

## STUDY REGULATIONS

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# I. INTRODUCTION

## Scope of the Study Regulations

1. These Study Regulations (hereinafter referred to as 'Regulations') set out the basic rules and procedures that govern the teaching and study in the translation and interpretation programmes offered by the St. Petersburg School of Conference Interpreting and Translation (SCIT) at the Herzen State Pedagogical University of Russia (hereinafter referred to as 'Herzen University') from the start of the application process to the time of the diploma award.
2. These Regulations conform to the principles established by the Herzen University Charter (<http://www.herzen.spb.ru/img/files/stas//ustav/ustav.pdf> [in Russian]) and the Regulation on the St. Petersburg School of Conference Interpreting and Translation. They were approved by the SCIT Director and the First Vice-Rector of Herzen University. The text of the Regulations is available on the SCIT website (<http://spbs.herzen.spb.ru>).
3. These Regulations do not apply to any post-training internships, work placement services and/or professional development activities that SCIT may offer to its prospective or former students from time to time.

## Subject and Aims of Study

4. The mission of SCIT is to prepare conference interpreters and translators capable of performing their duties to the highest professional standards expected by the leading practitioners, translation and interpretation schools and professional associations. Therefore, SCIT pursues the following objectives:
  - to provide for intensive preparation of high-class interpreters and translators in order to meet the needs of the governmental and international organizations as well as the business community of St. Petersburg and North-West Russia;
  - to uphold and develop the rich pedagogical legacy of translation and interpretation training that historically evolved in Leningrad, USSR;
  - to contribute to enhancing the prestige of the translation/interpretation profession in Russia and around the world.

## Status of the Programme and Specializations

5. SCIT offers a one-year post-graduate training programme which falls under the category of 'additional professional education' according to the Russian legislation on education. This means that students who successfully complete their studies and pass the final examinations are awarded a government-recognized Professional Development Diploma conferring upon them a qualification of either 'conference interpreter' or 'conference translator' or 'conference interpreter and translator'. This exit award is not equivalent to a degree. At the same time, SCIT

endeavours to ensure compatibility of its training process with the curricular requirements established by the European Masters in Conference Interpreting (EMCI) consortium of universities and intends to achieve student mobility through this common framework.

6. Currently, SCIT offers three study concentrations ('specializations'):

Specialization 1. Linguistic mediation for multilateral international relations and business communication with a concentration in *Conference Interpreting*;

Specialization 2. Linguistic mediation for multilateral international relations and business communication with a concentration in *Conference Translation*;

Specialization 3. Linguistic mediation for multilateral international relations and business communication with a combined concentration in *Conference Interpreting and Translation*.

## II. REGISTRATION AND ADMISSION OF CANDIDATES

### Admission Requirements

7. In order to be eligible for admission to the training programme, candidates must:

- hold a Bachelor's, Master's or 'Specialist's' (five years of higher education) degree in any field, including technical or other disciplines;
- have an excellent command of their 'A' and 'B' languages and a sufficient command of their C language(s). The following combinations of languages are acceptable:
  - Language A – Russian
  - Language B – English or French
  - Language C – English, French, German, Spanish, or Chinese;
- possess broad erudition and general awareness of the economic, social, and cultural life of the countries where their working languages are spoken, as well as international relations, politics, culture and economy in general;
- possess sufficient communication skills, powers of analysis and synthesis, high degree of motivation and the ability to operate under stress.

### Transfer from Other Institutions

8. Generally, qualifications or degrees in translation and/or interpreting, fully or partially acquired from other programmes, cannot be recognized as a substitute for, or credited against, the completion of the admission process and/or any part of the study programme. Exceptions from this rule can be made exclusively on the basis of cooperation agreements that Herzen University may enter into with other educational institutions.

### Pre-admission Registration

9. In order to apply for enrolment in the SCIT training programme candidates must complete an application form and a *curriculum vitae* and submit them to the SCIT address at [spbs@ Herzen.spb.ru](mailto:spbs@ Herzen.spb.ru). A blank application form [in Russian] can be downloaded from [http://spbs.herzen.spb.ru/wp-content/uploads/2009/07/appl\\_form\\_rus1-1.doc](http://spbs.herzen.spb.ru/wp-content/uploads/2009/07/appl_form_rus1-1.doc). Applications are accepted until 12 noon of the last Friday in March.
10. Candidates are expected to bring their supporting documents on the first day of admission tests (the first working day of April) at the following address: Office 32, 3A Kazanskaya Ulitsa, St. Petersburg.
11. Candidates must present the following documents in support of their application:
  1. Original and a photocopy of the passport.
  2. Original and a photocopy of a higher education diploma. Last-year students who expect to be awarded a diploma by the end of the current academic year must present a letter from the university stating the time of their graduation and the original and certified copies of the gradebook.
  3. Documents/certificates indicating other qualifications or professional experience attained by the candidate, if available.
  4. Two photos, 3x4 cm in size.

#### Selection of Specialization

12. Candidates are requested to indicate their preferred specialization (1, 2 or 3) in the application form. The Testing Board considers their preferences during evaluation of the candidates' performance in the admission tests. The final decision on the specializations of accepted candidates is made at the end of the testing process. In exceptional circumstances, this decision can be reviewed after interim assessment of a student's performance in the programme at the end of the autumn semester.

#### Admission Tests

13. Admission tests aim to assess candidates' suitability for training in conference interpreting and translation. They consist of language proficiency tests in A, B and C languages (with a focus on understanding of oral and written communication and speaking and writing skills) and aptitude tests in interpreting and translation which evaluate the candidates' ability to successfully perform in the core subjects.
14. Admission tests are usually carried out in the first week of April. Two boards are formed for that purpose: the Admission Board and the Testing Board. Both boards are approved by the Herzen University Rector. The Admission Board is responsible for the organizational, administrative and compliance aspects of the admission process. The Testing Board includes SCIT faculty members who administer the admission tests. Representatives of the SCIT stakeholder entities and other

training programmes in conference interpreting and translation participate in the admission tests in the capacity of observers.

15. Candidates take all of the following admission tests:
  - A. Tests in the B language (oral and written);
  - B. Tests in the C language (oral and written);
  - C. Essay in the A language (Russian)
  - D. Interview in three languages (A, B, C)

16. Each admission test is eliminatory: a candidate who fails one of the tests is excluded from the list of candidates eligible for the final interview.

#### Tests in the B Language

17. The B language tests consist of two purely linguistic skills tests and two aptitude tests, one in interpreting and one in translation.
18. The linguistic tests consist of a listening comprehension and a reading comprehension test.
19. At the listening comprehension test, the candidate is offered a series of short audio recordings in the B language and asked to answer a set of questions on content of the recordings. Each recording is played only once. The performance of the test is invigilated by a member of the Testing Board. This test must be completed in 40 minutes.
20. At the reading comprehension test, three texts (2,000 characters in length) are offered to the candidate. After each text, the candidate is required to answer a set of questions designed to measure his/her understanding of the text's content and the ability for analysing and synthesizing information. This test must be completed in 60 minutes.
21. The interpretation aptitude test is designed to evaluate candidates' abilities for training in conference interpreting. The test consists of two short and well-structured speeches (3 - 4 minutes) presented in each candidate's A and B languages by native speakers of these languages or SCIT instructors. The speeches may cover a wide range of general subjects. Candidates are asked to reproduce the speeches in their B and A languages, respectively, without taking notes. A successful candidate is expected to render the overall content of speech, as well as its logical links and emotional aspects in good target language, while maintaining appropriate eye contact with the audience.
22. The translation aptitude test involves written translation of two texts from B into A language (Russian). The test is administered in an invigilated setting and must be completed in 4 hours. The texts include:
  - one general text, approximately 1,800 characters (1 standard page) in length;

- one specialized text, chosen by the candidate from three texts (economics, law, science and technology).

#### Tests in the C Language

23. The C language tests consist of one purely linguistic test and two aptitude tests, one in interpreting and one in translation.
24. The linguistic test in the C language focuses on the candidate's listening and reading comprehension skills. It involves reading several texts in the C language and answering a set of questions related to their content. In the listening comprehension part of the test, the candidate is offered a series of short audio recordings in the C language and asked to answer a set of questions on their content. Additionally, the candidate's ability for analysis and synthesis of information is evaluated in both tests.
25. The interpretation aptitude test for the C language follows the same design and assessment criteria as the aptitude test for the B language, except that each candidate is only asked to reproduce one speech from their C into A language.
26. The translation aptitude test for the C language involves translation of one text of approximately 1,800 characters (1 standard page) in length from C into A language and must be completed in 3 academic hours.

#### Essay in the A Language

27. The essay in the A language (Russian) is designed to test the candidates' command of their mother tongue. The candidate is expected to choose a subject from the list of possible subjects and compose an –word essay in 4 academic hours. A sample list of topics is provided below.
  - Is the Russian economy capable of competing in the world market?
  - Russia and its neighbors: prospects for further relations
  - The European Union: integration or separatism?
  - Global warming: possible consequences

#### Grading of Tests

28. The performance of each test is assessed by the members of the Testing Board according their language combination and professional specialization (interpreting or translation). Grades are awarded on a five-point scale, where '3' is a passing grade ('satisfactory') and '5' is 'excellent'. Each candidate's grade for a test is determined by the Board members by consensus, taking into account grades assigned by each assessing member. After that, results of all tests taken by all candidates are consolidated and candidates with passing or higher grades are permitted to participate in the interview.
29. A grade below '3' for any taken test is considered a 'fail' and disqualifies a candidate from the final interview. Thus, the decision to accept or reject a candidate are based on a de facto non-

differentiated grading system (pass or fail) while their differentiated grades (from 3 to 5) subsequently serve to inform decisions concerning the streaming of accepted candidates into specializations.

#### Interview

30. The interview is the last stage of the admissions procedure and involves only candidates who have successfully passed all admission tests. The interview is conducted by members of the Testing Board in three languages (A, B and C). The interview aims to identify the degree of the candidate's motivation to study at SCIT. Also evaluated are public communication skills, the ability to switch between languages and the general knowledge of the candidate.
31. The interview is documented in an interview record, in which all questions and answers to them are reflected.

#### Final Selection for Admission

32. After the interview, the members of the Testing Board and the Admission Board jointly select candidates deemed suitable for study and distribute them into specializations. In doing so, the members give due consideration to the opinions of any external observers participating in the admission process. These opinions are, however, not binding on either board, and final decisions are made by consensus of the boards' members.
33. These decisions are then communicated to the candidates, preferably on the day of the interview (the last day of the admission process). Admitted candidates receive all necessary information concerning the beginning of their studies, tuition payment and dormitory accommodation. Additionally, the Testing Board may offer them recommendations on how to prepare for their studies in the period between admission and commencement of studies.

### III. THE STUDY PROCESS

#### Length of Study and Tuition Fee

34. The programme of study is implemented in the form of mandatory full-time instruction six days a week.
35. The total duration of the programme is one calendar year. Classroom instruction covers the period from September 1<sup>st</sup> to June 30<sup>th</sup>, including the final examinations. The months of July and August are reserved for optional internships (see below). The study period is divided into an autumn and a spring semester, beginning on September 1<sup>st</sup> and January 11<sup>th</sup>, respectively. The winter break is from December 30<sup>th</sup> to 10<sup>th</sup>. The spring break is from April 30<sup>th</sup> to May 10<sup>th</sup>.
36. Tuition is fee-based. Herzen University reviews the tuition fee annually and announces it on the SCIT website. For example, the tuition fee for the 2013/14 academic year was set at 350,000 Russian roubles for the entire period of study. The SCIT programme is not eligible for any federal financial assistance to covering the cost of tuition on a merit basis.



#### Accommodation

37. Individuals residing outside St. Petersburg are provided with dormitory accommodation at special discount rates for the period of the admission tests, the study process and the final examinations.

### IV. ORGANIZATION AND STRUCTURE OF THE STUDY PROGRAMME

#### Forms of Study

38. The study programme is organized around a series of subject courses in the theory and practice of conference interpreting and translation. For a general description of the structure and content of the courses, please refer to the SCIT curriculum.
39. The curriculum also includes optional classes taught by external instructors as part of pedagogical assistance provided by the SCIT stakeholder entities.
40. Course instructors develop syllabuses for the courses taught by them. Syllabuses are subject to approval by SCIT and Herzen University and must be presented to students in advance of each course.
41. The delivery of courses and other study activities every week is governed by the timetable. Before each semester, SCIT prepares a model timetable reflecting the general scheduling of courses as per the SCIT curriculum. An updated timetable is issued for each week to reflect changes in courses, practice sessions, classes by visiting instructors and other ad hoc or optional activities. Timetables are made available to students as soon as they are issued.
42. The scheduling of courses and their difficulty level corresponds to the levels of progress expected of the students.
43. Subject courses are delivered by means of classroom instruction, training in groups and individual self-training.
44. Subject courses are complemented by regular interdisciplinary activities, which include multilingual practicums (mock conferences), virtual classes and translation projects and (optionally) internships at international organizations.
45. Both subject courses and all the above-listed interdisciplinary activities, with the exception of optional courses and internships, are mandatory and subject to continuous and interim assessment (see the section on assessment below).

#### Classroom Instruction

46. Classroom instruction mainly consists of specific language pair classes (e.g. 'Advanced Consecutive Interpretation from French into Russian') as well as theoretical lectures and seminars. Their delivery is governed by the SCIT Regulation on Classroom Instruction.

47. Almost all language pair classes in interpreting and translation include a combination of the following elements: demonstration of practical skills and strategies by the instructor; performance of interpreting and translation tasks by the students; instructor's and students' feedback on students' performance; formulation of general and individual recommendations for improvement; and assignment of home tasks. Since classroom instruction offers very limited opportunities for fulfilling the above-mentioned improvement recommendations and operationalizing the necessary skills, home practice (individually and in groups) becomes a critical component of the learning process and an essential precondition for successful completion of the programme.
48. Students receive initial guidance on the organization of home practice as part of their orientation courses in the Techniques of Translation/Interpreting. These courses are delivered during the first 4 weeks of the autumn semester.

#### Home Practice

49. Home practice is a mandatory part of the study process and consists of self-study and training in groups. The total weekly amount of home practice is not strictly regulated but should account for no less 2 hours for every hour of classroom instruction.

#### Self-Study

50. For the purposes of self-study, SCIT provides students with access to study space equipped with the necessary computer workstations, interpreting booths, audiovisual equipment, etc. Sufficient time for the use of these facilities is allocated in the timetable. SCIT also makes available to students all the necessary self-study materials and tools (texts, speech recordings, etc.). Self-study also includes home study.
51. Self-study work is governed by the SCIT Regulation on Self-study Work.

#### Training in Groups

52. The recommended amount of training in groups is at least 2 hours daily.
53. Whenever possible, and especially in the first weeks of training, SCIT appoints assistant trainers and faculty members to groups to facilitate the organization of group training.

#### Reporting on Home Practice

54. Reporting on students' practice activities in any given week is the responsibility of the Chef d'Équipe. The Chef d'Équipe [chief interpreter, *brigadir*] is a student responsible for arranging students' practice during any given week. It is a rotating position that passes from student to student on a weekly basis. The Chef d'Équipe communicates to the School management the number of hours spent on group practice, issues encountered and the overall progress of the group at the end of each week.

55. For the purposes of reporting on individual practice, students may be asked to keep a personal log.

#### Multilingual Practicums

56. Multilingual practicums for students of interpreting are mandatory and are held at least once every week starting from the fourth week of the academic year. They expose students to a range of working situations involving multiples languages and/or directions of interpreting. Performance in multilingual practicums is subject to continuous assessment.

#### Virtual Classes

57. Whenever possible, SCIT organizes virtual classes with partner interpreting programmes.

#### Translation Projects

58. In the course of studies, a distance-learning translation project is organized by the United Nations Information Centre (Moscow) with the assistance of translation faculty members and United Nations translators.

#### Internships

59. Upon completing the course of studies, successfully graduating programme participants undergo a two-month competition-based internship in the conference management services of the UN, WHO, ICAO, FAO, and other international organizations. The associated travel and accommodation expenses are the responsibility of the programme participants.
60. Participation in internships is not guaranteed and depends on the availability of intern positions at the above-mentioned organizations. Although SCIT strives to align its training strategy and learning outcomes with the expectations of these stakeholder entities, final decisions to accept successful graduates as interns are made by competent officers of these organizations.
61. Therefore, internships remain expressly outside of the scope of these Regulations. However, graduates who complete an internship are required to submit an internship report, signed by their onsite mentor, outlining their progress and results achieved.

#### Attendance Requirements

62. For each study course, students are expected to attend at least 80 percent of classes.

## V. ASSESSMENT OF ACADEMIC PERFORMANCE

#### General Provisions

63. Assessment of students' academic performance is conducted in the form of continuous, interim and final assessment.

#### Grades

64. Each assessment usually results in a combination of a formal grade and an oral/written feedback on a student's performance from the instructor(s).
65. Formal grades are awarded on the basis of a five-point scale, 3 being the passing grade ('satisfactory') and 5 being the 'excellent' grade. For the purposes of continuous assessment only, a grade can be complemented with a '+' or '-' or decimal points in order to provide a more detailed evaluation of a student's performance.
66. The criteria for continuous assessment and interim assessment are developed by SCIT for each course in accordance with the course syllabus. These criteria are presented to students by the respective instructor/administrator at the beginning of each course.

#### Continuous Assessment

67. Continuous assessment aims to monitor the achievement of the expected levels of progress. It is performed at regular intervals during individual courses and interdisciplinary activities (multilingual practicums, bilingual mini-conferences, virtual classes, translation projects, etc.).
68. For interpretation-related courses, classroom assessment mainly focuses on the student's individual performance in consecutive or simultaneous interpreting. Additionally, classroom assessment may take the form of tests, quizzes, knowledge checks and other activities.
69. For translation-related courses, assessment mainly focuses on the quality of translations prepared by students.
70. For courses not related directly to translation or interpreting, assessment approaches may vary depending on the course content and format.
71. Continuous assessment considers the progress achieved by a student since entry into the programme. This is in contrast to final assessment where individual progress is not taken into account.
72. Assessment during interdisciplinary activities involves several instructors and/or external experts and aims to render general conclusions regarding the student's overall progress towards acquiring the necessary knowledge, skills and competencies.
73. Instructors are required to record all grades and to present them to the SCIT management on request.

#### Interim Assessment

74. Interim assessment is conducted at the end of the first semester (end of December) and aims to measure students' skills against the learning targets established for the first part of the programme. Evaluated are students' consecutive interpreting and institutional translation skills acquired by that time.

75. For interpreting, students must demonstrate their public speaking skills in a 6-minute oral presentation (B language) and their consecutive interpretation skills in a rendition of a 6-minute speech in their A language. Also demonstrated is interpreting from their C language(s) into their A language.
76. For translation, interim assessment is carried out in the form of test translation of texts from B and C languages into the student's A language.
77. Interim assessment is always conducted by several instructors who award grades by consensus.

#### Follow-up to Interim Assessment

78. Interim assessment always leads to individual recommendations concerning students' future learning. In some cases, a student can be offered to change his/her specialization, provided that there is solid evidence that the student will definitely benefit from such a change.

#### Final Assessment

79. Final assessment is conducted at the end of the programme and aims to measure students' learning outcomes against the criteria defining the skills and competencies of a professional interpreter/translator. Final assessment takes the form of final examinations.
80. Final examinations are held in June by a government-recognized Certification Commission. The Certification Commission is presided by an invited external chairperson and consists of SCIT instructors and observing examiners representing one or more stakeholder entities. The composition of the Certification Commission is approved by the University Rector for each year. The majority of Commission members must be experienced interpreters and translators. At least two of them must have the mother tongue of the student in their combination, including one who is a native speaker of the target language of examination.
81. The following examinations are held:

##### Specialization 1. Conference Interpreting:

1. Consecutive interpretation from language B to language A
2. Consecutive interpretation from language C to language A
3. Consecutive interpretation from language A to language B
4. Simultaneous interpretation from language B to language A
5. Simultaneous interpretation from language A to language B
6. Simultaneous interpretation from language C to language A

##### Specialization 2. Conference Translation:

1. Written translation of texts from language B to language A (consisting of two texts: general [content] text; specialist text to choose from (economics, law, technical))
2. Written translation of a general [content] text from language C to language A

##### Specialization 3. Conference Interpreting and Translation:

1. Consecutive interpretation from language B to language A
2. Consecutive interpretation from language C to language A
3. Consecutive interpretation from language A to language B

4. Simultaneous interpretation from language B to language A
  5. Simultaneous interpretation from language A to language B
  6. Simultaneous interpretation from language C to language A
  7. Written translation of texts from language B to language A (consisting of two texts: general [content] text; specialist text to choose from (economics, law, technical))
  8. Written translation of a general [content] text from language C to language A
82. Each examination in interpreting requires a student to interpret a speech. Speeches cover a variety of subjects in different registers. They are prepared to a standard commonly encountered by professional interpreters and delivered as if impromptu by practiced speakers. For consecutive interpreting, speeches are approximately 6 minutes in length. For simultaneous interpreting, speeches are approximately 10 minutes.
  83. Student's interpreting is assessed by the Certification Commission on the basis of the criteria defined in the curriculum and the standard of performance agreed upon by the Commission members.
  84. For each examination, the Commission renders a verdict on a scale from 2 to 5. The passing grade is 3. Grades are determined by a voting procedure where the Commission chair has two votes, ordinary members, one vote each, and observers participate without voting.
  85. Failure (a '2' grade) in any of the examinations disqualifies the student from being awarded a diploma.
  86. Students who do not achieve an excellent grade ('5') in consecutive and simultaneous interpretation into their B language in an A-B-C combination are awarded a diploma with an A-C-C combination.
  87. Final examinations are recorded on audio and the records are maintained by SCIT for a period of 5 years.

#### Examination Repeats

88. In case of receiving an unsatisfactory grade for any of the final examinations, a student has the right to retake final examinations at the following examination session within five years from the moment of completion of the course of study. In this case a student has to take all examinations, not only the part he or she failed.

#### Diploma, Qualification

89. Upon finishing their course of studies, graduates receive a standard additional professional education diploma complemented by a SCIT in Russian and in English.

## VI. FINAL PROVISIONS

### Dismissal

90. Dismissal due to (unsatisfactory) academic performance takes place not earlier than at the end of the first semester. Dismissal at a participant's own request is undertaken in accordance with the participant's notice in the period agreed with the participant and is subject to an individual agreement/contract.

#### Study Renewal

91. Participants dismissed due to (unsatisfactory) academic performance may renew their study after passing admission tests in accordance with the standard procedure.
92. Participants dismissed at their own request at the end of the first semester may later renew their studies starting from the 2<sup>nd</sup> semester in accordance with the terms established by the SCIT faculty.

## VII. TERMS AND DEFINITIONS

93. The following terms and definitions are used throughout the Regulations:

**A, B and C languages.** Interpreters' working languages defined in accordance with the AIIC classification. According to that classification, "an 'A' language is the interpreter's mother tongue (or its strict equivalent) into which they work from all their other working languages in both consecutive and simultaneous interpretation. [...] A 'B' language is a language in which the interpreter is perfectly fluent, but is not a mother tongue. An interpreter can work into this language from one or several of their other working languages, but may prefer to do so in only one mode of interpretation, either consecutive or simultaneous (often in 'consecutive' because it's not so fast). It is also considered an active language for the interpreter. A 'C' language is one which the interpreter understands perfectly but into which they do not work. They will interpret from this (these) language(s) into their active languages. It is therefore a passive language for the interpreter." (<http://aiic.net/page/4004/working-languages/lang/1>)

**Additional professional education.** In the Russian classification, a short-term (up to 2 years) programme of study which can be taken to complement a vocational or university degree but does not lead to a new degree. Additional professional education programmes are divided into 'qualification upgrading' (i.e. professional development) courses and 'requalification' programmes (enabling a trainee to master an entirely new profession). The SCIT programme is of the latter type.

**Admission board.** The board responsible for the overall organization of the admission process at SCIT.

**Admission tests.** A series of tests designed to understand the profile of the potential trainees and to select those candidates that meet the pre-defined eligibility criteria.

**Aptitude test.** A test designed to determine a candidate's ability for training in conference interpreting and/or translation. An aptitude test does not require any special preparation from the candidate

**Certification Commission.** The examination board officially convened by the Herzen University management for the purpose of conducting final examinations.

**Continuous assessment.** The practice of monitoring student's progress through a course of study with the purpose of measuring their achievement of the expected levels of progress.

**Course syllabus.** A summary defining the objectives of a course, its content, learning activities and criteria for assessing students' performance. The syllabus is developed by the instructor(s) delivering the course. It is approved by the SCIT/University management and presented to the students in advance.

**Curriculum.** A description of the learning objectives, course structure, content and assessment strategy of the entire training programme. The SCIT curriculum is designed by SCIT, approved by the Herzen university management and used as a general framework in the delivery of training.

**Expected levels of progress.** Sets of criteria that reflect the incremental process of mastering the theory and practice of conference interpreting/translation during the course of study. Expected levels of progress are defined through measurable outcomes, e.g., the length and difficulty of speeches.

**Final assessment.** The practice of measuring the achievement of the learning objectives and qualifications by a student at the end of his/her course of study. Final assessment involves both internal and external assessors (stakeholder entities) and results in a decision to award or refuse a diploma.

**Final examinations.** The form of final assessment conducted at the end of the SCIT programme.

**Interim examinations.** Examinations conducted in the middle of the SCIT programme in order to measure students' skills against the learning targets of the first semester.

**Internship.** A short-term (up to two months) period of unpaid work and study that several of SCIT's stakeholders offer to successful graduates.

**Multilingual practicum.** A practice-oriented session during which students are required to interpret extensively in their language combination. A multilingual practicum at SCIT often resembles a real-life working situation (e.g. a conference) and is also called a mock conference.

**Specialization.** One of the three study opportunities at SCIT. They include: conference interpreting (Specialization 1), conference translation (Specialization 2) and conference interpreting and translation (Specialization 3).

**Stakeholder entities.** Organizations that provide methodological, pedagogical and other support to SCIT on the basis of voluntary agreements with the strategic aim to align the SCIT educational offering with their own criteria for employing interpreters and translators. The three stakeholder entities of SCIT which are officially recognized by the Herzen University are the Ministry of Foreign Affairs of the Russian Federation, the United Nations conference management services and the European Union institutions.

**Testing board.** The pool of examiners from among SCIT faculty members who responsible for administering the admission tests.



## VIII. ANNEXES

- Course Syllabi
- Diploma Forms