Course Handbook
2016-17

BA (Hons)
Education and Deaf Studies
Joint Degree

Course Leaders:
Martin Atherton (Deaf Studies)
Paul Doherty (Education)

School of Journalism, Language and Communication

Please note:

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.

The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.
Mission and Values

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

Our values:

- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

Student Charter

The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students.

UCLan Student Charter

Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.

"To be educated is not to have arrived at a destination; it is to travel with a different view” R.S. Peters, Educational Philosopher
Welcome to Education and Deaf Studies at UCLan

Using this handbook
Welcome to Education 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 Education 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.

Rationale

Deaf Studies
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. They seek to explore this cultural and linguistic community and promote understanding, awareness and acceptance of Deaf people and their rightful place in society.

The content of our courses and individual modules reflects the multi-disciplinarily 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.

Following restructuring of the University in summer 2015, British Sign Language and Deaf Studies are now part of the School of Journalism, Language and Communication.

Education Studies
Education Studies is a long established subject which evolved from teacher education programmes and now exists as an academic discipline in its own right. It is concerned with "with understanding how people develop and learn throughout their lives, and the nature of knowledge and critical engagement with ways of knowing and understanding. It offers intellectually rigorous analysis of educational processes, systems and
approaches, and their cultural, societal, political, historical and economic contexts” (QAA, 2007, page 1).

Education is a common and significant experience for everyone. It is encountered by us all, but in different contexts, accomplished by different means and with different results. It refers to more than what goes on in schools, colleges and universities. Education involves the acquisition of meanings, values, skills and interests and this can occur at home, at school, at work and at play. Hence there are two broad concerns within the Education Studies element of this course: the process of educating, and, the social structures in which this occurs. In studying these two concerns, the subject draws upon several academic disciplines including psychology, social psychology, sociology, economics, politics, history and philosophy.

Perhaps this can be best illustrated by considering how these disciplines might contribute to the study of education. If we consider the individual we will need to look at concepts such as learning, memory, intelligence, etc. (psychology). However, Education often also involves working with others for example in the formal context of schools and classrooms, and these relationships and their potential influence can be examined (social psychology). The ability to take advantage of whatever opportunities are available might be dependent on a range of social factors such as home environment and school system (sociology).

The process of being educated is often assumed to tie in with obtaining appropriate employment; education might be viewed as an investment of society’s resources (economics). Decisions must be taken about resources and about who receives what (politics). The dilemmas which must be confronted in debating these issues and in taking decisions are not new, they have been around for many years (history) and there is a wealth of interesting discussion which tries to define ‘education’ and to distinguish it from ‘schooling’, ‘training’ and ‘instructing’ (philosophy).

The Education team at UCLan is a long established and experienced group of educators whom bring a wide range of expertise to the teaching of this programme. Areas of specialism range from early years through to continuing professional development for experienced professionals.

**We must emphasise at this point, that the Education element of this degree, will not provide you with qualified teacher status (QTS). In other words, this programme is not a teacher training course.**

In order to qualify as a teacher, following your degree you will need to study further for another year through a programme such as a Post Graduate Certificate in Education (PGCE), or a variation of in-school training and further study 9such as the Schools Direct programme).

For more information about qualifying to teach, you should consult the University’s Futures (careers) Service, and the Department for Education for the most up to date advice, see the latest advice on routes into the teaching profession

**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, whilst Education Studies examines and critiques a range of educational theories, policies, processes and practices.. The contributing disciplines of history, linguistics, education, politics, economics, psychology and sociology provide the basis for systematic study and common theoretical ground across the two subjects.

Within the BSL and Deaf Studies aspect of the course, 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 Education and Deaf Studies degree programmes aims to:

- offer a broad introduction to a variety of topics to be found within the framework of Deaf Studies and Education Studies
- provide opportunities for the critical evaluation of a range of issues relating to Deaf Studies and Education Studies both in Britain and internationally and to demonstrate the synergies between the two disciplines
- provide an intellectually challenging academic curriculum, focussed on a range of topics, which is informed by existing research data and literature within the field, including the research and scholarly activity of members of the teaching team
- create a supportive learning and teaching environment that will assist the academic development and employability prospects of students on the course

As a consequence, students successfully completing this course will be gain skills in different areas:

- apply a range of theories and concepts relating to each subject area
- relate discussions within these disciplines to wider social, cultural and political frameworks
- demonstrate insight into and knowledge of how contextual factors (historical, educational, social, linguistic) have shaped the emergence of the modern Deaf Community and the development of contemporary education policy and practice
- critically evaluate a range of primary and secondary sources relating to each subject area
- communicate effectively with deaf people to at least BSL200 level on the Modern Foreign Languages framework
- demonstrate a knowledge of the social, historical, educational, linguistic and political issues that have influenced contemporary thinking on the purpose and provision of education
- demonstrate a knowledge of the social, historical, educational, linguistic and political issues that effect and define the lives of Deaf People
- devise a research project to explore and further develop an aspect of either Deaf Studies or Education Studies through the dissertation module
- demonstrate in their work critical insight into different research strategies and their limitations through successful application of appropriate methodologies
- reflect upon, analyse logically and make informed judgements about core issues and perspectives relating to each subject, drawing upon appropriate evidence and modes of enquiry
- assess critically the nature of the processes involved in communicating with a range of deaf people
- examine critically the nature of the relationships between the deaf community and some other parts of the social structure (e.g. the family, socialisation, education, employment, politics, pressure groups)
- evaluate the effectiveness of various approaches to education and the changing nature of the political agenda within education
- demonstrate skills in analysis and critical thinking
- demonstrate, informed insight into the significance and limitations of theory and research
- use information storage and retrieval systems in various media and formats
- express and argue rationally and in concise, clear, logically structured ways, and present evidence appropriate to support the contentions they make through both prose and in oral contexts.
- collect, interpret, analyse and synthesise materials from a range of sources
• work as an organised and autonomous learner and as part of a group, demonstrating the skills of planning, collaboration and fulfilling responsibilities to others.

Successful completion of this course leads to the award of a Bachelor of Arts (Honours) Deaf Studies and Education or a Bachelor of Arts (Honours) Education and Deaf Studies. The final title of your degree is determined by which subject you choose to take your final year dissertation in.

The minimum entry requirements for this degree programme for September 2016 entry is 280 points at full A level, DMM grades at BTech National Diploma or a range of equivalent qualifications. There is no requirement for any prior knowledge or fluency in British Sign Language.

Further Opportunities
The multi-disciplinary nature of Deaf Studies and Education will enable students to gain knowledge and experience which will be valuable to them within a variety of careers.

Graduates from the various Deaf Studies and Education programmes 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.

For students wishing to pursue post-graduate study at UCLan, a range of MA/MPhil and PhD research degrees are available, together with numerous professional teaching qualifications. Please speak to your Academic Advisor if you are interested in finding out about further study options.

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.

Our key focus is on learning rather than teaching, and within this we try to emphasise the role of the learner. There is a lot of research which demonstrates factors associated with effective learning:

• people learn best and recall more when they are involved actively in the process - thus we will try to involve you as much as possible in our sessions.
• people appreciate a variety of approaches - we employ a range of learning strategies for this purpose.
• people learn best when they see the contact as relevant and interesting – the teaching team ensure that their modules take into account contemporary policies and practices and often ground teaching in students’ own personal experiences
• finally, and by no means of least importance, people learn best when the activity is enjoyable - we hope that this is the case for your studies.

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 Deaf Studies and Education 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.
The teaching team

**Martin Atherton**  
*Joint Course leader, Education and Deaf Studies LH218*  
*Ext. 3115 (voice & text)*  
*mathers@uclan.ac.uk*

Martin originally joined UCLan as a student in 1994 reading Deaf Studies and History, during which time he developed his interests in Deaf history. He joined the BSL and Deaf Studies team in July 1998 as Principal Researcher on a Football Association funded investigation of the social and cultural impact of football within the Deaf community. He lectures on aspects of Deaf history, Deaf community and culture, and deafness and family relationships, 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.

**Charlotte Barrow**  
*Joint Course Leader, Education & Deaf Studies*  
*LH209*  
*Telephone 01772 89 3113*  
*cljbarrow@uclan.ac.uk*

After completing a degree in Education Studies with Politics at UCLan, Charlotte went onto undertake research work and manage European Commission projects whilst undertaking her Masters in Education Research, and returning to the School of Education & Social Science to lecture in 2004. She looks after Year 1 students and also leads other aspects of the BA Education & Professional Studies course. Her particular areas of teaching expertise include vulnerable learners and disabilities and learning difficulties. She completed her PGCert Learning and Teaching in Higher Education and became a member of the Higher Education Academy in 2007, and is currently completing her PhD at Lancaster university, exploring student’s learner identities and experiences of higher education from diverse perspectives.

Other members of the teaching team across Deaf Studies and Education who you may come across include:
Lynne Barnes
Divisional Co-ordinator for BSL and Deaf Studies
LH216
Ext. 3098 (voice & text)
lbarnes@uclan.ac.uk

Lynne is Divisional Co-ordinator 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.

Joanne Doherty
LH209
Telephone 01772 893096
jdoherty@uclan.ac.uk

Joanne was awarded an ESRC Studentship in 2001 to study for a PhD in Education at the University of East Anglia, under the supervision of Professor Ivor Goodson. Prior to this she studied at the University of Manchester, where she obtained her MSc in Educational Research, and the University of Central Lancashire where she read Education Studies and Social Policy. In 2003 she joined the Department of Education and Social Science as a Senior Lecturer in Education, having previously been employed at UMIST (now the University of Manchester) and UEA as a Research Associate. Joanne will coordinate your Year 1 modules (Semester 1) and also teaches on other modules concerned the curriculum and leads the dissertation module.

Paul Doherty
LH207
Telephone 01772 893975
pwdoherty@uclan.ac.uk

Paul is a former student of UCLan and gained a First in Education Studies & Social Policy. He was awarded a studentship at the Centre for Applied Research in Education and gained his PhD before embarking on a research career, firstly by joining the National Foundation for Educational Research as a senior research officer and then by establishing an independent research company, focusing on research with marginalised children and families. Paul is acting course leader for the BA and also supervises dissertation students.
Frank Harrington
LH221
Ext. 3107 (voice & text)
fjharrington@uclan.ac.uk
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 are 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 comes 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*.

Nicola Nunn
LH219
Ext. 3111 (text)
njnunn@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
LH221
Ext. 2251 (text)
jyang9@uclan.ac.uk

Junhui is a 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. 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.

Luigi Lerose
LH219
llerose@uclan.ac.uk

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
njnunn@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!

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 academic study. 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.
Student Office
Campus Admin Services provides academic administration support for Deaf Studies students and staff and are located in the C & T Hub, room CM235. The Hub is 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. Course specific information is also available via school Blackboard sites.

The hub telephone number for the C & T Hub is 01772 891994/1995.
The hub email contact is candthub@uclan.ac.uk

The opening hours of the Administrative Hub (see section 1.5 for contact details) are as follows:
Monday- Thursday: 8.45am – 5.15pm
Friday: 8.45am – 4pm

For specific questions relating to academic matters, you should approach the relevant member of the BSL and Deaf Studies, or Education team. If at all possible, make an appointment (you can do this via email, but staff will also have appointment information on their office doors). This will help staff to make the most of their time, and therefore be of most assistance to you.

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.

Staff Interpreters
There may be occasions when students wish to discuss something with a deaf tutor but feel inhibited by a lack of signing or spoken English skills. In such situations, BSL/English interpreters are available and will facilitate communication. Given the other commitments of staff, students should try to inform the relevant tutor in advance, so that an appointment can be made at a time when an interpreter is available.
Education and Deaf Studies timetable
UCLan has an online timetabling system that provides students with a personalised timetable. This timetable shows the teaching events you are registered on. We try to avoid making changes to your timetable, but sometimes we have to. If a change is made, such as a room change or the event is cancelled, your online timetable will be updated. Therefore, we ask that you do not print your timetable but try to check it on a regular basis - ideally before you come to University each day. If changes are made to your timetable, you will also receive an email to your UCLan email account or if we are able to give less than 24 hours’ notice, the university may even be able to send you a text to alert you of the change, so please ensure UCLan has your correct mobile number.

Staff will use e-mail for various reasons e.g. to send out additional reading, messages about deadlines, details of dissertation supervisors and Academic Advisors etc. so it is important you can access your UCLan e-mail. You can do this remotely via webmail (i.e. you do not have to be on a University computer or logged into the University system), go to www.uclan.ac.uk and enter your usual UCLan username and password.

We also have Education and Deaf Studies notice boards on the second floor of Livesey House so please check these when you are passing, as there may be items of interest to you.

BSL Club
Every Thursday night throughout the academic year, The Guild pub (near the Students Union and opposite Foundry Court) hosts the BSL Club. This is an informal social gathering of students from the various BSL and Deaf Studies courses and Deaf students from across the university which allows hearing students to practice their BSL skills away from the classroom. The BSL Club has been enormously popular and now draws in many local Deaf people, who appreciate the chance to meet and chat with the students, both Deaf and hearing. Further details are provided on the BSL and Deaf Studies noticeboards.

Deaf and BSL Society
Students on our courses have organised their own Deaf and BSL Society, which organises a range of social events over the course of the year. Committee members introduce the Society to new students during Induction Week and the various events are advertised on noticeboards on the BSL and Deaf Studies corridor.

Student checklist
You will have received a Checklist from the university, which allows you to tick off the jobs you have to do at the start of each academic year. As an addition to the Checklist, you may find the following useful. This outlines not just some jobs you need to undertake in order to ensure your studies run smoothly, but also lays out your
responsibilities as a student. These are all aspects of being a student that we expect and require you to do, especially if you are to make the best use of your time with us.

**Tick the various jobs off as you do them.**

**I have:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>enrolled with the university</td>
<td></td>
</tr>
<tr>
<td>registered with the library (LIS) and received my corporate card</td>
<td></td>
</tr>
<tr>
<td>made a note of my student number and corporate card number in case I lose them</td>
<td></td>
</tr>
<tr>
<td>met my Course Leader and Year Tutor</td>
<td></td>
</tr>
<tr>
<td>checked my online timetable</td>
<td></td>
</tr>
<tr>
<td>filled in module registrations forms</td>
<td></td>
</tr>
<tr>
<td>checked where I need to be and when</td>
<td></td>
</tr>
<tr>
<td>read this student handbook</td>
<td></td>
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</tbody>
</table>

**I understand that I am responsible for:**

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolling on my course</td>
<td></td>
</tr>
<tr>
<td>Attending all lectures, seminars, meetings and other academic sessions</td>
<td></td>
</tr>
<tr>
<td>Letting my tutors know if I cannot attend any lectures, seminars, meetings or any other appointments</td>
<td></td>
</tr>
<tr>
<td>Checking my student profile is correct</td>
<td></td>
</tr>
<tr>
<td>Making sure I am registered for six full modules every year (full time students only)</td>
<td></td>
</tr>
<tr>
<td>Submitting all assignments on time and in the correct place</td>
<td></td>
</tr>
<tr>
<td>Letting the Administrative Hub (see section 1.5 for contact details) and my year tutor know of any change of personal details (name, address, etc)</td>
<td></td>
</tr>
<tr>
<td>Letting the Administrative Hub (see section 1.5 for contact details) and my year tutor know immediately if I decide to withdraw from my course</td>
<td></td>
</tr>
<tr>
<td>Following all instructions relating to Health and Safety issues</td>
<td></td>
</tr>
<tr>
<td>Conducting myself in an appropriate manner at all times whilst on university property or when engaged in any activity relating to my course</td>
<td></td>
</tr>
<tr>
<td>Ensuring all mobile phones and other telecommunication devices are switched off during all academic sessions and whilst in the library</td>
<td></td>
</tr>
<tr>
<td>Paying any library or other fines incurred whilst a student at this university</td>
<td></td>
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</tbody>
</table>
BA (Hons) Education and Deaf Studies course structure

All degree courses are divided into two parts, known as Stage One and Stage Two. In practical terms, Stage One is the first year of a full time course, and Stage Two is the second and third years. Modules in Stage One are called level one modules (those beginning with a figure 1 – e.g. DF1110); modules in Stage Two are divided into level two (e.g. DF2002) and level three (e.g. DF3011). In order to successfully complete your degree and graduate, you will need to pass a total of 18 modules. Of the 18 modules total, 11 must be at level 2 or above and of these, 5 must be at level 3 or above. At the beginning of each academic year (in September) and at Progression time (February) you will be given advice and guidance about your profile and the number of modules you need to complete at the appropriate levels.

The University of Central Lancashire has three basic sizes for modules:

- standard module : 20 credits
- double module : 40 credits
- half module : 10 credits

Most Deaf Studies and Education modules are worth 20 credits. In order to graduate, you need to have accumulated a total of 360 credits. You will normally take modules adding up to 120 credits in each of three years of full time study. Part-time study is for a minimum of five years.

Course Structure

The structure of the course is designed to enable students to study a variety of modules according to their individual interests and longer-term career aspirations. There are three main elements to the course.

i) The modules offered throughout the course consider many of the issues relating to education practice and policy, historical influences on the development of contemporary education in the UK, together with the culture, community and language of deaf people. Cross-subject issues such as diversity, equality and identity are discussed within compulsory modules and provide the foundations for further study, leading students to pursue module options according to their individual interests.

ii) British Sign Language is studied in the first two years of the course to provide a functional level of fluency in the language which can be developed further outside the structure of this degree. No matter what level of prior knowledge of BSL students have on arrival, there are opportunities to develop these to a high level of language competence.

Students arriving at the university with prior BSL skills will be assessed and placed in a BSL module appropriate to their current level of fluency.

iii) In the final year of study, students are required to undertake a dissertation in order to gain a classified Honours award. This can be in either subject and will determine the final degree title.
**Education and Deaf Studies course structure (the modules offered may alter as you progress through the course)**

The table below shows the various modules that make up the Deaf Studies and Education Studies degree. **Some are compulsory** (marked in bold) whilst others are optional and provide an element of choice within the framework of the degree.

In Year 1 the modules you must study are set and there is no choice over this. In Year 2, there are compulsory Deaf Studies modules but a choice in Education. In year 3, you must choose which subject you would like to study your Dissertation with, and then you have free choice of modules across both subjects, although you must still ensure that you do a total of 3 in each subject.

There is plentiful advice on choosing your options and help with your course structure from your course leader, or annually in February when we help you complete Progression paperwork, planning for the following academic year.

The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.

<table>
<thead>
<tr>
<th>Year 1 (full time)</th>
<th>Year 2 (full time)</th>
<th>Year 3 (full time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI1100</td>
<td>SI200</td>
<td>CHOOSE WHICH SUBJECT TO UNDERTAKE YOUR DISSERTATION IN, EITHER;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ED3991 Education Dissertation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DF3991 Deaf Studies Dissertation</td>
</tr>
<tr>
<td>SI1250</td>
<td>SI2250</td>
<td>THEN CHOOSE FROM;</td>
</tr>
<tr>
<td>SI1200</td>
<td>BSL250</td>
<td></td>
</tr>
<tr>
<td>SI1150</td>
<td>DF2002</td>
<td>DF3018 Political Activism and the deaf community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DF3600 Debating Disability</td>
</tr>
<tr>
<td>DF1112</td>
<td>Choose 3 from this choice of Education modules:</td>
<td>ED3215 The Education of Vulnerable Young People</td>
</tr>
<tr>
<td>ED1201</td>
<td>ED2205</td>
<td>ED3210 Policy &amp; Practice in Educational Settings</td>
</tr>
<tr>
<td></td>
<td>ED2205</td>
<td></td>
</tr>
<tr>
<td>ED1202</td>
<td>ED2212</td>
<td>ED3229 Education in Developing Countries</td>
</tr>
<tr>
<td></td>
<td>ED2216</td>
<td></td>
</tr>
<tr>
<td>ED1204</td>
<td>ED2216</td>
<td>ED3209 Learning, Curriculum and Assessment</td>
</tr>
</tbody>
</table>
In year 1 you must undertake and pass (at 40%) all 6 of these modules, selecting the appropriate BSL module (see details on the next page)

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED2218</td>
<td>Experiential Learning in Educational Settings (a placement module)</td>
</tr>
<tr>
<td>ED2236</td>
<td>Representations of Education in Literature and Film</td>
</tr>
<tr>
<td>CI2008</td>
<td>Diversity and Incl. Practice with Children and Adults</td>
</tr>
<tr>
<td>ED2981</td>
<td>Student Initiated Module (20 credits)</td>
</tr>
<tr>
<td>DF2015</td>
<td>Deaf Families</td>
</tr>
<tr>
<td>DF2021</td>
<td>Work Placement</td>
</tr>
</tbody>
</table>

Here you may choose a free-choice elective from across the University e.g. a Volunteering or Foreign Language module. This would simply substitute one of your modules in either Deaf Studies or Education

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED3223</td>
<td>Families, Schools and Society</td>
</tr>
<tr>
<td>ED3205</td>
<td>The professional Role and its Context</td>
</tr>
<tr>
<td>ED3208</td>
<td>Reflective Practice in Educational Settings</td>
</tr>
<tr>
<td>ED3205</td>
<td>The professional Role and its Context</td>
</tr>
<tr>
<td>ED3208</td>
<td>Reflective Practice in Educational Settings</td>
</tr>
<tr>
<td>ED3981</td>
<td>Student Initiated Module (20 credits)</td>
</tr>
<tr>
<td>ED3982</td>
<td>Student Initiated Module (10 credits)</td>
</tr>
</tbody>
</table>

**Which BSL modules do I take?**

BSL is compulsory for all students taking the Education and Deaf Studies degree in the first two years of study. Whether you are an experienced signer or a complete novice, you will be placed in the most suitable module to help you develop your sign language skills. Assessments and allocation take place during Induction Week and students are notified which class they will be attending.

<table>
<thead>
<tr>
<th>First year</th>
<th>Second year</th>
<th>Third year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI1100 BSL100, SI1150 BSL150</td>
<td>SI2200 BSL200</td>
<td>none</td>
</tr>
</tbody>
</table>

The above chart assumes you have no BSL qualifications when you arrive or you hold a CACDP Stage I Certificate in BSL. If you can demonstrate higher level BSL fluency and skills, you will be assessed by the BSL tutors and may be offered a different route through the BSL modules. This will allow you to continue to develop your BSL skills at the most appropriate level. The table below shows the alternative compulsory modules for such students.

<table>
<thead>
<tr>
<th>First year</th>
<th>Second year</th>
<th>Third year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI1200 BSL200, SI1250 BSL250</td>
<td>SI2300 BSL300</td>
<td>none</td>
</tr>
</tbody>
</table>
Placements
Students can take an optional Deaf Studies placement module in the third year. Placements can be in any setting, provided this includes some aspect of working with, for or observing deaf people. Finding a suitable placement host is primarily the responsibility of the individual student but this is done in consultation with the placement supervisor from the BSL and Deaf Studies team. Students who are working in such a setting during their course may be able to use their place of work as their placement setting, subject to approval from the placement supervisor. Various university documentation also needs to be completed prior to the placement commencing, such as risk assessments. Should Disclosure and Barring Service (DBS – previously CRB) clearance be required, the university can facilitate this and will pay the fee on the student’s behalf. Students are typically required to spend a minimum of 60 hours on placement, in addition to independent study and completing the assessments.
Being a student

This section of the handbook will cover the following topics:

**Student support**
The ‘i’
Supporting Diversity
Data Protection

**Things you need to know about**
Attendance
Assessments
Extenuating circumstances

**Advice and Guidance from Staff**
Students with disabilities
Health and Safety
Conduct

**Helping us improve**
Student voice
Course reps
Student Staff Liaison Committee Meetings
Module Evaluation Questionnaires
Complaints

**Study Skills**
Resources
Making use of Email and the Internet
Referencing
Feedback
Moderating student assignments
**Student Support**

*The 'i'* is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the 'I' shop and UCLan Financial Support Bursary (first year students only).

**Supporting Diversity at UCLan**

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan [Equality and Diversity Policy](#) for further information.

**Data Protection**

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of personal information, please contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email [DPFOIA@uclan.ac.uk](mailto:DPFOIA@uclan.ac.uk)

**Things you need to know about**

**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 your Joint Course Leaders Martin Atherton or Charlotte Barrow (contact details on page 10). If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Attendance in timetabled sessions is recorded on the university's Student Attendance Motoring system (SAM). Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system.** To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations. You can monitor your attendance record from My UCLan.

| If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance. |
Students should report non-attendance to the hub email – CandTHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891994 or 01772 891995.

**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. Contact time for level 4 (first year) and level 5 (second year) modules is 60 hours per module; level 6 (third year) modules have 30 hours of contact time. This includes 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.

**Assessment**
Please note that all modules will be 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. In BSL and Deaf Studies 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 Deaf Studies other than timed BSL productive and receptive tasks.

**Assessment arrangements for students with a disability**
Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk.

**Handing in assignments**
There is a formal procedure for handing in assignments which all students must follow. Students will be given a deadline for handing in each assignment by the module tutor. A list of these deadlines will also be published on noticeboards and on the various Virtual Learning Environment (VLE) pages. Please be aware that these may sometimes change due to circumstances but any changes will be notified to students. **It is your responsibility to check submission dates if you are unsure.** These are the final dates on which assignments will be accepted for assessment without a pre-arranged extension.

The School has a secure system for recording the submission of assignments. It is essential that, to comply with this, you place your assignment, by the notified deadline, in the appropriate module box in room LH102A, on the first floor of Livesey House. Assignments must be accompanied by a Coursework Coversheet, completed and signed by yourself – these are available from outside the Administrative Hub (see section 1.5 for contact details) on the first floor of Livesey House. Assignments must not be handed to individual tutors or given in to the Administrative Hub (see section 1.5 for contact details) unless you are specifically instructed to do so by the module tutor. Students must also submit an electronic copy of all assignments via Turnitin, which can be accessed from each module’s Blackboard page on the VLE.

In order to pass, all assignments must be deemed ‘satisfactory’ and be awarded at least a mark of 40%. If a student fails to achieve 40% the assignment may be re-submitted. However, on being re-assessed, the satisfactory piece of work can only receive a maximum percentage mark of 40%. The percentage marks for the other module assignments will remain and the student will be awarded a final grade for the module.
according to mathematical weighting. An individual assignment may only be reassessed once following an initial failure.

**Late submission of work**
If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:
- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

**It is important that students take careful note of this**
In BSL and Deaf Studies and Education Studies, assessment by coursework has largely replaced examinations. It would be a serious matter if a student missed an examination, and so missed assignment deadlines should be regarded in the same way as missed examinations. Tutors regard failing to meet coursework deadlines as a very serious matter and so should students.

**Dealing with difficulties in meeting assessment deadlines**
Assignments must be submitted no later than the date on your assignment instructions/brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to your module tutor or course leader.

**Authorisation of the late submission**
Late submission of work requires written permission and can ONLY be approved by your Course Leader, who is authorised to give permission for one extension period of between 1 and 10 working days where evidence of circumstances has been accepted and where submission within this timescale would be reasonable taking into account those circumstances (Academic Regulation: G3.2).

We aim to inform you of a decision about granting an extension within 2 days of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Extenuating Circumstances Procedure (Academic Regulations: Section G9).

**Extenuating circumstances**
‘Extenuating Circumstances’ is a phrase which refers to exceptional factors outside of your control which have adversely affected your performance within your course. These factors may prevent you from attending examinations or other timed assessments or caused you to miss assessment submission dates. Examples are illness, accidents or serious family problems.

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their students than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will
not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (Academic Regulations: G5, G9.3).

You can apply for extenuating circumstances online via MyUCLan (this can be accessed as a Useful Tool link on the Student Portal home page of the UCLan website) or use the paper based system if your circumstances are such that you cannot access MyUCLan. You must submit claims within specified deadlines and submit corroborating evidence to the Administrative Hub (see section 1.5 for contact details). More information about deadlines and gaining access to envelopes is available from the ‘i’ website, or you can contact the Administrative Hub (see section 1.5 for contact details) if you need help (telephone on 01772 891994/1995).

You will be expected to re-submit claims for extenuating circumstances for each assessment period. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

It is also helpful if you inform your module tutor(s) that you have submitted extenuating circumstances (you do not have to tell them why) so that they do not expect submission of coursework from you.

All information regarding extenuating circumstances is treated with the strictest of confidence, and does not affect your grades or progression from one year to the next.

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations: G9).

You can read the latest guidance for students here.

Cheating, plagiarism, collusion and re-presentation
You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations: G7 and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or
more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.

- Re-presentation is an attempt to gain credit twice for the same piece of work.

Brief quotations from the work of another person, suitably acknowledged by **quotation marks** and accompanied by a reference are fully acceptable. Indeed, they are an integral part of academic discourse and are a good way of illustrating different viewpoints on a controversial topic. It is essential however that you ensure that all material taken from sources is clearly indicated (by quotation marks) and **referenced**. All the sources that you have used should also be included in your Reference list at the end of your work.

**You are plagiarising if:**

- You copy out words from a source and provide no reference – this is passing them off as your own
- You take ideas or words from a fellow student’s work and use it in your own
- You copy out words/ a passage, provide a reference at the end, but do NOT put the words in quotation marks – it must be clear which words are your own and which have come from someone else.

If you are concerned about issues relating to plagiarism please talk to one of the team. Education modules also require you to submit your work via an online programme called Turnitin, and this is a tool that you can use to ensure you are being rigorous with your referencing.

The process of investigation and penalties which will be applied can be reviewed in the Academic Regulations: G7. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard

and the mark for the module following resubmission will be restricted to a maximum of 40%.

- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.
Feedback Following Assessments

When the assignment is returned to you, tutors will have written remarks on the text itself (if appropriate) and also on a standard feedback sheet. UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations: G2). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

For courses (except distance learning), you will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

Please read your feedback carefully. The feedback is intended to be useful and to help with future assignments; it is much more than just a grade.

When you get your work back:

1. Decide to regard it as an important feedback opportunity: Feedback is the way forward, and reading and reflecting upon it is the only way to improve: thinking “I’ll try harder next time” is too vague. You need to take on board and think about specific points and strategies to improve your work.

2. Acknowledge that when you get your work back with a grade, your feelings may run high. On occasions, it may be disappointing but it is an important opportunity to learn so don’t disregard your feedback.

3. Don’t take too much notice of the mark or grade you’re given: focus upon the comments and ideas for improvement (there’s nothing you can do about the mark now!)

4. Don’t become defensive – the comments are not about you as an individual, but about what you wrote. If we make criticisms, we are not criticising yourself.

5. If your mark wasn’t good, find out exactly why. Under which criteria did you lose the most marks?

6. Don’t be too smug if your mark or grade is good! Find out why it was good so you can be sure to achieve the same again.

7. Put it away for a while, then look at it again. Your grade will cloud the picture for a while.

8. Don’t rest on your laurels: just because you have achieved a good mark once does not guarantee you’ll do it again without any effort.

9. Analyse your mark or grade against the marking scheme: identify areas you scored highly against, and those where you lost marks.

10. Try to look at the feedback (but not always just the grade!) fellow-students received too.

11. Don’t be afraid to seek clarification: ask your tutors if you don’t understand any points they are making, and make a tutorial appointment if you’d like to discuss any issue or strategies for improvement in more depth.

12. Make yourself an action plan: you might find it helpful to jot down a few key points from each piece of feedback you receive and keep this in a handy place as
a reminder, or a ‘check list’ to help you review work you do in the future.

All assignments are marked against the stated learning outcomes for the module which are discussed by module tutors at the beginning of the semester (and feature in the module handbooks). Students will be informed of the weightings to be given to learning outcomes relative to the other sections on the assessment feedback sheet. Please note that you must achieve a pass mark (40%) for the first criterion ‘learning outcomes’ to pass the assessment. Tutors will vary the number of sections on the assessment feedback sheet according to their relevance to the assessment task.

Appeals against assessment board decisions

Overall module results are published at the end of semester one, and the end of the academic year (in June) and you can view these through the MyUCLan facility. You can check these dates by looking at the Academic Calendar online, or in your student organiser. Students must take responsibility for logging on to check their results to ensure they are aware of their status and eligible to progress to the next academic year, or graduate.

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students’ Union Advice Centre by email here for support and advice.

Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulation: H4. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations. In simple terms an undergraduate honours degree classification is based on the highest classification:

1. The Average Percentage Mark (APM) of your level 5 and 6 modules (generally taken in years 2 and 3 of a full time course) weighted 30:70.
   Or
2. The Average Percentage Mark of your level 6 modules (normally taken in year 3 of a full-time course): if you take only five at level 6, the best of the level 5 modules will also be used.

If the APM is near a borderline, ‘at the discretion of the Assessment Board, students may be classified according to the academic judgement of the Assessment Board taking into account their overall profile and performance with the minimum requirement that:

1. A minimum of 3 modules (60 credits) at level 6 are in the classification band and
2. The APM is no lower than 2 percentage points below that required for the higher classification.’
In operating discretion for profiling Course Assessment Boards will use academic judgement and may refer to performance in core modules; the placement component, the dissertation/project or other factors which have been published to students.

Your coursework, and the final degree you are awarded will be classified into one of the following categories based on your APM (Average Percentage Mark);

- 70-100% = First Class Honours
- 60 – 69.99% = Upper Second Class Honours (2:1)
- 50 – 59.99% = Lower Second Class Honours (2:2)
- 40 – 49.99% = Third Class Honours
Advice and Guidance from Staff

**Academic Advisors**
Your first point of contact for support should usually be your Academic Advisor, however there are many sources of support within the University and you should try to familiarise yourself with these so that you know about these services should you have need to use them.

During your time at University, you will be allocated an Academic Advisor who will be able to help you with any academic concerns that you may have. Your Academic Advisor will be a member of staff associated with your course. Your Academic Advisor acts in addition to your course/subject/year tutors, and can advise you on your progress and issues such as option choices. Academic Advisors should be available for advice on an appointment basis.

If your concern, problem or difficulty is of a personal nature, the Counselling Service can be contacted via the Reception desk in the ‘i’ Information Service based in the ground floor of the Library.

**Deaf Studies First Year Tutor**
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 Coordinator 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. 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.

**NB: You can also contact your tutors via email (email addresses for all members of staff can be found earlier in this handbook.)**

**Academic Regulations**
The university’s Academic Regulations can be found [here](#).

**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.
**Personal Development Planning (PDP)**

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.

You will be invited to complete a PDP record as you progress through your programme. Though this will not form part of the assessment for the programme, it will be retained on your personal file and will help us in, for example, writing references on your behalf for potential employers. Further details of the recording procedure and guidance in completing this will be given throughout your time as a student.

**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 university:

- 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!

**Careers** offers a range of support for you including:

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills
Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

**Health and Safety**
As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

**Conduct**
You will be expected to abide by the Regulations for the Conduct of Students these can be found in the [Student Regulations](#).

UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of academic staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

**Students’ Union**
The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what we do and is encompassed by our tag line of, *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led (*societies, sports teams*) and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the *Opportunities Centre* on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the *Advice and Representation Centre* are on hand to help. As we are independently run from the university, we can offer truly impartial advice.
More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at http://www.uclansu.co.uk/. 
Helping us improve

Student voice
You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

Course representatives and School Presidents
A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

- Facilitating effective communication between staff and students
- To work in partnership with staff and students on their course to raise feedback and create shared solutions – ensuring the student perspective is considered
- To attend initial training and the beginning of the year
- Attend all staff-student liaison committee meetings (usually once each semester) see below
If you are interested in becoming a course representative yourself and wish to find out more about the role you can visit the Student Union and in particular the SU resource hub for more information and volunteer for the role when the opportunity arises.

**Student Staff Liaison Committee Meetings (SSLC)**
The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

**Module Evaluation Questionnaires**
Module evaluation questionnaires provide one of the most important means for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module and inform staff about where improvements could be made. Your module leaders will ensure that you receive the forms for completion either paper based or on-line, please complete and return these to ensure your voice is heard - all responses are anonymous. You are likely to see the module team responses to previous student feedback in your module handbooks / information packs.

**Complaints**
The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information Complaints Procedure
**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 number of Study Skills packages. S1200 Study Skills is a compulsory module for Single Honours BA students and is available as an elective for Combined Honours students. For those students requiring additional support, a series of workshops will be organised by the university on topics such as note-taking, reading skills, oral presentations, essay writing and revision and examination techniques. These sessions operate under the banner of ‘Wiser’ and are provided by the ‘i’ (see below). Wiser sessions are open to all students, no matter which subjects they are studying.

Students are also encouraged to look at the electives provision where there are a growing number of skills based modules available.

If you would like help or information click here to see a [full range of study skills options](#).

**Resources**

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 at

There is also a range of useful advice relating [Education Studies](#), including details of our subject librarian.
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 Education 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, as this is one of the main ways tutors are able to contact students at short notice.

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.

RNID Library
The RNID Library is a greatly underused resource available to students. Although located in London, the holdings of the library are accessible from UCLan, either through the interlibrary loan system, or by contacting the RNID Librarian directly. As well as being a source of great knowledge on what is available from the RNID Library, the staff there will also photocopy materials for students and post or email them to you, for a small charge. The RNID Library website (listed above) also contains reading lists for a range of topics related to deafness and Deaf issues. The RNID Library can be contacted either by phone or email (details from the RNID Library website above and on the BSL and Deaf Studies notice boards).

Important Note on reading lists
The course team regularly checks what resources are available from the University library. We check whether items listed in the module descriptions’ bibliographies are actually in the library, and if so, how many. We also conduct OPAC searches to check that those items that are on the shelves (the vast majority of those listed in this handbook!) do actually show up on the search system.

Inevitably, there are some recent titles missing, as we try to keep up with developments in the field. We cannot solve this problem overnight, and therefore we regret that some items on the reading lists are (a) not actually in the library, or (b) are in the library, but don't show up as search results.

We work closely with our library representative to sort out resourcing problems. In the meantime, if you find that crucial items are not available (not even in 'quiet periods' away from essay deadlines), then please ask your tutor what you should do. Your tutor may be able to provide alternatives, let you copy some text, and so on.
We apologise for any books not held by the library – we are continually ordering more books, journals, CDs, and so on, but please consider that there is only so much money to buy new items.

Meantime, we expect that you will search for appropriate books, and read widely and regularly – not just when you have a deadline. You can help by returning items when you have finished with them, and by sharing your search results with others on your modules. Most importantly, simply saying ‘I couldn’t find any books’ in a library the size of UCLan’s is not good enough. Use all the support available, such as the helpdesk in the library, because there is plenty there for you to use. It is your responsibility to find it.

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 where 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.

Both Education Studies and BSL and Deaf Studies insist on the use of the Harvard System of referencing, but whichever system you use, you need to use it consistently and 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

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


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


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


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


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)


and


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:


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


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.

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
   

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 in italics); 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).
   

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
   

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
   

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
   

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.

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


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.


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:


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

- Smith, M. (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:


**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 it’s 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 . . .


- 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:

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?” (Herbert 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!
Feedback

As part of the assessment of your submitted work, you will receive a standard feedback proforma with comments made by the assessor, as well as the agreed mark for the assignment. Please ensure that you collect feedback from tutors and read the assessor’s comments carefully. This will help you to improve future work by identifying your strengths and weaknesses. The original, submitted work, may be kept by the tutor for regular internal and external quality control audits.

Wherever possible, you should make sure to keep, yourself, a copy of the submitted work, either on paper or on computer file.

The type of feedback which you receive on your assignments may therefore differ between modules, with many assessors now providing a detailed commentary on the feedback sheet only.

For all assignments, the feedback is intended to be useful, and to offer guidance for future assignments. Those students whose sole concern is the proposed grade are missing the most important dimension of the feedback process.

For this reason, if in doubt, you should seek clarification of the feedback comments, so take note: if you would like additional feedback, make an appointment to see your tutor, letting him/her know you would like more detailed feedback.

It will help your tutor if you have particular questions to ask.

In addition, rarely within your studies are there going to be simple and straightforward answers. Your assignments will call for a blend of reading, analysis and synthesis of concepts, information and ideas, and the feedback you receive may relate to any or all of these aspects.

The feedback proforma also allows for you, in return, to let us know about your experiences of the feedback process, or make suggestions for improvement. If you would like to suggest improvements to the feedback process, write your comments on the reverse of the feedback proforma, copy it (both sides), and hand it in to the Administrative Hub (see section 1.5 for contact details). You should also keep copies of your feedback sheets in your PDP portfolio, as evidence of the way your work is progressing. You may also wish to include some information on your responses to feedback; for example, notes of a meeting with the module tutor to discuss your work; how you intend implementing suggestions from tutors into future work, etc.

Other Types Of Feedback

Feedback can also be given by arranging a meeting with your module or year tutor, if you wish to discuss specific comments from the feedback proforma. Every module also has a student representative, who can raise wider issues relating to modules on behalf of the students taking a particular module. These students representatives are also your voice in the staff/student liaison meeting held at the end of each semester to discuss any issues relating to each module taught during the semester. These sessions are very valuable, in that they provide the teaching staff with the perspectives of the students as a group, rather than just those individuals who may raise issues that are only relevant to them. Both views are important, and changes are made in response to student feedback when this is felt appropriate.

Students can also raise matters with a range of people from outside the immediate course team if they feel their views are not being dealt with as they would wish. These range from your Academic Adviser and Head of School through to the Students Union.
There are also people who are available to act as mediators in Student Services, located in the ‘i’. However, in all instances, it is recommended that students initially approach members of the course team to seek any feedback on their work, or to provide feedback to the teaching team on module content, structure, assignments, etc.

**Moderating student assignments**
The University has formal structures and procedures to ensure that students' work is marked fairly, and that marking is of a similar standard and consistency internally within the programme and externally with other universities. All programmes are evaluated by External Examiners from other universities who have a responsibility to monitor the quality of course content, the appropriateness of teaching and assessment, and above all, to ensure that procedures are fair for all students, and of equivalent quality to similar courses elsewhere. External Examiners receive samples of assessed work, attend Assessment Boards and write an annual report that forms part of the University quality assurance mechanisms.

The School of Journalism, Language and Communication maintains a rigorous process that conforms to University requirements to ensure that students' work is marked fairly. In practice a sample of all student submissions are regularly moderated internally before being sent to an External Examiner. All dissertations are marked independently by the supervisor for each dissertation and at least one other member of the course team.

For full details of School guidelines regarding moderation of students’ work, please contact the Administrative Hub (see section 1.5 for contact details).

**External Examiner**
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly.

The External examiner for Deaf Studies modules is:

Robert ADAM BA, BEd, MAppLing
Research Associate
Deafness Cognition and Language Research Centre
University College London

The External Examiner for Education modules is:

Verity Aiken
Senior Lecturer in Education
Nottingham Trent University
Programme Specification – BA (Hons) Deaf Studies and Education

This Programme Specification provides a concise summary of the main features of a combined programme in Education and Deaf Studies, and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>1. Awarding Institution / Body</strong></td>
<td>University of Central Lancashire</td>
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<td><strong>2. Teaching Institution and Location of Delivery</strong></td>
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<td><strong>3. University Department/Centre</strong></td>
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**11. Aims of the Programme**

- to offer a broad introduction to a variety of topics to be found within the framework of Deaf Studies and Education Studies with specific focus on values, principles, policies, structures, systems, processes and outcomes.
Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding
Students will be able to
A1. Apply a range of theories and concepts relating to each subject area
A2. Relate discussions within these disciplines to wider social, cultural, theoretical and political frameworks
A3. Demonstrate insight into and knowledge of how contextual factors (historical, educational, social, linguistic) have shaped the emergence of the modern Deaf Community and the development of contemporary education policy and practice
A4. Critically evaluate a range of primary and secondary sources relating to each subject area

Teaching and Learning Methods
Teaching and learning strategies are designed to enable students to acquire a deep subject specific knowledge, critical facility and transferable skills. Within individual modules, there are a series of broad topics which encompass the range of subject areas covered by Deaf Studies. Teaching and Assessment strategies are employed that will enable students to achieve module specific outcomes as outlined in each of the module descriptions.
Teaching methods include Lectures, guest lectures, interactive seminars, debates, group work, individual and group presentations, individual and group tutorials, independent and supervised study, web based e-learning resources, and individual and group sessions in a fully digital BSL/English language laboratory.

Assessment methods
Assessment methods are mixed and include essay and report writing, critical book and literature reviews, reflective essays, portfolios, research proposals, live individual and group presentations in English and BSL, as well as poster and digital media presentations.

B. Subject-specific skills
Students will be able to
B1. Communicate effectively with deaf people to at least BSL200 level on the Modern Foreign Languages framework
B2. Demonstrate a knowledge of the social, historical, educational, linguistic and political issues that have influenced contemporary thinking on the purpose and provision of education
B3. Demonstrate a knowledge of the social, historical, educational, linguistic and political issues that affect and define the lives of Deaf People
B4. Devise a research project to explore and further develop an aspect of either Deaf Studies or Education Studies
B5. Demonstrate in their work critical insight into different research strategies and their limitations through successful application of appropriate methodologies

Teaching and Learning Methods
As can be seen from the range of module titles, topics covered in individual modules address particular aspects of the complex subject of Deaf Studies, including Deaf Politics, Deaf Culture, Deaf History, Deaf Education, issues relating to Interpreting and Social Policy, to name but a few. Students will acquire knowledge of British Sign Language and will be encouraged to communicate in a variety of situations with Deaf people.

Teaching methods include Lectures, interactive seminars, group work, individual and group presentations, individual and group tutorials, independent and supervised study, web based e-learning resources, and individual and group sessions in a fully digital BSL/English language laboratory. In particular, students will undertake a work placement in an appropriate setting that may enable them to use their BSL and communication skills, and in addition, students are encouraged to partake in social events which give them opportunities to interact with Deaf BSL users.

## Assessment methods

Assessment methods are mixed and include essay and report writing, critical book and literature reviews, reflective essays, portfolios, research proposals, live individual and group presentations in English and BSL, and reflective learning, as well as poster and digital media presentations.

### C. Thinking Skills

Students will be able to
C1. Reflect upon, analyse logically and make informed judgements about core issues and perspectives relating to each subject, drawing upon appropriate evidence and modes of enquiry
C2. Assess critically the nature of the processes involved in communicating with a range of deaf people
C3. Examine critically the nature of the relationships between the deaf community and some other parts of the social structure (e.g. the family, socialisation, education, employment, politics, pressure groups)
C4. Evaluate the effectiveness of various approaches to education and the changing nature of the political agenda within education
C5. Demonstrate skills in analysis and critical thinking
C6. Demonstrate, informed insight into the significance and limitations of theory and research

### Teaching and Learning Methods

Teaching and learning strategies are designed to enable students to acquire subject specific knowledge and critical facility. Within particular modules, emphasis is placed on the student's ability to utilise the critical and analytical thinking skills required to demonstrate a working knowledge of the specific topics being addressed.

Teaching methods include Lectures, guest lectures, interactive seminars, debates, group work, individual and group presentations, individual and group tutorials, independent and supervised study, web based e-learning resources, and individual and group sessions in a fully digital BSL/English language laboratory.

### Assessment methods

Assessment methods are mixed and include essay and report writing, critical book and literature reviews, reflective essays, portfolios and research proposals, live individual and group presentations in English and BSL, as well as poster and digital media presentations. All of these are used to assess the ability of the individual student to engage with and assimilate the arguments and positions expressed by scholars and researchers 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. Express and argue rationally and in concise, clear, logically structured ways, and present evidence appropriate to support the contentions they make through both prose and in oral contexts.

D3. Collect, interpret, analyse and synthesise materials from a range of sources

D4. Work as an organised and autonomous learner and as part of a group, demonstrating the skills of planning, collaboration and fulfilling responsibilities to others.

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<thead>
<tr>
<th>Teaching and Learning Methods</th>
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<td>Assessment methods are mixed and include essay and report writing, critical book and literature reviews, reflective essays, portfolios, research proposals, live individual and group presentations in English and BSL, as well as poster and digital media presentations.</td>
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Within individual modules, the assessment methods are varied, designed to offer the students opportunities to be creative and innovative in the ways in which they respond to the questions and topics presented to them.
## 13. Programme Structures*

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<td>Policy and Practice in Educational Settings</td>
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## 14. Awards and Credits*

### BA (Hons) in Education and Deaf Studies
Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6

### BA in Education and Deaf Studies
Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6
**ED3207 Not validated for main campus**

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<td>SI2200</td>
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<td>Issues in Deaf Education 20</td>
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<td>DF2021</td>
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<td>CI2008</td>
<td>Diversity and Inclusive Practice with Children and Adults 20</td>
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<td>ED2218</td>
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<td>ED2216</td>
<td>Preparing for Academic Writing and Research in Education 20</td>
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<td>ED2212</td>
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<td>ED2205</td>
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**ED2223 Not validated for main campus**

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ED1201  Introduction to Education Studies  20
ED1202  Education for Everyone?  20
ED1204  Observing Education in Action  20
ED1981  Student Initiated Module  20

OR

ED1982  Student Initiated Module  10

15. Personal Development Planning

Personal Development Planning and Transferable skills are integrated into the programme by means of specific elements that are built into each individual module on the programme. In particular, students are encouraged to develop skills (through work placements and other module specific means) which may later lead them to employment in a range of dedicated fields, including: BSL/English Interpreting, Teacher of the Deaf, Social Worker with Deaf People, Language Support Professional, Language Therapist, Primary or post-compulsory teaching or lecturing, youth work, etc. We are also skilled in advising and supporting students who wish to undertake further study at Masters or Doctorate level. In addition, the School of Education and Social Science has facilitated development of practical intelligence and generic skill building, personal reflection and evaluation into an explicit and structured PDP programme. Skills and employability enhancement has been integrated into personal reflection on learning, teaching and assessment for development of core skills, process skills, transferable skills and personal qualities.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University’s website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

All applicants will be invited to attend an interview day as part of the selection process.

Students applying for undergraduate courses must have a minimum proficiency in English equivalent to IELTS 6* before being offered a place.

We usually require applicants to have;
- 5 GCSE passes at Grade C or above
- At least two subjects at Advanced Level (A2)
• OR another equivalent Level 3 qualification such as a BTEC National Diploma
• OR a University Access course with 30 level 3 credits, graded at Merit or above

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.

Consideration will also be given to non-traditional qualifications and relevant work experience. Applicants are encouraged to produce evidence of their potential to benefit from the course.

Applicants who believe they may be eligible for Accreditation of Prior Certificated and/or Experiential Learning (APCL/APEL) for certain modules will be considered on an individual basis – please enquire direct to the Course Leader

17. Key sources of information about the programme

• Prospectus
• Course Fact Sheet
• Course Handbook and Module Guide
• University Website:  http://www.uclan.ac.uk
• BSL and Deaf Studies Website:  http://www.uclan.ac.uk/courses/ug/subjects/deafstudies.html
• Education Studies website:  http://www.uclan.ac.uk/schools/education_social_sciences/education/index.php
• Open and Applicant days
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