



Course Handbook
BA (Hons) British Sign Language
and Deaf Studies
2018/2019
Course Leader Dr Junhui Yang
School of Humanities and Social Sciences



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Head of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

Welcome to BSL and Deaf Studies; we hope that you have an interesting, exciting and rewarding time studying with us. This handbook has been produced to provide you with most of the answers to your questions about your course and how it is run. In this handbook, you will find information on what you need to do as a student on the BA BSL and Deaf Studies. There are details on the support we can offer to help you to succeed in your studies, along with practical information about writing assignments and improving your study skills.

Some of the content may seem irrelevant at the moment, but as you progress through your course, you will hopefully find most (if not all) of the contents useful. If you have any query relating to your course, look here first: it might not provide the answer, but it may help you to know where to go and who to ask.

1.1 Rationale, aims and learning outcomes of the course



The BSL and Deaf Studies team at UCLan have been pioneers in the academic fields of Deaf Studies and BSL teaching since the subject was introduced at UCLan in 1993. Our ground-breaking programmes have had major impacts on the development of both academic interest in the Deaf community and policies and practices affecting all aspects of Deaf people's lives in the UK.

Deaf Studies is a relatively new and innovative area of research and learning. It is an area which is gaining more importance and interest as society places increased value on diversity, citizenship and the human rights of individuals. Deaf people constitute a unique minority group with their own distinctive language, community and culture. The seek to explore this cultural and linguistic community and promote understanding, awareness and acceptance of Deaf people and their rightful place in society.

The University of Central Lancashire has become widely recognised as a leader in teaching and research in this field. As a result of increasing interest from students, academics, the Deaf community and practitioners in the field, the University has developed a wide range of Deaf Studies related courses over the years, including BA Deaf Studies Single Honours degree and Deaf Studies as a Subject on the Combined Honours programme; the UK's first BA in British Sign Language; Graduate Diplomas in Deaf Studies and BSL/Communication Studies; a number of Certificate Courses in British Sign Language; and Post-Graduate Diploma and MA courses in British Sign Language/English Interpreting. The BA BSL and Deaf Studies degree is the latest innovation from the team and helps to keep our courses at the forefront of developments in both the academic and employment fields.

The content of our courses and individual modules reflects the multi-disciplinary nature of BSL and Deaf Studies, drawing on Linguistics, Language Studies, History, Political Studies, Sociology, Area Studies, Leisure Studies, Interpreting and Translation Studies, Education Studies, Family Studies and Disability Studies for its sources and inspirations.

All courses seek to develop skills and expertise which will serve and benefit both the Deaf and hearing communities. As such these programmes are valuable to Deaf and hearing students who may wish to work professionally with Deaf people and Deaf children, within the Deaf community, the public service industries or within the voluntary sector. This could include teachers, social workers, communication and speech therapists, community care workers, communication support workers, teaching assistants, interpreters, education support workers, disability officers etc.

Aims and Learning Outcomes

BSL and Deaf Studies as an academic subject considers a range of issues relating to Deaf people, their history, education, culture, community, and language. The contributing disciplines of history, linguistics, education, and sociology provide the basis for systematic study. Attention is given to issues relating to deafness and to those resulting from being members of a minority group. It must be emphasised that the subject is concerned with the social context of deafness, although the implications of considering deafness from a medical perspective are also addressed. In doing so a multi-disciplinary approach is adopted.

The BSL and Deaf Studies degree aims:

<ul style="list-style-type: none">• To offer a broad introduction to the various subject areas to be found within the framework of British Sign Language and Deaf Studies (British Sign Language and Linguistics, Deaf Education, Deaf Politics, Deaf History, Deaf Community and Culture, Sociology of Deafness, BSL/English Interpreting)
<ul style="list-style-type: none">• To provide intellectually challenging engagement with the wide range of topics included in academic discourses relating to British Sign Language and Deaf Studies
<ul style="list-style-type: none">• To provide high levels of teaching and learning of British Sign Language for students from a range of educational backgrounds
<ul style="list-style-type: none">• To provide opportunities for the critical evaluation of a broad range of issues relating to Deaf Studies issues and Deaf Communities both in Britain and internationally
<ul style="list-style-type: none">• To create a supportive learning and teaching environment that will assist the academic development, and seek to develop the wider employability, of students in BSL and Deaf Studies
<ul style="list-style-type: none">• To provide discrete study routes relevant to a range of career and employment opportunities

As a consequence, students successfully completing this course will be able to:

A1. Apply a broad range of theories and concepts to the specific context of deafness and deaf people

A2. Place discussions relating to deafness and deaf people within a wider framework and identify similarities and differences between the two

A3. Demonstrate at appropriate academic levels an understanding and knowledge of how a range of contextual factors (historical, educational, social, linguistic) have shaped the modern Deaf Community

A4. critically evaluate a range of primary and secondary sources relating to BSL, and the concepts of Deaf Community, Deaf Culture and DeafWorld

A5 Demonstrate the use and theoretical understanding of the grammatical structures of BSL necessary for fluent communication at the appropriate levels of fluency and language competence;

A6. Demonstrate knowledge and understanding of the linguistic and sociolinguistic principles of BSL and other sign languages

B1. Communicate effectively with deaf people using BSL, reaching a minimum level of fluency equivalent to at least standard B2 on the European Languages Framework

B2. Establish mutually supportive relationships with deaf people in a range of social, vocational and academic contexts.

- B3. Demonstrate a detailed knowledge of the social, historical, educational, linguistic and political issues that affect and define the lives of Deaf People
- B4. Apply aspects of linguistic theory to the contexts of sign language and Deaf culture
- B5. demonstrate their ability to facilitate communication between British Sign Language and English;
- B6. Critically engage with debates about the representations of deaf people in both popular and political discourses
- B7. Acquire contextually specific insights into the impacts of deafness in a range of social settings and on a variety of formal and informal relationships
- C1. Analyse logically and make informed judgements about issues relating to deafness in both national and international contexts, drawing upon appropriate evidence and modes of enquiry
- C2. Understand and be able to apply the cognitive processes necessary to native-like or bilingual skills in British Sign Language and English
- C3. Examine critically the nature of the relationships between the deaf community and other parts of the social structure (e.g. the family, socialisation, education, employment, politics, pressure groups) in both UK and international contexts
- C4. Demonstrate the capacity to devise a focused research question and coherent research project involving independent study, location of appropriate sources and analysis of relevant Deaf Studies related materials
- D1. Use information storage and retrieval systems in various media and formats
- D2. Argue rationally and in concise, clear, logically structured ways, and present evidence appropriate to support the contentions they make
- D3. Interpret, analyse and synthesise materials from a range of sources
- D4. Work as an autonomous learner and as part of a group

Successful completion of this course leads to the award of a Bachelor of Arts (Honours) in BSL and Deaf Studies.

The minimum level of attainment required for entry to the start of standard courses leading to awards at first degree level is expressed in terms of UCAS Tariff Points. Please check the course website for the most up-to-date tariff requirements.

For students holding other lower or non-traditional entry qualifications, an interview with the admissions tutor may be offered as part of the admissions process.

International students will require IELTS level 6 or above or an equivalent qualification. Evidence will be required at enrolment.

Further Opportunities

The BSL and Deaf Studies degree seeks to develop skills and expertise that will serve and benefit both Deaf and hearing communities. The multi-disciplinary nature of BSL and Deaf

Studies will enable students to gain knowledge and experience which will be valuable to them if they wish to work professionally within the Deaf community and beyond.

BSL and Deaf Studies graduates have pursued a variety of academic and professional careers, such as disability training officers, social workers and social work assistants, community care and rehabilitation workers, lecturers, teachers, researchers, education and communication support workers, health care workers, interpreters, management and supervisor roles, etc. However, BSL and Deaf Studies graduates are not restricted to working solely in deafness related fields; many of our former students have found employment in a range of non-deafness related professions.

Teaching and Learning Strategies

Teaching and learning strategies are designed to enable students to acquire subject specific knowledge, critical facility and transferable skills. In addition, strategies are employed which will enable students to achieve module specific outcomes as outlined in each of the module descriptions.

Theoretical modules are taught primarily through a combination of lecture and seminar sessions, with additional sign language labs and reflective practice for the BSL modules.

Lectures are important for explaining often difficult theories and concepts, and in guiding students in the application of these models and methods. Lectures also allow students to enhance their notation and synthesising skills.

In the seminar sessions, emphasis is placed on student activity, both as presenters and as participants in feedback. Seminar discussion and, in some modules, formal presentations enable students to further develop their subject-specific knowledge and understanding, strengthen their communicative skills and pursue research projects whether independently or in teams.

Practical British Sign Language sessions enable students to develop communicative fluency in both productive and receptive skills. Reflective practice sessions provide students with the opportunity for self-assessment and facilitate one-to-one tutorials/feedback from a range of tutors.

For more detailed information on teaching and learning strategies students should read the specific module outlines, which can be found in the online module guide.

The majority of modules on the BSL and Deaf Studies programme are taught in the tutors' first or preferred language. This means that some of the lectures will be presented in British Sign Language. In lecture sessions, there will be interpreters present, who will 'voice over' the presentation and sign your contributions. In British Sign Language sessions, there will not normally be an interpreter present.

As there are likely to be Deaf students on the course, interpreters and notetakers will become a familiar sight within lecture sessions. Information will be given to all students on appropriate conduct in settings involving interpreters and other support workers.

1.2 Course Team



Martin Atherton

Senior Lecturer, BSL and Deaf Studies

LH218

Ext. 3115 (voice & text)

matherton1@uclan.ac.uk

Martin originally joined UCLan as a student in 1994 reading Deaf Studies and History, before joining the BSL and Deaf Studies team in July 1998. He lectures on various aspects of deaf community and culture, history, family relationships and disability, and he has published widely on these topics. He was awarded his Doctorate from De Montfort University in 2005 for research into the social history of the Deaf community and he is also Treasurer for the Disability History Group.



Lynne Barnes

Academic Lead for BSL and Deaf Studies

LH207

Ext. 3098 (voice & text)

lbarnes@uclan.ac.uk

Lynne is Academic Lead for the BSL and Deaf Studies team. She worked as a teacher of Deaf children and as support tutor for post-16 Deaf students before setting up Deaf Studies as a subject on the Combined Honours degree programme in 1993. Lynne also acts as an Adviser to Deaf and hard of hearing students across the university. Her research interests are in the education of Deaf children and access for Deaf students within Higher Education, for which she gained an MA in 2005. She has organised and contributed papers to numerous conferences, developed a national Access Course for Deaf Students, and is a consultant on many working groups and projects. Lynne was awarded a prestigious National Teaching Fellowship in 2008 for her work in BSL and Deaf Studies and in establishing support services for deaf students in HE.



Frank Harrington

LH221

Ext. 3107 (voice & text)

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Frank, Senior Lecturer in BSL and Deaf Studies, first joined the team in 1997 as a Project Officer for a study backed by the Higher Education Funding Council for England. He is a qualified BSL/English Interpreter with research interests in the areas of interpreting and discourse analysis. Frank teaches in the areas of interpreting, social policy and BSL. He also teaches on UCLan's Religion, Culture and Society course and is currently researching his PhD in Religious Studies.



Robert G. Lee

Course Leader, PGDip BSL/English Interpreting and MA Interpreting

LH220

Ext. 3110

rlee@uclan.ac.uk

Robert G. Lee moved to UCLan from Boston in the US. He was here previously as a visiting Senior Lecturer in Deaf Studies in 2004-2005. Robert has worked as an American Sign Language-English Interpreter for over twenty years in a variety of settings, specializing in medical situations. He holds an MA in Applied Linguistics from Boston University and has taught Interpreting and Linguistics at Northeastern University in Boston as well as in seminars all over the US, Canada, the UK and Europe. In addition he has taught online courses for training Interpreting Mentors. Robert has authored or co-authored a variety of articles and chapters on both Interpreting and the linguistics of American Sign Language. He is a co-author of the MIT Press book, *The Syntax of American Sign Language: Functional Categories and Hierarchical Structure*



Luigi Lerose

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Luigi joined the BSL and Deaf Studies team in 2014, having previously worked at the University of Siena in his native Italy. He teaches British Sign Language and Sign Language Literatures, as well as being active in a number of European research projects that the BLDFST are partners in. Luigi completed his doctorate at Klagenfurt University in Austria.



Nicola Nunn

LH219

njunn@uclan.ac.uk

Nicola joined the BSL and Deaf Studies team in 2002, having previously worked for the British Deaf Association, where she was Community Advocacy Officer for the North West. Before that, she had worked as Deaf Awareness Training Officer for *Deafway* in Preston. She teaches British Sign Language and Deaf Studies, and also teaches on the Foundation Entry for Deaf Students Course. A real Deaf Geordie, Nicola is well known for her enthusiasm, energy and determination – and a *wicked* sense of humour!



Junhui Yang

LH217

jyang9@uclan.ac.uk

Junhui is a senior lecturer in BSL and Deaf Studies. She received a PhD in Deaf Education from Gallaudet University in 2006. During her post-graduate studies, she taught pedagogy and sign language courses at Gallaudet University and NTID/RIT. She also worked as a Chinese Sign Language researcher in the Sign Language Typology Group at the Max-Planck Institute for Psycholinguistics in Nijmegen, Netherlands for one year. She joined the BSL and Deaf Studies team in 2007. Her research interests include the structure of signed languages, language contact between signed language and oral/written language, bilingual education of Deaf students, and historical socio-cultural studies of Deaf communities.

Outside contributions

As well as using the knowledge of the teaching team and of lecturers in other subjects within the university, we also draw on a wide range of visiting lecturers, practitioners and professionals who are experts in their particular area of Deaf Studies and various sign languages. For example, representatives from local and national organisations working for and with Deaf people, educationalists, interpreting agencies and members of the Deaf community are regularly invited to contribute to various modules offered on the course.

International aspects of BSL and Deaf Studies

There are various international aspects to the BA BSL and Deaf Studies. Robert Lee hails from New York and worked for many years at Northeastern University in Boston, whilst Junhui Yang joined the team from Gallaudet University in the US, having moved there from her native China to study and work. Both are fluent in American Sign Language and they and other members of the team regularly present and attend conferences and workshops across the globe. Luigi Lerose hails from Italy and studied for his doctorate in Austria, whilst he also works with Lynne Barnes on research and teaching projects involving partner universities and organisations from a wide range of European countries. This multitude of experiences and backgrounds all contribute to the content of our modules and research activity as a team. We regularly host visiting lecturers from other countries, who provide a wealth of different outlooks and perspectives to our students. Recent visitors to have lectured on the BSL and Deaf Studies programme at UCLan include colleagues from Poland, the US, Germany, the Czech Republic, Finland and China. In return, various members of the team have lectured on similar programmes across Europe.

We have links with universities in several Commonwealth and European countries as well in the United States. We regularly play host to students from these institutions, who again provide international contexts to our learning and teaching and contribute a range of international perspectives and experiences.

1.3 Expertise of staff

All members of the teaching team have their particular areas of expertise, some of which are detailed in the profiles above. Research outputs from staff in British Sign Language and Deaf Studies can be found on the university's publications repository, CLOK:

<http://clok.uclan.ac.uk/>

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

NB: You can also contact individual tutors via email (email addresses for all members of staff can be found earlier in this handbook) to discuss any aspect of the modules they teach.



1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Harris Building

Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The primary form of direct communication between staff and students on this course is via university email. Students are strongly advised to check their university email every morning before attending university, in case there are any last minute changes to your details for that day. The university's Email use policy requires staff to 'Reply promptly, even if it is just to explain that you are unable to respond in full at this point but will do so as soon as you are able' and we endeavour to provide a full response as soon as commitments allow. Students can also meet individual members of the teaching staff in person during their office hours, which are published outside office doors and on Blackboard.

Blackboard is the primary mode of communication for all matters relating to individual modules, with various resources for each module and for the course in general available from any computer connected to the internet.

1.7 External Examiner

The External examiner for British Sign Language and Deaf Studies is:
Rachel O'Neill, Programme Director and Lecturer, the University of Edinburgh.

2. Structure of the course

2.1 Overall structure

The table below shows the structure of your degree; compulsory modules are marked in **bold text**. Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules/combinations available and you will both agree on the most appropriate (and legal) course of study for you. All taught modules are delivered on the main university campus in Preston. **NB:** not all optional modules may be offered each year and your Course Leader will be able to advise you on acceptable alternatives.

First Year	<p>SI1100 BSL 100 OR SI1200 BSL 200 SI1150 BSL 150 OR SI1250 BSL 250 DF1112 Deaf People in Society DF1113 Communities, Cultures and Identities DF1300 Employability and the Deaf Community SI1005 Historical Development of BSL</p>
Second Year	<p>SI2200 BSL 200 OR SI3300 BSL 300 SI2250 BSL 250 OR SI2350 BSL 350 DF2003 Deaf World Debates</p>
	<p>Plus three options from the following modules: DF2002 Issues in Deaf Education DF2015 Families, Deafness and Disability SI2020 Translation Theory SI2012 Sign Linguistics SI2015 Sign Language Literatures DF2021 Work Placement CI2008 Diversity and Inclusive Practice with Children and Adults ED2205 Sociology and Education LG2103 Sociolinguistics LG2104 Semantics and pragmatics LG2117 Language, mind and brain</p>
Third Year	<p>DF3991 Dissertation</p> <p>Plus five options from the following: SI3300 BSL 300 OR SI3375 BSL 375 SI3350 BSL 350 OR SI3400 BSL 400</p>

	DF3011 Insiders and Outsiders DF3012 Principles of Sign Language Interpreting DF3016 Public Service Interpreters DF3018 Political Activism and the Deaf World DF3600 Debating Disability DF3021 Work Placement ET3981 Student Initiated Module SI3008 Sociolinguistics ED3215 The Education of Vulnerable Young People LG3112 Power in talk LG3117 Language pathology and clinical linguistics RB3001 Perceptions of Morality SO3004 Sexy Bodies: Sexuality and the Body
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Indicative programmes of study

As the table above shows, students have a range of options to choose from, in addition to the compulsory modules in each year. This means it is possible to tailor your programme of study to match your career and employment ambitions by choosing certain modules. These are not compulsory combinations but they are the best groupings for certain types of work.

For those interested in a career as a **BSL/English interpreter**, you are advised to choose from the following options:

SI2020	Translation Studies
SI2012	Sign Linguistics
SI2015	Sign Language Literatures
DF3012	Principles of Interpreting
LG2103	Sociolinguistics
DF3016	Public Service Interpreters
SI3008	Sociolinguistics
LG3112	Power in talk
LG3117	Language pathology and clinical linguistics

Students who pass a particular set of modules as part of their degree course can apply to register with the National Registers of Communications Professionals working with Deaf and Deafblind People (NRCPP) as a Trainee Interpreter. Details of the specific modules will be provided by your course tutors, as these can vary from time to time.

For those interested in a career in **education**, you are advised to choose from the following options:

DF2002	Deaf Education
DF2015	Deafness, Disability and Families
CI2345	Childhood Diversity and Inclusive Practice
ED2205	Sociology and Education
DF3600	Debating Disability
DF3021	Work Placement (in an educational setting)
ED3215	The Education of Vulnerable Young People

Please note that further study is required for those wishing to pursue a career in teaching, such as a PGCE or other teacher training programme.

The remainder of your programme can be from any of the other available modules. Students with no fixed career in mind can take a broad collection of modules, all of which are suitable for those working with deaf people.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. All the modules offered on this degree are listed in the table above. Details of the content, aims and objectives and assessments for each module can be found on the relevant Blackboard page.

Which BSL modules do I take as a BA BSL and Deaf Studies student?

BSL is compulsory in the first two years for all students and optional in the third year. Which BSL modules you take as part of your degree depends on your level of qualification and fluency when you start your studies. You will be assessed by the BSL tutors and placed in the most appropriate class. It is important to make sure that you have the necessary skills and fluency to develop your sign language skills, rather than relying solely on any formal qualifications you may hold. The final decision on BSL modules lies with the module tutors.

Students with no BSL qualifications or Signature Level I

	First Year	Second Year	Third Year
BSL modules	SI1100 SI1150	SI2200 SI2250	SI3300* SI3350*

Students with Signature Level 2 (or equivalent skills)

	First Year	Second Year	Third Year
BSL modules	SI1200 SI1250	SI3300* SI3350*	SI3375* SI3400*

Modules marked * are optional but students are strongly encouraged to continue their BSL development to as high as level as possible during the course of their degree.



2.3 Course requirements

In order to progress from year to year and to graduate at the end of this course of study, all modules identified in bold in the table in section 2.1 above must be passed. Overall, students must achieve 360 credits to be awarded the Honours degree and this must include DF3991 Dissertation.

2.4 Progression Information

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules/combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.5 Study Time

2.5.1 Weekly timetable

All of your modules will appear on the online weekly timetable which can be found here: [UClan online timetable](#)

Please check this frequently in case there are room changes at short notice. You must be enrolled on the course and on modules within the programme in order to view the details for that module or course.

2.5.2 Expected hours of study



The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. 20 credits is a standard module size and equals 200 notional learning hours. Contact time for level 4 (first year) modules is 48 hours per module; level 5 (second year) modules equate to 36 hours of contact time and level 6 (third year) modules have 30 hours of contact time. BSL modules at all levels involve 48 hours of contact time. These hours include lectures, seminars, workshops and all other timetabled sessions. The exact composition varies by module and more detail is provided on each module's Blackboard page.

2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the Course Leaders Martin Atherton via email. It is good practice and courteous to copy the email to your module tutor. Contact details are provided earlier in this handbook.

You are required to attend all timetabled learning activities for each module. If you regularly fail to attend lectures, seminars and other timetabled sessions, you are seriously restricting your chances of passing your assessments and completing your degree. This is particularly relevant to BSL classes and lab sessions. You simply cannot replace structured learning sessions with personal study to 'catch up', as you are learning a visual language that requires interaction with other people, guided by your module tutors. Whilst you might be able to catch up to some extent on missed sessions for non-BSL modules, through extensive reading, you cannot do so with BSL. Therefore you must make every effort to attend every BSL session unless there are genuine reasons for not being able to do so.

This is not to say that missing sessions for other modules is acceptable. There will be times when you have genuine reasons for missing a class and we will make every effort to accommodate you as best we can. However for those students who simply cannot be bothered to turn up, we will make no concessions whatsoever. We do not apply grade sanctions for non-attendance as some subjects do, but regular non-attendance will be taken into account when deciding whether to allow resubmission of failed work. Not turning up increases your chances of failing an assessment; you may also be denied the opportunity to resubmit if you have not shown sufficient application to your responsibilities as a student.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Teaching and learning strategies are designed to enable students to acquire subject specific knowledge, critical facility and transferable skills. In addition, strategies are employed which will enable students to achieve module specific outcomes as outlined in each of the module descriptions.

Theoretical modules are taught primarily through a combination of lecture and seminar sessions, with additional sign language labs and reflective practice for the BSL modules.

Lectures are important for explaining often difficult theories and concepts, and in guiding students in the application of these models and methods. Lectures also allow students to enhance their notation and synthesising skills.

In the seminar sessions, emphasis is placed on student activity, both as presenters and as participants in feedback. Seminar discussion and, in some modules, formal presentations enable students to further develop their subject-specific knowledge and understanding, strengthen their communicative skills and pursue research projects whether independently or in teams.

Practical British Sign Language sessions enable students to develop communicative fluency in both productive and receptive skills. Reflective practice sessions provide students with the opportunity for self-assessment and facilitate one-to-one tutorials/feedback from a range of tutors.

For more detailed information on teaching and learning strategies students should read the specific module outlines, which can be found in the online module guide.

The majority of modules on the BSL and Deaf Studies programme are taught in the tutors' first or preferred language. This means that some of the lectures will be presented in British Sign Language. In lecture sessions, there will be interpreters present, who will 'voice over' the presentation and sign your contributions. In British Sign Language sessions, there will not normally be an interpreter present.

As there are likely to be Deaf students on the course, interpreters and notetakers will become a familiar sight within lecture sessions. Information will be given to all students on appropriate conduct in settings involving interpreters and other support workers.

3.2 Study skills

Students are drawn onto university courses from a variety of academic backgrounds, and bring a range of skills and needs to their studies. For those who feel they need or want some additional support to study more efficiently and effectively, the university offers a range of study skills support. Strategies for developing the necessary study skills of students within Higher Education are given during the compulsory First Year module DF1112 Deaf People in Society. In addition, students are introduced to the various physical and electronic resources provided by the university. These study skills are enhanced and reinforced throughout all the modules that comprise this course of study.

The university offers ongoing support to students through the 'I', which provides a wide range of services to support students and these include WISER

<http://www.uclan.ac.uk/students/study/wiser/index.php>



3.3 Learning resources

3.3.1 Learning Information Services (LIS)

Make the most of all the resources available to you. The library is an obvious place to start. You should learn to use the library effectively and use it to your full advantage. Make sure you participate in any induction sessions that are offered. A full range of 'Getting Started' instruction sheets relating to all aspects of services provided by the LIS (Library and Information Services) can be downloaded from [the library](#) website

It is particularly important that you locate the various resources relevant to your subjects, which because of their multi-disciplinary nature, are distributed throughout the library rather than in one easy location. Help and advice can also be obtained from the subject librarians, who can be contacted via the library Helpdesk.

It is also important that you learn how to find and use journal articles, as these represent the most up-to-date sources available to you. UCLan also allows access to a wide range of electronic resources and you can access these [here](#)

Specific references to journal articles are included in module bibliographies, and further help in identifying useful journals can be obtained from individual module tutors. Abstracts of articles from some journals can also be found online through electronic journal holdings directories such as Athens; further information on how to obtain passwords and access these resources is available from the library Helpdesk, or from the LIS web pages

3.3.2 Electronic Resources

Access to Computer Network

The main area within the university for accessing the computer network is through the open access terminals on the third floor of the library. The first place to ask for help and advice is via the Help Desk on the first floor. The School of Humanities and Social Science has its own dedicated computer room on the first floor of Livesey House, room LH123. There are also a number of rooms around the university which can be used by students at various times. Some are used for teaching or are reserved for specific subjects at particular times, but are available for general use at other times. Timetables are normally posted outside these rooms, showing availability. Details of their location can be found at the Helpdesk in the library.

Access to the library (LIS) and the computer network is only available to students who have enrolled and collected their student ID card. Information sheets on accessing the network and using the university's IT facilities are available during Induction Week and can also be found in the library entrance or from the Helpdesk on the first floor.

Making use of Email and the Internet

Among the many resources which are made available to you as students, access to email and the Internet are two of the most valuable, but also the most mis-used! Students should check their email for university messages regularly (at least twice a week), as this is one of the main ways tutors are able to contact students at short notice. University email can also be redirected to students' personal email addresses. Help sheets on how to do this are available from the Helpdesk.

Please note: The internet is an additional resource, and is not intended to replace the use of more traditional academic sources such as books, journals and reference works. Students are still expected to read extensively and widely as part of their programme of study.

3.4 Personal development planning

Personal Development Planning is an important aspect of every student's learning experience at University. It has been defined (by the Quality Assurance Agency) as "a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement, and to plan for their personal, educational and career development".

As this implies, it is something you are ultimately expected to take responsibility for yourself. The basic idea is that from time to time you should lift your thoughts above the particular assignments or modules you are doing at that moment, and think about where your education is leading you, where you want to be in the future, and what you need to do in order to get there (such as developing particular skills or acquiring new knowledge).

We aim to support you in this process. Through course documentation, including assessment feedback, we will try to encourage reflection on your experience of study and

your continuing personal development. At the beginning and end of each year, course leaders will facilitate group sessions around PDP. During the course of the year, your Academic Advisor will be available to advise you on planning and development issues which may arise, including decisions on module choice for the following year, or career possibilities.



3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability

Essentials” take you on a journey of development that will help you to write your own personal story of your time at UCLan:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.
- You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan. It’s your future: take charge of it!

Futures at UCLan offer a range of support for you including:

- career and employability advice and guidance
- access to work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills
- business start-up, freelance and self-employment advice
- the Futures Award, a University Certificate which formally recognises your employability and enterprise achievements whilst at UCLan.

4. Student Support

Your first point of contact for all aspects of academic or personal support and advice should be your Course Leader or your Year Tutor. There is virtually no issue we have not had to deal with in the past and so we have a wealth of knowledge and experience available to help you in any situation. There is no such thing as an unimportant or insignificant issue: if something is a problem for you, come and see one of the course team and we will hopefully help you find a positive outcome.



4.1 Academic Advisors

In BSL and Deaf Studies, we use a Year Tutor approach to allocating Academic Advisors. Your Year Tutor will act as your primary Academic advisor for all BSL and Deaf Studies modules and general course queries.

Deaf Studies First Year Tutor

Dr Junhui Yang is First Year Tutor for all students taking Deaf Studies modules as part of their degree. The First Year tutor acts as the initial point of reference for any advice relating to BSL and Deaf Studies. The First Year Tutor will be introduced to new students in Induction Week, and contact details will be provided. Students may approach the First Year Tutor to discuss any issue relating to their time at university, and either the Tutor will deal

with the issue directly, or put the student in touch with an appropriate third party from within the university. Students may also ask to be referred to the Divisional Co-ordinator or the Head of School if necessary.

Year Tutors for Second and Third Year students

Members of the BSL and Deaf Studies team act as Year Tutors for Second and Third year students taking Deaf Studies modules, and perform a similar role to that of the First Year Tutor. Dr Martin Atherton is currently Second Year tutor, and Third Year students taking their dissertation in Deaf Studies have their individual supervisors as their Year Tutors.

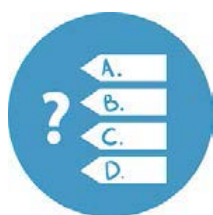
4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [by email here](#) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

4.3 Students' Union One Stop Shop

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment



5.1 Assessment Strategy

All modules are assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment. For this degree, we employ a wide variety of assessment strategies, which include written and signed work (such as essays, reports, critical reviews and personal reflections), presentations, posters, logbooks and journals, scrapbooks and deaf awareness training packs. There are no examinations in BSL and Deaf Studies other than timed BSL productive and receptive tasks. All our module grades are aggregated, which means you have to achieve an overall grade for the module of 40% or higher in order to pass, provided you have attempted all the set assignments.

5.2 Notification of assignments and examination arrangements

Details of all assignments are given during class contact time and are available on Blackboard. Information provided includes submission dates and deadline times, the individual weighting of modules and the marking criteria. All assignments should be submitted via Turnitin (links are available via Blackboard) unless otherwise advised.

5.3 Referencing

Referencing is one of the most important tasks a student has to complete when writing any academic work, such as essays, reports, logbooks, etc. References are used to show where any concepts or ideas you have gained from other writers have come from, or where quotes were found. Failure to reference sources is one of the most serious crimes you can commit as a student, as you are effectively passing other people's work off as your own. This is known as plagiarism and carries severe penalties.

References you use might be from books, journal articles, research reports, government policy documents, reliable websites (see more about this further on), newspaper or magazine reports, or video/ audio sources.

Reasons for including references are;

- To demonstrate that you have engaged in wider reading
- To show that you are aware of key writers and thinkers in your field
- To demonstrate that you are able to identify and select particularly pertinent sections of text
- To support or prove a point you are making
- To demonstrate that writers have differing views on an issue

There are two places in an assignment where referencing **must** occur:

- in the body of the assignment and
- at the end of the assignment.

Guidelines on how to reference correctly are given by module tutors. Help sheets on referencing are also available from the Helpdesk in the library, and from the university website which links to an excellent guide [here](#)

In BSL and Deaf Studies, we require you use the Harvard System of referencing and the following demonstrates how to do this correctly.

Referencing in the body of an assignment

Whenever you make reference to an idea, fact, claim, statistic or view that you have gained from a source, you must provide a reference for it immediately after you have used it in your work.

Remember that **where you use** (copy) **someone else's words** exactly, **these must be presented in quotation marks** "....." followed by a reference in brackets, with the page number, to indicate that these are not your own words. See page 82 for further guidance on how to present quotations in your work.

1. Single Author Of A Book

Source: Kelly, A.V. (1999) *The Curriculum: Theory and Practice* London: Paul Chapman Publications

In the body of the essay this would appear as: "It has been argued by Kelly (1999) that . . ." **OR** "Kelly (1999) argues . . ."

2. Two Authors Of A Book

Source: Osler, A. and Vincent, K. (2003) *Girls and Exclusion* London: Routledge Falmer

In the body of the essay this would appear as: 'Osler and Vincent (2003) convincingly present . . .' **OR** 'Convincing data is presented by Osler and Vincent (2003) . . .'

3. More Than Two Authors Of A Book

Source: Cohen, L. Manion, L. and Morrison, K. (2000) *Research Methods in Education Fifth Edition* London: Routledge Falmer

This would appear in the body of the essay as: 'The evidence presented by Cohen et al (2000) is . . .' **OR** 'Cohen et al (2000) present evidence . . .'

N.B the same applies where there are more than 2 authors of a journal article or research report

4. A Single Author's Chapter In A Collection Of Edited Readings/ chapters

Source: Furedi, F. (2004) 'The formalisation of relationships in education' in Hayes, D. (Ed.) *The Routledge Falmer Guide to Key Debates in Education* London: Routledge Falmer

This would appear in the body of the essay as: 'Furedi (2004) suggests . . .' **OR** 'It has been suggested by Furedi (2004) . . .'

I.e. no need to mention the editor of the book overall until you present the source in your Reference list at the end – just cite the author (s) who has written the chapter you are referring to

NB: The same conventions apply to joint and multiple authorship when they are included in a collection of edited readings.

5. A Single Author Of A Journal Article

Source: Read, J. (2004) 'Fit for what? Special education in London 1890-1914' *History of Education* Vol. 33 No. 3 pp283-298

This would appear in the body of the text as: 'Read (2004) has systematically promoted . . .' **OR** 'Writers such as Read (2004) . . .'

NB: The same conventions apply to two authors or more than two authors of a journal article.

6. Referencing from an online source

In general, try to present online sources as much as you would offline sources i.e. with an author (or organisation) and date of publication. **Do NOT put the URL (web address) in the body of your essay;** this should only go in your Reference list at the end.

Source: A news report from the BBC website in July 2009 entitled '*Unjust' suspensions hit teachers*' at <http://news.bbc.co.uk/1/hi/education/8152453.stm> should be presented with no individual named author (unless there is one named)

This would appear in the body of the essay as 'the BBC (2009) reported that.....'

If there is no named individual, treat the organisation as the author.

7. Several sources by one author in different years

If you are citing several sources written by the same author but in different years then you cite these chronologically (i.e. the earliest first)

Sources: Gillborn, D. (2008) *Racism and Education: Coincidence or Conspiracy?*, London: Routledge Education

and

Gillborn, D. (1995) *Racism and Antiracism in Real Schools*, Buckingham: Open University Press

This would appear in the body of the essay as 'Gillborn has suggested (1995, 2008)....'

8. Several sources by one author in the same year

If an author has more than one publication in the same year, these need to be identified with a small case letter. In the essay this would appear as: 'Hammersley (1987a. 1987b) argues . . .'

In the list of references it would be presented as:

Hammersley, M. (1987a) 'Ethnography and the cumulative development of theory' *British Educational Research Journal*, Vol. 13 (3) pp 283-95

Hammersley, M. (1987b) 'Ethnography for survival?' *British Educational Research Journal*, Vol. 13 (3) pp 264-75

You need to allocate each source with the letter a/b/c and keep a careful record of which is which.

9. Sources from an organisation/ with no named author

If you have a report/ piece of work which does not have an individual person's name attached to it, you must reference this according to the organisation

Source: Ofsted (2002) *Sex and Relationships* London: Ofsted

This would appear in the body of the essay as 'Ofsted (2002) found that.....' **OR** 'It has been suggested by Ofsted (2002).....'

10. Citing secondary sources

When you are reading, you may come across a reference to another piece of work which you would like to make reference to, but have not actually accessed this work in the original itself e.g. you have a book by Smith, who refers to Jones, but you've never got hold of the Jones text yourself.

Source: Freire, P. (1972) *Pedagogy of the Oppressed* Harmondsworth: Penguin, cited in Kelly, A.V. (1999) *The Curriculum: Theory and Practice* London: Paul Chapman Publications

This would appear in your essay as, 'It is suggested by Freire (1972, cited in Kelly, 1999:38)'.

In your reference list, you then ONLY present the source that you have read i.e. in this instance you would only list Kelly, not Freire.

11. Citing a video/ audio source

Do note that using references to audio or video sources you find should only be done in moderation, as these are often just the expression of one individual and thus have not been peer reviewed or edited in the same way that books or journal articles have been.

If you are referring to an overall idea/ theme that has featured in a TV or audio programme/ download online, then you would refer to the organisation/ broadcaster as the author.

e.g. 'It is suggested that the new Diplomas for 14-19 year olds need to be reviewed (Teachers TV 2009).

If you wish to quote an individual who has expressed a view then you would identify the individual;

e.g. Teresa Bergin, Head of Diplomas at the Qualifications and Curriculum Authority has said that "You have to actually get out of the classroom to teach the Diploma" (Teachers TV, 2009).

Presenting your list of references/ bibliography at the end of your work

ALL assignments **MUST** be accompanied by a list of references of all the sources you have **used** in your work. The information required **MUST** appear as illustrated below. *Remember* that when you are conducting your research for your assignment, *you must keep an accurate record of your sources.*

The following is a suitable way to present the essential information required for a list of references at the end of a study.

1. To reference a book with one author:

Author's last name, initial(s); (note the comma and full stops) year of publication (in brackets); title of book (underlined or in italics); place of publication; name of publisher
Kelly, A.V. (1999) *The Curriculum: Theory and Practice* London: Paul Chapman Publications

2. To reference an article from a journal:

Author's last name, initials; year of publication; title of article (do not underline/ italicise this — inverted commas only); title of journal (underlined or italics); volume number; issue Number [listed as No. or in brackets ()]; page numbers (stating the page number at which the article begins and the page number on which the article ends).
Read, J. (2004) 'Fit for what? Special education in London 1890-1914' *History of Education* Vol. 33 No. 3 pp283-298

3. To reference a book which is edited (that is it includes chapters written by people other than those listed as 'editors'):

Editor's last name, initials, state that it is edited in brackets (Ed. if just one editor or Eds. if more than one); year of publication, title of edited book (underlined or in italics); place of publication; name of publisher
Hayes, D. (Ed.) (2004) *The RoutledgeFalmer Guide to Key Debates in Education* London: Routledge Falmer

4. To reference an author and their chapter from a book which is edited:

Last name of author of chapter, initials; year of publication; title of chapter in book (do not underline this — inverted commas will do); state **in**; editor's last name, initials, state that it is edited in brackets (Ed. if just one editor or Eds. if more than one); title of edited book (underlined or in italics); place of publication; name of publishers.
Furedi, F. (2004) 'The formalisation of relationships in education' in Hayes, D. (Ed.) *The Routledge Falmer Guide to Key Debates in Education* London: Routledge Falmer

5. To reference an article from a newspaper/ periodical:

Last name of writer of article, initials; year of publication; title of article (do not underline this - inverted commas will do); newspaper name (underlined or in italics); date of publication (date and month); page number
Sharpe, K. (2009) 'Teach them how to think' *Times Higher Education* 16-22nd July, p. 24

6. To reference a journal article from the internet:

Author's last name, initials; year of publication; title of article (do not underline this — inverted commas will do); title of internet journal (underlined or italics); volume number;

issue Number [listed as No. or in brackets ()]; Retrieved from (insert web address, copied and pasted from the web page so it is correct); date you retrieved it.

Demie, F. and McLean, C. (2007) 'Raising the achievement of African heritage pupils: a case study of good practice in British schools' *Educational Studies* Vol. 33 No. 4 pp415-434. Retrieved from <http://web.ebscohost.com/ehost/pdf?vid=3&hid=104&sid=8be2591e-3377-4cc9-9aa3-d8f0047339f0%40sessionmgr110> on July 17th 2009

N.B the same applies for an eBook – simply add the web address and date accessed at the end

6. To reference an article from the internet

Author's last name, initials (or name of organisation); year of publication; title of article (underlined or in italics); retrieved from (insert web address) on date

BBC (2008) *Bad spelling should be accepted* retrieved from <http://news.bbc.co.uk/1/hi/uk/7546975.stm> on August 12th 2008

7. To reference a video/ audio source from the internet

Broadcasting organisation's name, date of programme, title of programme, full web address and date retrieved.

e.g. Teacher's TV (2009) *School Matters – Diplomas – A Progress Report* Retrieved from <http://www.teachers.tv/video/33843> on July 17th 2009

Creating your reference list/ bibliography

References should appear **in alphabetical order, using the author's family name (or the name of the organisation) as the starting point.** For example, using the sources cited in the section above:

BBC (2008) *Bad spelling should be accepted* retrieved from <http://news.bbc.co.uk/1/hi/uk/7546975.stm> on August 12th 2008

Cohen, L., Manion, L. and Morrison, K. (2000) *Research Methods in Education Fifth Edition* London: Routledge Falmer

Demie, F. and McLean, C. (2007) 'Raising the achievement of African heritage pupils: a case study of good practice in British schools' *Educational Studies* Vol. 33 No. 4 pp415-434. Retrieved from <http://web.ebscohost.com/ehost/pdf?vid=3&hid=104&sid=8be2591e-3377-4cc9-9aa3-d8f0047339f0%40sessionmgr110> on July 17th 2009

Furedi, F. (2004) 'The formalisation of relationships in education' in Hayes, D. (Ed.) *The Routledge Falmer Guide to Key Debates in Education* London: Routledge Falmer

Gillborn, D. (1995) *Racism and Antiracism in Real Schools*, Buckingham: Open University Press

Gillborn, D. (2008) *Racism and Education: Coincidence or Conspiracy?*, London: Routledge Education

Hammersley, M. (1987a) 'Ethnography and the cumulative development of theory' *British Educational Research Journal*, Vol. 13 (3) pp 283-95

Hammersley, M. (1987b) 'Ethnography for survival?' *British Educational Research Journal*, Vol. 13 (3) pp 264-75

Kelly, A.V. (1999) *The Curriculum: Theory and Practice* London: Paul Chapman Publications

Osler, A. and Vincent, K. (2003) *Girls and Exclusion* London: Routledge Falmer

Read, J. (2004) 'Fit for what? Special education in London 1890-1914' *History of Education*
Vol. 33 No. 3 pp283-298

NOTE:

Single authored books/articles should appear first, followed by joint and multiple authors. For example:

Smith, M. (1993)

Smith, M. & Jones, P. (1993)

Smith, M. Jones, P. & Connolly, B. (1993).

Items for each author (be it single, double or multiple) should be listed on date order of publication. For example:

Smith, M. (1993)

Smith, M. (1997)

If an author has more than one publication in the same year, these need to be identified with a small case letter. In the essay this would appear as: 'Hammersley (1987a. 1987b) argues . . .'

In the list of references it would be presented as:

Hammersley, M. (1987a) 'Ethnography and the cumulative development of theory'
British Educational Research Journal, Vol. 13 (3) pp 283-95

Hammersley, M. (1987b) 'Ethnography for survival?' *British Educational Research Journal*, Vol. 13 (3) pp 264-75

Some awkward categories

Some non-academic items are hard to fit into this kind of pattern.

If there is no author named (e.g. on an institutional pamphlet), it is usually appropriate to treat the organisation 'behind' the material as the author. Sometimes it is simply necessary to put 'No author' or 'Author unknown' if you do not know the author.

In a similar way if there is no date of publication given, you should write 'No date' in the relevant slot.

However, before you happily do this, do ask yourself if you should really be using a source which has few identifying details about it: does this detract from its credibility?

If you are unsure about how to write references, you should look at how it is done in textbooks (although you need to remember that different subjects have different conventions). Remember that ultimately you are striving to emulate the way sources are used in the texts you read

If you have any questions about referencing then please do not hesitate to ask your tutors. It's better to ask than worry about it!

Quotations and quoting

So far we have looked at how to construct a list of references. The next thing to consider is the way in which you can use other people's work and how to reference this accurately (using the Harvard system) so that you avoid accusations of intentional or unwitting plagiarism.

Below we provide you with examples of how to use sources and reference them accurately.

Referring to an author's work in general:

- If you refer to any form of publication you must put the author's name and the year it was published in the actual sentence, within a set of brackets ().

For example:

In a study of sexual harassment of school girls (Herbert, 1989) . . .

A recent analysis of educational perspectives (Heywood-Everett 1995) has demonstrated . . .

- If you choose to refer to the author's name in the main part of the sentence, then the just place the year of publication in a set of brackets () after the author's name.

For example:

Heywood-Everett (1995) has conducted a review of educational perspectives . . .

One of the first research studies on sexual harassment by Herbert (1989) argued that . . .

According to Heywood-Everett (1995) the New Right in relation to . . .

- If a publication has two authors, you must state both authors' names and the year of publication, as stated above.

For example:

Grugeon & Woods (1990) have conducted an interesting . . .

A study (Grugeon & Woods 1990) which considered the impact on primary schools of

- If a publication has more than two authors, then you must state the name of the first author, followed by *et al*, and then the year as usual.

For example:

Holliday et al (1993) challenge mainstream perspectives . . .

Many researchers (Holliday et al 1993) have now begun to question . . .

NB: In such instances you **must** put the names of **all** the authors in the list of references at the end of your work, not just Holliday.

Referring to an author's work for specific points, or including a quotation:

- **If you refer to a specific idea, fact, claim, statistic**, OR different parts of the same document at different points within your assignment, you must refer the reader to the appropriate section or page number.

For example:

Heywood-Everett (1995: 4) neatly illustrates the differences between the New and the Old Right . . .

- **If you use a direct quotation** (i.e. copy an author's words), no longer than four lines, it can be incorporated into your text within quotation marks, preceded or followed by the author's last name, year of publication and page numbers.

For example:

Herbert (1990: 170) raises the question, "If the sexual abuse of girls is so common, yet so hidden, what is the incidence of boys' sexual abuse?".

The question that the author leaves us with is, “If the sexual abuse of girls is so common, yet so hidden, what is the incidence of boys’ sexual abuse?” (Herbert 1990: 170).

The question raised by Herbert, in her closing chapter is, “If the sexual abuse of girls is so common, yet so hidden, what is the incidence of boys’ sexual abuse?” (1990: 170).

NB: In the above example, we have presented you with three different ways of presenting the same material. Once you become skilled at referencing, you will begin to vary the way in which you present material in order to provide the reader with variety. It can get tedious to have a string of sentences beginning, for example with, “Herbert (1990) . . .”, so try to vary the way you present quotations.

- If you use a quotation, which is longer than four lines in length, you should incorporate it into your text thus: introduce it with a colon, divided by the text with single or double spacing, and indented from the left margin by at least 0.5 cms. The author’s name, year of publication, page reference appear as already discussed.

For example:

The issue of academic isolation is not a new one; Holliday *et al* (1993: 190) describe their experiences thus:

We certainly see the allocation of space in our building as reinforcing our ambiguous status. To some extent we have become ghettoised, although we feel we have turned this to our advantage. However, it seems inappropriate to end this city analogy here. Could the invasion of the accountants be seen as a ‘gentrification’ of our space?’

OR presented as:

The issue of academic isolation has been discussed by many authors:

We certainly see the allocation of space in our building as reinforcing our ambiguous status. To some extent we have become ghettoised, although we feel we have turned this to our advantage. However, it seems inappropriate to end this city analogy here. Could the invasion of the accountants be seen as a ‘gentrification’ of our space?’ (Holliday *et al*, 1993: 190)

- **NB: If you are quoting someone else’s words, you must ensure that you quote them accurately! You are not allowed to change the words. However you can *add emphasis* through the *use of italics*, but you must in that case say that is what you have done.**

For example:

The issue of academic isolation has been discussed by many authors:

We certainly see the allocation of space in our building as reinforcing our ambiguous status. *To some extent we have become ghettoised*, although we feel we have turned this to our advantage. However, it seems inappropriate to end this city analogy here. Could the invasion of the accountants be seen as a ‘gentrification’ of our space?’ (Holliday *et al* 1993: 190 my emphasis)

Additionally, you must not change any of the original punctuation or points of emphasis.

- If the quotation more or less says what you want to say but you don’t want to use all of it, due to restrictions of word length or to omit irrelevance then you can *edit the quotation*. This is achieved through the use of three dots . . . to indicate that words have been omitted by you, the writer.

For example:

The issue of academic isolation has been discussed by many authors:

We certainly see the allocation of space in our building as reinforcing our ambiguous status. To some extent we have become ghettoised . . . However, it seems inappropriate to end this city analogy here. Could the invasion of the accountants be seen as a 'gentrification' of our space?' (Holliday *et al* 1993: 190)

- In a similar way, if you wish to *add words* to the original quotation, in order to make it fit in with your text, you can do this by placing the additional words in brackets inside the quotation marks (if less than four lines long) or within the quotation if longer than four lines long [].

For example:

We [female post-graduate students] certainly see the allocation of space in our building as reinforcing our ambiguous status. To some extent we have become ghettoised, although we feel we have turned this to our advantage. However, it seems inappropriate to end this city analogy here. Could the invasion of the accountants be seen as a 'gentrification' of our space?' (Holliday *et al* 1993: 190)

- You can even include original errors, sexist or racist remarks if they are part of an essential quotation, but you can make it clear that you are aware of this by writing the word sic and placing it in brackets (sic) after the inappropriate word or words.

For example:

The teacher must therefore be committed to presenting [the rule], not as his (sic) own personal doing, but as a moral power superior to him (sic), and of which he (sic) is an instrument, not the author (Durkheim 1956:359 cited in Heywood-Everett, 1995: 10)

**Remember that ultimately, you're looking to emulate the way that the authors you read use sources in their work. So, look carefully at how sources are integrated into discussions in books and journal articles.
If in any doubt about any aspect of referencing, ask!**

5.4 Confidential material

Students on this course are not required or expected to use any material that might be considered confidential. In certain instances (for example assessments for work placements), guidance is given on ethical issues including the requirement to anonymise individuals if and when this is necessary.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

One way of avoiding allegations of plagiarism is to make sure you reference correctly, so make sure you read and understand the comprehensive section on referencing given earlier in this handbook. You can also use Turnitin to check whether your referencing is correct before you submit work. Don't ignore this important aspect of academic work or you may find yourself in an awkward situation. Most plagiarism is accidental but the penalties applied can be the same as for deliberate cheating, so if you are not sure – ask!

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. Over the years that BSL and Deaf Studies has been offered at UCLan, numerous changes to the courses have been made in response to student feedback. For example, students asked for BSL modules to be assessed on an ongoing basis rather than at the end of the semester and this is now embedded in all our BSL modules. Feedback is also given in BSL, so that students are able to see how to improve their skills in this visual/gestural language rather than this being given in an entirely different modality. We have also added and withdrawn modules over the years following input from students as well as in response to developments in the careers our graduates typically move into.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

SSLCs are held at the end of each semester and all students are informed when these take place. Feedback is via Course Reps, who act as liaison between staff and students in raising both issues of concern and items of praise and good practice on behalf of their fellow students. The minutes and outcomes of these meetings are published on Blackboard.

8. Appendices

8.1 Programme Specification(s)

<u>UNIVERSITY OF CENTRAL LANCASHIRE</u>

Programme Specification – BA (Hons) British Sign Language and Deaf Studies

This Programme Specification provides a concise summary of the main features of the BA British Sign Language and

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body

2. Teaching Institution and Location of Delivery

3. University Department/Centre

4. External Accreditation

5. Title of Final Award

6. Modes of Attendance offered

7. UCAS Code

8. Relevant Subject Benchmarking Group(s)

9. Other external influences

10. Date of production/revision of this form

11. Aims of the Programme

- To offer a broad introduction to the various subject areas to be found within the framework of British Sign Language
- To provide intellectually challenging engagement with the wide range of topics included in academic discourses re
- To provide high levels of teaching and learning of British Sign Language for students from a range of educational
- To provide opportunities for the critical evaluation of a broad range of issues relating to Deaf Studies issues and D
- To create a supportive learning and teaching environment that will assist the academic development, and seek to
- To provide discrete study routes relevant to a range of career and employment opportunities

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

Students will be able to:

- A1. Apply a broad range of theories and concepts to the specific context of deafness and deaf people
- A2. Place discussions relating to deafness and deaf people within a wider framework and identify similarities and diff
- A3. Demonstrate at appropriate academic levels an understanding and knowledge of how a range of contextual facto

A4. critically evaluate a range of primary and secondary sources relating to BSL, and the concepts of Deaf Community
A5 Demonstrate the use and theoretical understanding of the grammatical structures of BSL necessary for fluent communication
A6. Demonstrate knowledge and understanding of the linguistic and sociolinguistic principles of BSL and other sign languages

Teaching and Learning Methods

Teaching and learning strategies are designed to enable students to acquire a deep subject specific knowledge, critical thinking skills and the ability to communicate effectively with deaf people, enabling students to achieve module specific outcomes as outlined in each of the module descriptions.

Teaching methods include Lectures, interactive seminars, group work, individual and group presentations, individual and group projects

Assessment methods

Assessment methods include essay and report writing, critical book and literature reviews, live individual and group presentations

B. Subject-specific skills

Students will be able to:

- B1. Communicate effectively with deaf people using BSL, reaching a minimum level of fluency equivalent to at least a B2 level of fluency
- B2. Establish mutually supportive relationships with deaf people in a range of social, vocational and academic contexts
- B3. Demonstrate a detailed knowledge of the social, historical, educational, linguistic and political issues that affect deaf people
- B4. Apply aspects of linguistic theory to the contexts of sign language and Deaf culture
- B5. demonstrate their ability to facilitate communication between British Sign Language and English;
- B6. Critically engage with debates about the representations of deaf people in both popular and political discourses
- B7. Acquire contextually specific insights into the impacts of deafness in a range of social settings and on a variety of deaf people

Teaching and Learning Methods

As can be seen from the range of module titles, topics covered in individual modules address particular aspects of deafness and deaf culture at both national and international levels. Students will acquire knowledge of British Sign Language and will be encouraged to use it in their communication.

Teaching methods include Lectures, interactive seminars, group work, lectures and workshops from experienced practitioners. In particular, students may be encouraged to undertake a work placement that will enable them to use their BSL and communication skills in a real world setting.

Assessment methods

Assessment methods include essay and report writing, critical book and literature reviews, live individual and group presentations

C. Thinking Skills

Students will be able to:

- C1. Analyse logically and make informed judgements about issues relating to deafness in both national and international contexts
- C2. Understand and be able to apply the cognitive processes necessary to native-like or bilingual skills in British Sign Language
- C3. Examine critically the nature of the relationships between the deaf community and other parts of the social structure
- C4. Demonstrate the capacity to devise a focused research question and coherent research project involving independent research

Teaching and Learning Methods

Teaching and learning strategies are designed to enable students to acquire subject specific knowledge and critical thinking skills, enabling students to achieve module specific outcomes as outlined in each of the module descriptions.

Teaching methods include Lectures, interactive seminars, guest lecturers and practitioners from relevant fields, group work, individual and group presentations, individual and group projects

Assessment methods

Assessment methods include essay and report writing, critical book and literature reviews, live individual and group presentations, research projects involving independent research in specific topic related literature

D. Other skills relevant to employability and personal development

Students will be able to:

- D1. Use information storage and retrieval systems in various media and formats
- D2. Argue rationally and in concise, clear, logically structured ways, and present evidence appropriate to support their arguments
- D3. Interpret, analyse and synthesise materials from a range of sources
- D4. Work as an autonomous learner and as part of a group

Teaching and Learning Methods

Individual modules contain specific elements and assessments which are designed to address the development of skills

Teaching methods include Lectures, interactive seminars, group work, individual and group presentations, individual assignments

Assessment methods

Assessment methods include essay and report writing, critical book and literature reviews, live individual and group presentations

Within individual modules, the assessment methods are varied, designed to offer the students opportunities to be creative

13. Programme Structures*

Level	Module Code
Level 6	DF3991 DF3011 DF3012 DF3016 DF3018 DF3600 SI3008 SI3375 SI3300 SI3400 SI3350 DF3021 RP3091 ED3215 LG3112 LG3117 RB3001 SO3004
Level 5	DF2003 SI2200 SI3300 SI2250 SI3350 SI2012 SI2013 SI2015

	SI2020 DF2002 DF2015 DF2021 RP2091 CI2008 ED2205 LG2103 LG2104 LG2117
Level 4	SI1100 SI1200 SI1150 SI1250 DF1112 DF1113 DF1300 SI1005

15. Personal Development Planning

Personal Development Planning and Transferable skills are integrated into the programme by means of specific elements in dedicated fields, including: BSL/English Interpreting, Teacher of the Deaf, Social Worker with Deaf People, Language

16. Admissions criteria

The minimum level of attainment required for entry to the start of standard courses leading to awards at first degree level. Please check the course website for the most up-to-date tariff requirements.

For students holding other lower or non-traditional entry qualifications, an interview with the admissions tutor may be required.

International students will require IELTS level 6 or above or an equivalent qualification. Evidence will be required at entry.

17. Key sources of information about the programme

- Prospectus
- Course Fact Sheet
- Course Handbook and Module Guide
- University Website: <http://www.uclan.ac.uk>
- Deaf Studies Website: <http://www.uclan.ac.uk/deafstudies.htm>

18. Curriculum Skills Map: BA (Hons) British Sign Language and Deaf Studies

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Compulsory (COMP) or Option (O)	Programme Learning Outcomes																		
				Knowledge and understanding						Subject-specific Skills							Thinking Skills				Other skills relevant to employability and personal development	

				A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	D1	D2	D3	D4	
LEVEL 6	DF3991	Dissertation	COMP	X	X	X	X		X			X			X	x	X			X	X	X	X	X	
	DF3011	Insiders and Outsiders: Representations of Deafness	O	x	x	x	x	x	x	x	x	x			x		x	x		x	x	x	x		
	DF3012	Principles of Sign Language Interpreting	O	x	x		x	x	x	x			x	x	x	x	x	x			x	x	x	x	
	DF3016	Introduction to the Roles of Public Service Interpreters	O	x	x		x	x	x	x			x	x	x	x	x	x			x	x	x	x	
	DF3018	Political Activism and the Deaf Community	O	x	x	x	x						x		x		x		x		x	x	x	x	
	DF3600	Debating Disability	O		x		x								x	x	x		x		x	x	x	x	
	DF3021	Work Placement	O	x	x	x						x	x				x	x		x	x	x	x	x	
	ET3981	Student Initiated Module	O	x	x											x	x		x		x	x	x	x	
	SI3008	Sociolinguistics	O	x	x	x	x	x	x				x	x					x			x	x	x	x
	SI3300	BSL 300 OR	O	x	x	x				x	x	x										x	x	x	x
	SI3375	BSL 375		x	x	x				x	x	x										x	x	x	x
SI3350	BSL 350 OR	O	x	x	x				x	x	x										x	x	x	x	

SI3400	BSL 400		x	x	x					x	x	x									x	x	x	x
SO3004	Sexy Bodies: Sexuality and the Body	O																			x	x	x	x
LG3112	Power in talk	O																			x	x	x	x
LG3117	Language pathology and clinical linguistics	O																			x	x	x	x
ED3215	The Education of Vulnerable Young People	O																			x	x	x	x
RB3001	Perceptions of Morality	O																			x	x	x	x

			A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	D1	D2	D3	D4	
LEVEL 5	DF2002	Issues in Deaf Education	O	x	x	x					x					x		x		x	x	x	x	
	DF2003	Deaf World Debates	COMP	x	x	x	x				x			x	x	x		x		x	x	x	x	
	DF2015	Families, Deafness and Disability	O	x	x		x				x				x	x		x		x	x	x	x	
	DF2021	Work Placement	O	x	x	x				x	x					x		x	x	x	x	x	x	
	ET2981	Student Initiated Module	O	x	x											x		x		x	x	x	x	
	SI2012	Sign Linguistics	O	x	x	x	x			x	x	x					x			x	x	x	x	
	SI2013	Sign Language Literatures	O	x			x	x	x			x	x	x		x	x	x	x		x	x	x	x
	SI2020	Translation Theory	O			x	x			x		x						x			x	x	x	x
	SI2200	BSL 200 OR	COMP	x	x	x				x	x	x									x	x	x	x
	SI3300	BSL 300		x	x	x				x	x	x									x	x	x	x
	SI2250	BSL 250 OR	COMP	x	x	x				x	x	x									x	x	x	x
	SI3350	BSL 350		x	x	x				x	x	x									x	x	x	x
	CI2008	Diversity and Inclusive Practice with Children and Adults	O																		x	x	x	x
ED2205	Social Construction of Childhood	O																		x	x	x	x	
LG2103	Sociolinguistics	O																		x	x	x	x	

