



Course Handbook  
BA (Hons) Education and Deaf Studies  
2018/19  
Course Leader Dr Junhui Yang  
School of Humanities and Social Sciences



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

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

## **Contents**

- 1 Welcome to the Course**
- 2 Structure of the Course**
- 3 Approaches to teaching and learning**
- 4 Student Support**
- 5 Assessment**
- 6 Classification of Awards**
- 7 Student Feedback**
- 8 Appendices**
  - 8.1 Programme Specification(s)**

## 1. Welcome to the course

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. There are details on the support we can offer to help you to succeed in your studies, along with practical information about writing assignments and improving your study skills.

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

### 1.1 Rationale, aims and learning outcomes of the course

#### 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 groundbreaking 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 that 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-disciplinary nature of BSL and Deaf Studies, drawing on Linguistics, Language Studies, History, Political Studies, Sociology, Area Studies, Leisure Studies, Interpreting and Translation Studies, Education Studies, Family Studies and Disability Studies for its sources and inspirations.

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

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 (such 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 Education and Deaf Studies Studies
- provide opportunities for the critical evaluation of a range of issues relating to Education and Deaf Studies 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
- place discussions within these disciplines within a wider social, cultural and political framework
- demonstrate an awareness and knowledge of how contextual factors (historical, educational, social, linguistic) have shaped the emergence of the modern Deaf Community and/or the development of contemporary education policy demonstrate a critical appreciation of 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 in the UK
- 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
- analyse logically and make informed judgements about issues 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 the capacity to devise a focused research question and coherent research project involving independent study, location of appropriate sources and analysis of relevant materials
- use information storage and retrieval systems in various media and formats
- argue rationally and in concise, clear, logically structured ways, and present evidence appropriate to support the contentions they make

- interpret, analyse and synthesise materials from a range of sources
- work as an autonomous learner and as part of a group

Successful completion of this course leads to the award of a Bachelor of Arts (Honours) Education and Deaf Studies 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 Education and Deaf Studies will enable students to gain knowledge and experience which will be valuable to them within a variety of careers.

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

## 1.2 Course Team



**Dr Junhui Yang**  
**Course Leader, Education and Deaf Studies**  
**LH221**  
**Ext. 2251 (text)**  
[jyang9@uclan.ac.uk](mailto:jyang9@uclan.ac.uk)

Junhui is Course Leader for the Education and Deaf Studies programme. 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.



**Charlotte Barrow**  
**LH209**  
**Telephone 01772 89 3113**  
[cljbarrow@uclan.ac.uk](mailto: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 Education and Deaf Studies 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](mailto: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](mailto: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](mailto: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](mailto: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 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**  
**LH220**  
**Ext. 3110**  
[rlee@uclan.ac.uk](mailto: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](mailto: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!



**Luigi Lerose**  
LH219  
[lterose@uclan.ac.uk](mailto:lterose@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 in which BLDFST are partners. Luigi completed his doctorate at Klagenfurt University in Austria.

### **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.

### **1.3 Expertise of staff**

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

### **1.4 Academic Advisor**

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

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

### **1.5 Administration details**



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

#### **Harris Building**

Humanities and the Social Sciences  
Centre for Excellence in Learning and Teaching  
Telephone: 01772 891996/891997  
Email: [HarrisHub@uclan.ac.uk](mailto:HarrisHub@uclan.ac.uk)

## 1.6 Communication



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

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

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

## 1.7 External Examiner

The 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. External Examiner reports will be made available to you electronically.

The External examiner for British Sign Language and Deaf Studies courses is:

Rachel O'Neill  
Institute for Education, Teaching and Leadership (IETL)  
Moray House School of Education  
University of Edinburgh

The External Examiner for Education courses is:

Verity Aiken  
Senior Lecturer in Education  
Nottingham Trent University

## 2. Structure of the course

### 2.1 Overall structure

Please note: compulsory modules are shown as **bold text**; optional modules are in plain text

Year 1 (full time)		Year 2 (full time)		Year 3 (full time)	
<b>SI1100</b>	<b>BSL100 <u>OR</u></b>	<b>SI2200</b>	<b>BSL200 <u>OR</u></b>	Dissertation is a compulsory module and students can choose which subject to take this in. You choose <b>one only</b> of:  <b>ED3991 Education Dissertation</b>  <b>OR</b> <b>ED3993 Education Double Dissertation</b>  <b>OR</b> <b>DF3995 Double Dissertation</b>	
<b>SI1200</b>	<b>BSL200</b>			Then choose from:	
<b>SI1150</b>	<b>BSL150 <u>OR</u></b>	<b>DF2003</b>	<b>DeafWorld Debates</b>	DF3011	Insiders and Outsiders
<b>SI1250</b>	<b>BSL250</b>	<b>DF2002</b>	<b>Issues in Deaf Education</b>	DF3600	Debating Disability
<b>DF1112</b>	<b>Deaf People in Society</b>	Choose 3 from this choice of Education modules:		DF2013	Sign and Society
<b>ED1201</b>	<b>Introduction to Education Studies</b>  <b>Semester 1</b>	ED2205	Sociology and Education	DF3021	Work Placement
<b>ED1202</b>	<b>Education for Everyone?</b>  <b>Semester 2</b>	ED2212	Models of Teaching and Learning	ED3229	Education in Developing Countries

ED1204	Observing Education in Action (a placement module)  OR	ED2216	Preparing for Academic Writing and Research in Education	ED3981	Student Initiated Module
ED1981	Student Initiated Module	ED2243	Diversity and Inclusion in Education	ED3205	The Professional Role and its Context
		ED2218	Experiential Learning in Educational Settings	ED3208	Reflective Practice in Educational Settings
		ED2236	Representations of Education in Literature and Film	ED3209	Learning, Curriculum and Assessment
		ED2981	Student Initiated Module (S1)	ED3210	Policy and Practice in Educational Settings
		ED2982	Student Initiated Module (S2)	ED3215	The Education of Vulnerable Young People
				ED3223	Families, Schools and Society

## 2.2 Modules available

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

## 2.3 Course requirements



In order to progress from year to year and to graduate at the end of this course of study, all modules identified in bold in the above table must be passed. Overall, students must achieve 360 credits to be awarded the Honours degree and this must include either DF3995 Double Dissertation, ED3993 Double Dissertation or ED3991 Dissertation.

## 2.4 Progression Information

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year.

The course team will tell you about the various modules/combinations available and you will both agree on the most appropriate (and legal) course of study for you.

## **2.5 Study Time**

### **2.5.1 Weekly timetable**

A timetable will be available once you have enrolled onto the programme, through the Student Portal.

### **2.5.2 Expected hours of study**



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

### **2.5.3 Attendance Requirements**

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

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

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

### **3. Approaches to teaching and learning**

#### **3.1 Learning and teaching methods**

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

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 content 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 Education and Deaf Studies programme are taught in the tutors' first or preferred language. This means that some of the lectures will be presented in British Sign Language. In lecture sessions, there will be interpreters present, who will 'voice

over' the presentation and sign your contributions. In British Sign Language sessions, there will not normally be an interpreter present.

### 3.2 Study skills

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

The university offers ongoing support to students through the 'i', which provides a wide range of services to support students and these include WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



### 3.3 Learning resources

#### 3.3.1 Learning Information Services (LIS)

Make the most of all the resources available to you. The library is an obvious place to start. You should learn to use the library effectively and use it to your full advantage. Make sure you participate in any induction sessions that are offered. A full range of 'Getting Started' instruction sheets relating to all

aspects of services provided by the LIS (Library and Information Services) can be downloaded from [the library](#) website

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

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

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

#### 3.3.2 Electronic Resources

##### Access to Computer Network

The main area within the university for accessing the computer network is through the open access terminals on the third floor of the library. The first place to ask for help and advice is via the Help Desk on the first floor. The School of 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 (at least twice a week), as this is one of the main ways tutors are able to contact students at short notice. University email can also be redirected to students' personal email addresses. Help sheets on how to do this are available from the Helpdesk.

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

### **3.4 Personal development planning**

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

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

We aim to support you in this process. Through course documentation, including assessment feedback, we will try to encourage reflection on your experience of study and your continuing personal development. At the beginning and end of each year, course leaders will facilitate group sessions around PDP. During the course of the year, your Academic Advisor will be available to advise you on planning and development issues which may arise, including decisions on module choice for the following year, or career possibilities.



### **3.5 Preparing for your career**

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it that 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 is your future: take charge of it!

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

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

#### 4. Student Support

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

##### 4.1 Academic Advisors



For the Deaf Studies element of your degree, you will be assigned a Year Tutor, who will act as your primary Academic advisor for Deaf Studies modules and general course queries.

##### Deaf Studies First Year Tutor

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

##### Year Tutors for Second and Third Year students

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

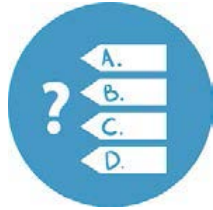
##### 4.2 Students with disabilities

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

### 4.3 Students' Union One Stop Shop

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

## 5. Assessment



### 5.1 Assessment Strategy

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

### 5.2 Notification of assignments and examination arrangements

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

### 5.3 Referencing

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

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

**Reasons for including references** are;

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

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

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

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

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**

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

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

#### **2. Two Authors Of A Book**

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

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

#### **3. More Than Two Authors Of A Book**

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

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

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

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

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

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

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

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

## 5. A Single Author Of A Journal Article

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

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

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

## 6. Referencing from an online source

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

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

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

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

## 7. Several sources by one author in different years

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

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

and

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

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

## 8. Several sources by one author in the same year

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

In the list of references, it would be presented as:

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

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

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

## 9. Sources from an organisation/ with no named author

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

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

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

## 10. Citing secondary sources

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

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

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

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

## 11. Citing a video/ audio source

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

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

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

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

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

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

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

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

### 1. To reference a book with one author:

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

## 2. To reference an article from a journal:

Author's last name, initials; year of publication; title of article (do not underline/ italicise this — inverted commas only); title of journal (underlined or italics); volume number; issue Number [listed as No. or in brackets ( )]; page numbers (stating the page number at which the article begins and the page number on which the article ends).

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

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

Editor's last name, initials, state that it is edited in brackets (Ed. if just one editor or Eds. if more than one); year of publication, title of edited book (underlined or in italics); place of publication; name of publisher

Hayes, D. (Ed.) (2004) *The RoutledgeFalmer Guide to Key Debates in Education* London: Routledge Falmer

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

Last name of author of chapter, initials; year of publication; title of chapter in book (do not underline this — inverted commas will do); state **in**; editor's last name, initials, state that it is edited in brackets (Ed. if just one editor or Eds. if more than one); title of edited book (underlined or in italics); place of publication; name of publishers.

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

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

Last name of writer of article, initials; year of publication; title of article (do not underline this - inverted commas will do); newspaper name (underlined or in italics); date of publication (date and month); page number

Sharpe, K. (2009) 'Teach them how to think' *Times Higher Education* 16-22<sup>nd</sup> July, p. 24

## 6. To reference a journal article from the internet:

Author's last name, initials; year of publication; title of article (do not underline this — inverted commas will do); title of internet journal (underlined or italics); volume number; issue Number [listed as No. or in brackets ( )]; Retrieved from (insert web address, copied and pasted from the web page so it is correct); date you retrieved it.

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

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

## 7. To reference an article from the internet

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

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

## 8. To reference a video/ audio source from the internet

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

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

## Creating your reference list/ bibliography

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

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

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

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

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

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

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

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

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

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

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

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

### NOTE:

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

Smith, M. (1993)

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

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



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

Smith, M. (1993)

Smith, M. (1997)

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

In the list of references, it would be presented as:

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

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

### **Some awkward categories**

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

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

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

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

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

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

### **Quotations and quoting**

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

### **Referring to an author's work in general:**

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

*For example:*

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

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

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

*For example:*

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

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

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

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

*For example:*

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

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

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

*For example:*

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

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

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

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

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

*For example:*

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

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

*For example:*

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

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

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

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

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

*For example:*

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

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

OR presented as:

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

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

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

*For example:*

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

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

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

- If the quotation more or less says what you want to say but you do not 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 you, the writer, have omitted words.

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

#### **5.4 Confidential material**

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

#### **5.5 Cheating, plagiarism, collusion or re-presentation**

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

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

#### **6. Classification of Awards**

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



## **7. Student Feedback**

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

### **7.1 Student Staff Liaison Committee meetings (SSLCs)**

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

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

## 8. Appendices

### 8.1 Programme Specification(s)

<b>UNIVERSITY OF CENTRAL LANCASHIRE</b>
---

#### **Programme Specification – BA (Hons) Education and Deaf Studies**

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*

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire – Preston Campus
<b>3. University Department/Centre</b>	School of Humanities and Social Sciences
<b>4. External Accreditation</b>	N/A
<b>5. Title of Final Award</b>	BA (Hons) Education and Deaf Studies
<b>6. Modes of Attendance offered</b>	Full Time and Part Time
<b>7. UCAS Code</b>	BX63
<b>8. Relevant Subject Benchmarking Group(s)</b>	Education Studies, Linguistics, Modern Foreign Languages, Sociology
<b>9. Other external influences</b>	
<b>10. Date of production/revision of this form</b>	February 2018
<b>11. Aims of the Programme</b>	
	<ul style="list-style-type: none"><li>• to offer a broad introduction to a variety of topics to be found within the framework of Education and Deaf Studies Studies with specific focus on values, principles, policies, structures, systems, processes and outcomes.</li><li>• to provide opportunities for the critical evaluation of a range of issues, theories and perspectives relating to Education and Deaf Studies Studies both in Britain and internationally and to demonstrate the synergies between the two disciplines</li></ul>

- to 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
- to create a supportive learning and teaching environment that will assist the academic development and employability prospects of students on the course

## **12. 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.

#### **Teaching and Learning Methods**



Individual modules contain specific elements and assessments, which are designed to address the development of skills relevant to the employability and personal development of individual students. In addition, strategies are employed which 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.

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*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6		<b>Compulsory:</b>		<b>BA (Hons) in Education and Deaf Studies</b> Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6  <b>BA in Education and Deaf Studies</b> Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6
		<b>One from:</b>		
	DF3995	Double Dissertation	40	
	ED3991	Education Dissertation	20	
	ED3993	Education Double Dissertation	40	
		<b>Options:</b>		
	DF2013	Sign and Society	20	
	DF3011	Insiders and Outsiders	20	
	DF3021	Work Placement	20	
	DF3600	Debating Disability	20	
	ED3229	Education in Developing Countries	20	
	ED3215	The Education of Vulnerable Young People	20	
	ED3210	Policy and Practice in Educational Settings	20	
	ED3209	Learning, Curriculum and Assessment	20	
ED3223	Families, Schools and Society	20		
ED3205	The Professional Role and its Context	20		
ED3208	Reflective Practice in Educational Settings	20		
ED3981	Student Initiated Module	20		
Level 5		<b>Compulsory:</b>		<b>Diploma of Higher Education in Education and Deaf Studies</b> Requires 240 credits including a minimum of 100 at Level 5 or above
	DF2003	Deaf World Debates	20	
	SI2200	BSL200	20	
	DF2002	Issues in Deaf Education	20	
	ED2243	Diversity and Inclusion in Education	20	

	ED2218	Experiential Learning in Educational Settings	20	
	ED2216	Preparing for Academic Writing and Research in Education	20	
	ED2236	Representations of Education in Literature and Film	20	
	ED2212	Models of Teaching and Learning	20	
	ED2205	Sociology and Education	20	
	ED2981	Student Initiated Module (S1)	20	
	ED2982	Student Initiated Module (S2)	20	
Level 4		<b>Compulsory:</b>		<b>Certificate in Higher Education in Education and Deaf Studies</b>
	SI1100	BSL100	20	Requires 120 credits at Level 4 or above
	SI1200	<b>OR</b> BSL200	20	
	SI1150	BSL150	20	
	SI1250	<b>OR</b> BSL250	20	
	DF1112	Deaf People in Society	20	
	ED1201	Introduction to Education Studies	20	
	ED1202	Education for Everyone?	20	
	ED1204	<b>Options:</b> Observing Education in Action	20	
	ED1981	<b>OR</b> Student Initiated Module	20	

### 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

- 2018 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.htm>
- Education website:  
[http://www.uclan.ac.uk/schools/education\\_social\\_sciences/education/index.php](http://www.uclan.ac.uk/schools/education_social_sciences/education/index.php)
- Open and Applicant days

### 18. Curriculum Skills Map

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

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																			
				Knowledge and understanding				Subject-specific Skills					Thinking Skills				Other skills relevant to employability and personal development						
				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	
One of	DF3995	Double Dissertation	COMP	x	x	x	x	x		x	x		x	x	x				x	x	x	x	
	ED3991	Education Dissertation	COMP	x	x	x	x		x		x	x	x			x	x	x	x	x	x	x	
	ED3993	Education Double Dissertation	COMP	x	x	x	x		x		x	x	x			x	x	x	x	x	x	x	
LEVEL 6	DF3011	Insiders and Outsiders	O	x	x	x	x	x		x			x	x	x				x	x	x	x	
	DF3021	Work Placement	O		x	x	x	x		x			x	x	x				x	x	x	x	
	DF3600	Debating Disability	O	x	x	x				x			x	x	x				x	x	x	x	
	ED3229	Education in Developing Countries	O	x	x	x	x		x				x			x	x		x	x	x	x	
	ED3215	The Education of Vulnerable Young People	O	x	x	x	x		x			x	x			x	x	x	x	x	x	x	
	ED3223	Families, Schools and Society	O	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x		
	ED3205	The Professional Role in its Context	O	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
	ED3210	Policy and Practice in Educational Settings	O	x	x	x	x		x					x			x	x		x	x	x	x
	ED3209	Learning, Curriculum and Assessment	O	x	x	x	x		x					x			x	x		x	x	x	x
	ED3208	Reflective Practice in Educational Settings	O	x	x	x	x		x	x	x	x	x			x	x	x	x	x	x	x	x
	ED3981	Student Initiated Module	O		x	x	x	x			x			x	x	x				x	x	x	x

LEVEL 5	DF2002	Issues in Deaf Education	COMP	x	x	x	x		x	x			x	x	x	x			x	x	x	x
	DF2003	Deaf World Debates	COMP	x	x	x	x						x	x	x				x	x	x	x
	SI2200	BSL200	COMP	x	x	x		x		x									x	x	x	x
	DF2013	Sign and Society	O	x	x	x						x	x		x	x	x		x		x	x
	ED2243	Diversity and Inclusion in Education	O	x	x	x	x		x				x			x	x	x	x	x	x	x
	ED2218	Experiential Learning in Educational Settings	O	x	x	x	x		x	x	x	x	x			x	x	x	x	x	x	x
	ED2236	Representations of Education in Literature and Film	O	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
	ED2216	Preparing for Academic Writing and Research in Education	O	x			x		x		x	x	x					x	x	x	x	x
	ED2212	Models of Teaching and Learning	O	x	x	x	x		x				x			x	x		x	x	x	x
	ED2205	Sociology and Education	O	x	x	x	x		x				x			x	x	x	x	x	x	x
	ED2981/2	Student Initiated Module	O	x	x	x	x		x	x			x		x	x	x	x	x	x	x	x
LEVEL 4	SI1100	BSL100 OR	COMP	x	x	x		x	x	x												
	SI1200	BSL200	COMP	x	x	x		x	x	x												
	SI1150	BSL150 OR	COMP	x	x	x		x	x	x												
	SI1250	BSL250	COMP	x	x	x		x	x	x												
	DF1112	Deaf People in Society	COMP	x	x	x	x			x			x	x	x				x	x	x	x
	ED1201	Introduction to Education Studies	COMP	x	x	x	x		x				x			x	x		x	x	x	x
	ED1202	Education for Everyone?	COMP	x	x	x	x		x			x	x			x	x	x	x	x	x	x
	ED1204	Observing Education in Action	O	x	x	x	x		x		x		x			x	x		x	x	x	x
	ED1981/2	Student Initiated Module	O	x	x	x	x		x	x			x		x	x	x	x	x	x	x	x



Addendum to the Course Handbook for  
BA (Hons) Education and Deaf Studies  
2018-19

Page	Section	Summary of change & previous text removed (state whether addition / deletion / amendment / etc)	Date of Approval
34		Single dissertation module DF3991 replaced by double dissertation module DF3995	February 2018