transcultural engagement at the centre of analysis; ensure that students acquire knowledge and understanding in appropriate areas of cultural analysis, translation theory, and cultural studies; and enable students to understand and use a range of concepts, approaches and methods from within the broad fields of cultural and translation studies. While each of these modules has its own distinctive primary focus, all taught modules are carefully designed to ensure that each contributes to the key learning outcomes of the course as a whole.

Research Dissertation module (140 credits; year-long)

In this module, students will, in the main, work independently, under the joint supervision of two tutors, to further develop the knowledge, understanding and skills gained from the taught modules to design a research strategy and methodology that includes the development, adaptation, and testing of a hypothesis or research question contextualised in existing research, and which leads to executing and writing up an advanced piece of research. Learning on this module is supported by a series of group-based research planning workshops hosted by the team of supervisors and delivered in burst mode. These workshops are complemented by a suite of online training units in research methodologies, which students are expected to complete during the first semester of study. The workshops and online training sessions are in addition to the Dissertation Induction session, the Dissertation Colloquium (mid-point), and the Dissertation Symposium (end of final year of study).

This table shows the core and option modules available as part of the course and their credit value.

Module code	Module title	Status	UK credit	ECTS
7TRSL043W	Research Dissertation	Core	140	70
7TRSL055W	Translating Cultures	Core	20	10
7ENGL006W	Translation Studies	Option	20	10
7TESL010W	Intercultural Communicative Competence	Option	20	10
7CLST013W	Representing World Cultures	Option	20	10
7CLST001W	Capitalism and Culture	Option	20	10
7PIRS029W	Globalisation, Democratisation and Post-Authoritarian Transition	Option	20	10
7LANS010W	Migration and Cultural Encounters	Option	20	10
7MEST004W	The Chinese Media and the Emerging World Order	Option	20	10
7ARCH008W	Ethnographic Ways of Knowing	Option	20	10

Please note: Not all option modules will necessarily be offered in any one year.

For this MRes course, students will take one taught module during each of the two semesters. Part time students will have the option of taking the two taught modules either both in the first year of study, or alternatively one in the first and the other in the second year of study.

The University normally expects full-time Masters students to complete their award within a maximum period of registration of 4 years, and part-time Masters students within a maximum period of registration of 5 years – in both cases, including any period of suspension of studies.

Course Structure Diagrams

Full time mode

Semester 1	Semester 2
7TRSL055W Translating Cultures (20 credits)	7ENGL006W Translation Studies *or* 7CLST013W Representing World Cultures *or* 7CLST001W Capitalism and Culture *or* 7ARCH008W Ethnographic Ways of Knowing *or* 7PIRS029W Globalisation, Democratisation and Post-Authoritarian Transition *or* 7TESL010W Intercultural Communicative Competence *or* LANS010W Migration and Cultural Encounters *or* 7PIRS022W Postcolonial International Relations *or* 7MEST004W The Chinese Media and the Emerging World Order (20 credits)
7TRSL043W Research Dissertation Module (140 credits)	

Part time mode

Option 1 – taking one taught module in each year of study

Semester 1, Year 1	Semester 2, Year 1	Semester 1, Year 2	Semester 2, Year 2
7TRSL055W Translating Cultures (20 credits)			7ENGL006W Translation Studies *or* 7CLST013W Representing World Cultures *or* 7CLST001W Capitalism and Culture *or* 7ARCH008W Ethnographic Ways of Knowing *or* 7PIRS029W Globalisation, Democratisation and Post-Authoritarian Transition *or* 7TESL010W Intercultural Communicative Competence *or* LANS010W Migration and Cultural Encounters *or* 7PIRS022W Postcolonial International Relations *or* 7MEST004W The Chinese Media and the Emerging World Order (20 credits)
7TRSL043W Research Dissertation Module (140 credits)			

Part time mode

Option 2 – taking both taught modules in the first year of study

Semester 1 – Year 1	Semester 2 – Year 1	Semester 1 – Year 2	Semester 2 – Year 2
7TRSL055W Translating Cultures (20 credits)	7ENGL006W Translation Studies *or* 7CLST013W Representing World Cultures *or* 7CLST001W Capitalism and Culture *or* 7ARCH008W Ethnographic Ways of Knowing *or* 7PIRS029W Globalisation, Democratisation and Post-Authoritarian Transition *or* 7TESL010W Intercultural Communicative Competence *or* LANS010W Migration and Cultural Encounters *or* 7PIRS022W Postcolonial International Relations *or* 7MEST004W The Chinese Media and the Emerging World Order (20 credits)		
7TRSL043W Research Dissertation Module (140 credits)			

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

HOW WILL YOU BE SUPPORTED IN YOUR STUDIES?

Course Management
The management structure supporting the course is as follows:

Dear of Faculty, holds overall responsibility for the course and for all other courses run by the Faculty of Social Sciences and Humanities.

Dr Gerda Wielander, Head of Department, holds overall responsibility for all courses offered in the Department of Modern Languages and Cultures (MLC).

Alex Alfer, Course Leader for the MRes Translating Cultures, is responsible for the day-to-day running and overall management of the course and development of the curriculum.

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 Faculty Registry Office. 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

Learning Support
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.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students[1] 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.

Support Services
The University of Westminster Student Affairs 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. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

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[1] Students enrolled at Collaborative partners may have differing access due to licence agreements.

How do we ensure the quality of our courses and continuous improvement?
The course was initially approved by a University Validation Panel in 2013/14. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also 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 Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review 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 review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees 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 Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.

- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty 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.

- The University also has an annual Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.