

Course Handbook
Postgraduate Diploma and Master of Arts in
British Sign Language/English Interpreting and Translation
27/07/2016
Course Leader: Robert Lee
School of Humanities and Social Science



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 BSL and Deaf Studies at UCLan; 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 Postgraduate Diploma and Master of Arts in British Sign Language/English Interpreting and Translation. There are details on the support we can offer to help you to succeed in your studies, along with practical information about writing assignments and improving your study skills.

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

1.1 Rationale, aims and learning outcomes of the course

The Postgraduate Diploma in BSL/English Interpreting and Translation offers interpreters a structured career and professional development route that enables those currently practising to improve their skills and achieve not only a Postgraduate Diploma, but a nationally recognised qualification status.

The final draft of the National Occupational Standards in Interpreting were published by the Languages National Training Organisations in 2000 and ratified in 2001 by the QCA. This ratification gave formal recognition to competence-based assessments in interpreting, such as the NVQ Level 4 qualification launched in 2002 by the Council for the Advancement of Communication with Deaf People (CACDP), now known as 'Signature'. This Postgraduate Diploma is currently one of the few University based qualifications leading to full membership of the Register of BSL/English Interpreters, administered by 'Signature' (specifically the National Registry for Communication Professionals working with Deaf and Deaf blind people, NRCPD) on behalf of the profession. The Postgraduate Diploma was specifically designed to match and, in certain elements, exceed the levels of knowledge and skill required by the NVQ qualifications.

Consequently, successful completion of this course leads to:

1. The University of Central Lancashire Postgraduate Diploma in British Sign Language/English Interpreting and Translation,
2. The right to apply for fully-qualified, 'Registered' status with the professional registration body for BSL/English Interpreters, administered by NRCPD.

The MA in BSL/English Interpreting and Translation is designed to extend these levels of knowledge and skill even further, catering to those students who wish to progress beyond the minimum requirement for registration with NRCPD, to attain a higher level of academic and linguistic achievement.

The overall aim of the course is to produce highly competent practitioners who will be able to offer interpreting services to Deaf people whose first or preferred language is British Sign Language, as well as to the many hearing professionals and members of the public with whom these people interact on a daily basis. The overall learning outcomes include both the theoretically based knowledge required in order to understand the various client groups and interact appropriately with them, and the practical skills that are required of competent interpreters. It is the intention throughout the course to promote the necessary inter-relationship of these two elements.

Having completed the course successfully, course members will be able to:

To demonstrate a critical awareness of the technical and practical aspects of interpreting and translating between British Sign Language and English
To display mastery of interpreting skills required of professional interpreters
To employ advanced communication and cognition in both British Sign Language and English
To enable those students who successfully complete the programme, and who are eligible, to apply for Registered Interpreter status with Signature and the NRCPD
To display mastery in the analysis and discussion of linguistic features of both British Sign Language and English (MA only)
To employ advanced cognitive and communication skills in the analysis and discussion of complex interpreted interactions. (MA only)

1.2 Course Team



Robert G Lee, Course Leader

LH216

01772 893110

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 and conference interpreting. 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 was involved in the development and provision of online courses for training Interpreting Master 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* and the co-editor (with Betsy Winston) of *Mentorship in Sign Language Interpreting* published by RID Press.



Frank

Harrington

LH218

01772 893107 (voice & text)

fiharrington@uclan.ac.uk

Frank Harrington, Senior Lecturer in 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 Registered BSL/English Interpreter and is also a member of the NRCPD Board of Trustees. He teaches in the areas of Interpreting & Translation and Social Policy, and also teaches on the BA (hons) Religion, Culture and Society. His research interests are in the areas of Interpreting & Translation, Equality and Diversity, Social Policy and Discourse Analysis. He is currently reading for a PhD in Religious Studies, exploring the changing nature of the Roman Catholic Church in the 21st Century.



Luigi Lerosé

LH219

lterosé@uclan.ac.uk

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



Nicola Nunn
LH219
njnunn@uclan.ac.uk

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



Junhui Yang
LH221
Ext. 2251 (text)
jyang9@uclan.ac.uk

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

1.3 Expertise of staff

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

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

1.4 Academic Advisor

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



1.5 Administration details

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.

Allen Building

Medicine

Dentistry

telephone: 01772 895566

email: AllenHub@uclan.ac.uk

Harris Building

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

Foster Building

Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

Computing and Technology Building

Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
email: CandTHub@uclan.ac.uk

Greenbank Building

Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993
email: GreenbankHub@uclan.ac.uk

Brook Building

Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk



1.6 Communication

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.

Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. The external examiner for this year is Professor Jemina Napier, Heriot-Watt University, Edinburgh, Scotland.

Telephone: 0131 451 4104

Email: j.napier@hw.ac.uk



2. Structure of the course

2.1 Overall structure

The Postgraduate Diploma is specifically designed as:

- a career development route for those who are already working as interpreters and are seeking a nationally recognised qualification, and
- progression to vocational competence and qualification for graduates of the University's existing Deaf Studies degree programme.

Taught part-time over a two-year period, the six modules form a coherent professional training leading to eligibility for membership of the national Register of BSL/English Interpreters. The course comprises twelve two-day blocks (contact time) over a two year period. Except in exceptional circumstances, students will be expected to be working as trainee BSL/English interpreters whilst attending the course. Only through such contact and practice will students be able to develop the level of competence required and have the opportunity to collect the necessary evidence to complete their portfolios.

The course programme is as follows:

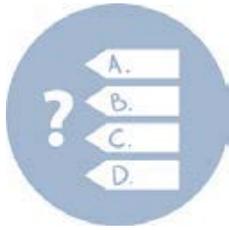
Blocks 1-5, 7	DF4001	Developing BSL Performance
Blocks 1-4	DF4004	Principles of BSL/English Interpreting
Blocks 5-7	DF4002	English as a Source and Target Language
Blocks 8-9	DF4003	From Translation to Simultaneous Interpreting
Blocks 10-11	DF4000	Interpreting as a Profession
Block 12	DF4011	Critical Interpreting Analysis

The Master of Arts programme is designed to allow experienced practitioners to further develop their linguistic, interpreting and analysis skills. Students following the MA programme will also complete the following modules:

Block 13	DF4012	BSL – Advanced Analysis and Application
Block 14	DF4013	English – Advanced Analysis and Application
Block 15	DF4991	Dissertation

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 and this equates to the learning activity expected from one sixth of a full-time year of study. All the modules offered on this programme 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 addition to the academic requirements for entry onto this programme, it is essential that students are working as interpreters, since a significant element of the course is the development and demonstration of high order interpreting skills.

Some students may have originally registered for the Postgraduate Diploma in BSL/English Interpreting and Translation. They may be eligible to transfer onto the MA programme, and complete the remaining MA modules, provided they have successfully completed all the component requirements for the Diploma. Progression from the end of the Postgraduate Diploma to the third year MA modules will be dependent upon the student's final grade for DF4011, and will be by interview only.

Students who are unable to complete the MA programme will be eligible for an exit award of the Postgraduate Diploma in BSL/English Interpreting and Translation, provided they have successfully completed all the component elements of this alternative award. Students who cannot successfully complete the entire course may, in some instances, be eligible for the exit award of Postgraduate Certificate. It should be noted that the *Postgraduate Certificate* does **not** make one eligible to register with the NRCPD.

As with other units within the University, the School of Humanities and Social Science is keen to encourage successful students to continue their personal academic and professional development by registering for research degrees. Deaf Studies and Sign Language Interpreting studies are both new disciplines, and the Deaf Studies team has a significant reputation for research and publication in these areas. Successful students will be encouraged to continue their studies, and to contribute to the on-going development of resources in these disciplines.

Professional registration: fitness to practise

On successful completion of the Postgraduate Diploma, you are eligible to apply for membership of the Register of Interpreters. As this course leads to a professional qualification to practise, if there is 'cause for concern' over a student's suitability to enter that profession, the University is obliged to apply its 'Fitness to Practise Procedure (Professional Courses)'. Under this procedure, the University has an obligation to take into account any concerns about a student's suitability or fitness to practise. All students on professional courses are required to abide by appropriate codes and guidelines for professional practice issued by the profession's regulatory bodies. Full details of the 'Fitness for Practice Procedure' can be found on the UCLan website.

As a student undertaking this course, once registered as a trainee interpreter, you are bound by the Code of Conduct as specified by the National Registers of Communication Professionals working with Deaf and Deafblind People (NRCPD) and subject to the UCLan procedure for the consideration of fitness to practise.

2.4 Progression Information

Discussions about your progress towards fully qualified interpreter status will take place formally as a group at each taught weekend in your second year, and also informally at any time with individual course tutors and the course leader. See below under Academic Advice.

2.5 Study Time

2.5.1 Weekly timetable

As this course is taught on a part-time basis at weekends, there is no online weekly timetable. Students are informed of study dates and the topics to be addressed at the start of each academic year and at the end of each teaching weekend in advance of the next weekend. The timetable below is indicative and not intended as a definitive outline of each teaching week, which may change according to a range of circumstances including the academic progress of students.

Session	Module taught	Assessment Deadline
Year One		
session 1	DF4001 Developing BSL Performance DF4004 Principles of Interpreting	TBA
session 2	DF4001 Developing BSL Performance DF4004 Principles of Interpreting	TBA
session 3	DF4001 Developing BSL Performance DF4004 Principles of Interpreting	TBA
session 4	DF4001 Developing BSL Performance DF4004 Principles of Interpreting	TBA
session 5	DF4001 Developing BSL Performance DF4002 English as a Source and Target Language	TBA
session 6	DF4002 English as a Source and Target Language	TBA
Session	Module taught	Assessment Deadline
Year Two		
session 1	DF4001 Developing BSL Performance DF4002 English as a Source and Target Language	TBA
session 2	DF4003 Translation Theory to Simultaneous Interpreting	
session 3	DF4003 Translation Theory to Simultaneous Interpreting	End of Year 2
session 4	DF4000 Interpreting as a Profession	
session 5	DF4000 Interpreting as a Profession	End of Year 2
session 6	DF4011 Critical Interpreting Analysis	End of Year 2

Session	Module taught	Assessment Deadline
Year 3		
session 1	DF4012 BSL – Advanced Analysis and Application	TBA
session 2	DF4013 English – Advanced Analysis and Application	TBA
	DF4991 Dissertation Session scheduled in collaboration with Supervisor	TBA

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.

2.5.3 Attendance Requirements



Because this is a part-time, distance-learning course, you will be expected to commit yourself to regular study outside of the taught weekends. On the previous page, you will find a matrix telling you how many weekends you will be expected to attend during each academic year. These are usually spaced at intervals of six to eight weeks apart. 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, Robert Lee.

Because of the requirement that all students on this programme be working interpreters, and, at the request of students, the formal classroom based elements of this programme are taught at weekends. Weekend sessions will be taught from Saturday mornings until Sunday evenings, with six sessions between January and December in each of the two years (***always held on the second weekend of the month. Should the 1st of the month fall on a Sunday, the following weekend is considered the second weekend for our purposes***). During the course of the teaching weekends, daytime refreshments will be provided by the University at no additional cost to students. Students are, however, responsible for paying for their own accommodation; help with finding suitable lodgings can be provided by the University's Residential Services office.

Although attendance at the weekends is compulsory, we do recognise that there will be occasions when individuals are unable to attend due to a variety of unforeseen circumstances. Because of this, provision is being made to ensure that, where possible, learning materials for each module are available on the University's web-based learning system called Blackboard (formerly known as WebCT). There is an existing email discussion group for current UCLan Postgraduate students, and this will continue, but bulletin boards and discussion groups will also be arranged via Blackboard for the duration of each module. All of these arrangements should ensure that anyone missing a particular weekend will not be unduly penalised as a result, and, through discussion, access to course materials and individual tutorials, they should be able to complete the module and carry on with the course uninhibited.

If an individual student is unable to attend a number of weekends, and falls behind as a result, the University has a series of strategies in place that will enable students to suspend their study, and re-register for particular modules if necessary. More information about this can be obtained from the Course Leader or the School's Administrative Office; contact information are to be found in the previous section of this handbook.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

An interpreter preparation programme requires the teaching of both:

- **knowledge:** general linguistics, semantics, pragmatics, sociolinguistics, translation theory, cognitive processing models, cross-cultural issues, ethics etc., and
- **competencies:** language competence, voice/sign production, translation, consecutive interpretation, simultaneous interpretation, coping strategies (for linguistic complexity, speed etc., and ethical/professional dilemmas).

To satisfy these teaching requirements, students will have access to UCLan's team of academics and practising professionals.

Teaching

On a practical level, the teaching team will utilise a range of teaching strategies, including formal lectures, seminars, language laboratory work, small-group activities, role-play, workshops, distance learning and individual tutorials as appropriate.

Learning

In keeping with good practice in Higher Education, students will be encouraged to take responsibility for their own learning. A range of learning opportunities will be offered. In recognition that the course is actively seeking to recruit adult learners who, having spent some years in the work-place, may not have recent experience of higher education courses, each student will receive guidance on how to make the best use of learning resources and help them to identify the learning strategies most suited to them as individuals. This handbook itself serves to begin this process of advice.

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 number of Study Skills packages. A series of workshops is organised by the university on topics such as note-taking, reading skills, oral presentations, essay writing and revision and examination techniques. These sessions operate under the banner of 'Wiser' and are provided by the 'i' (<https://www.uclan.ac.uk/students/study/wiser/index.php>).



3.3 Learning resources

3.3.1 Learning Information Services (LIS)

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

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

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

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

3.3.2 Electronic Resources

Access to Computer Network

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

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

Making use of Email and the Internet

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

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

3.4 Personal development planning

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

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

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



3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability in the field of interpreting integrated into it at every level. This is not extra to your studies, but an important part of the course which will help you to show future employers that you are competent to work in a wide variety of settings in the professional field of BSL/English Interpreting.

In addition to the elements of employability that are embedded in the curriculum, the Futures team at UCLan offer a range of support for you including:

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

4. Student Support

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



4.1 Academic Advisors

You will have direct access to all of your course tutors at every taught weekend. In between the taught weekends you are encouraged to contact any of these tutors with questions about your course and your progress. If you want to arrange a tutorial these can be arranged outside of the taught weekends, either face-to-face, by skype or face time, or by telephone. All second year students will also have a set time at each taught weekend to meet with Frank Harrington as a group, and discuss the details of their final portfolio submission.

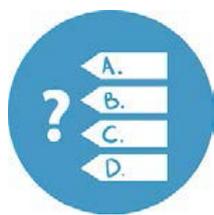
4.2 Students with disabilities

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 work submitted for each module of the Postgraduate Diploma or MA will be assessed in accordance with the University's standard procedures, as outlined in the module description.

The assessment for the course will form a portfolio of work, which will demonstrate a student's progression and development throughout the course.

Should the portfolio be incomplete, or if a specific element does not achieve the appropriate level to warrant a pass, the student will be allowed to re-submit the relevant element, providing the completed portfolio is handed in by the end of course deadline. As per University regulations, only one resubmission of a failed piece of work is allowed. Resubmissions can only obtain a **maximum** of a minimum passing mark (50%).

Overall module grades are determined from the grades awarded for individual assignments; the weighting of each assignment is indicated in the module descriptions.

Modules are graded as follows:

Percentage	Level of pass
0% – 49%	Fail
50% – 59%	Pass
60% - 69%	Merit
70% and above	Distinction

The course team would wish to point out that the NVQ Level 6 in BSL/English Interpreting (currently the minimum required standard for registration within the field) is not expected, within the overall national pattern of post-compulsory qualifications, to be educationally as demanding as the University Postgraduate Diploma or MA. In addition, in developing and delivering these programmes, the course development team takes the view that the field of BSL/English interpreting on a national scale will benefit from a workforce that is more highly skilled than this minimum required standard. The assessment requirements for these courses will therefore be *firmly benchmarked against University Postgraduate standards*.

Students should note, in addition, that unless there are exceptional circumstances for which the documentary evidence can be supplied, attendance at taught sessions is compulsory. Successful completion of a module for which no accreditation of prior learning/experience has been granted is dependent on the submission of all required coursework. For the postgraduate diploma award to be made, all assignments must be deemed satisfactory.

During each weekend, various elements of the current module/modules will be covered, either through formal lectures, or using a variety of other methods. The teaching strategy for each module is included in the module description for that module provided separately.

Students will also be eligible to register with the Learning and Information Services (LIS) as distance learners, which will provide them with enhanced access to the University library service and IT facilities.

Below is a checklist telling you what assignments will be required in the assessment portfolio. These assignments relate to the work you will do in the ten taught modules throughout the three years of the programme.

Work required for successful completion of the PG Dip

Evidence Required	Module(s)	Learning Outcomes
6 Videotaped Samples of BSL <ul style="list-style-type: none"> • See module description for details 	DF4001	See Module description
10 Samples Interpreting <ul style="list-style-type: none"> • 3x one way BSL-English • 3x one way English-BSL • 4x two way 	DF4000 DF4002 DF4003	See Module descriptions

4x Preparation for Assignment 2x Preparation for co-working assignment	DF4000 DF4002 DF4003	See Module descriptions
3x Evaluation of Assignment 1x Evaluation of co-working assignment	DF4000 DF4002 DF4003	See Module descriptions
5x Critical Interpreting Awareness Log (2000 words each)	DF4011	See Module description
3x Professional Development Plan (original, reviews at 3 months and 6 months)	DF4000 DF4011	See Module descriptions
Assessment feedback sheets for 'Principles of Interpreting' module	DF4004	See Module description

5.2 Notification of assignments and examination arrangements

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

5.3 Referencing

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

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

Reasons for including references are;

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

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

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

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

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

Referencing in the body of an assignment

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

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

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 . . ."

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) . . .'

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

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.

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.

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.

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)....'

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.

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).....'

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.

Citing a video/ audio source

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

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

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

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

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

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

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

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

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

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

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

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

To reference an article from a newspaper/ periodical:

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

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

To reference a journal article from the internet:

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

Demie, F. and McLean, C. (2007) 'Raising the achievement of African heritage pupils: a case study of good practice in British schools' *Educational Studies* Vol. 33 No. 4 pp415-434. Retrieved from

<http://web.ebscohost.com/ehost/pdf?vid=3&hid=104&sid=8be2591e-3377-4cc9-9aa3-d8f0047339f0%40sessionmgr110> on July 17th 2009

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

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

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-

<http://web.ebscohost.com/ehost/pdf?vid=3&hid=104&sid=8be2591e-3377-4cc9-9aa3-d8f0047339f0%40sessionmgr110> on July 17th 2009

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

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

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

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

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

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

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

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

NOTE:

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

Smith, M. (1993)

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

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

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

Smith, M. (1993)

Smith, M. (1997)

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

In the list of references it would be presented as:

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

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

Some awkward categories

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

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

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

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

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

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

Quotations and quoting

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

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

Referring to an author's work in general:

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

For example:

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

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

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

For example:

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

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

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

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

For example:

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

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

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

For example:

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

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

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

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

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

For example:

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

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

For example:

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

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

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

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

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

For example:

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

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

OR presented as:

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

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

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

For example:

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

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

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

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

For example:

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

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

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

For example:

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

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

For example:

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

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

5.4 Confidential material

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

5.5 Cheating, plagiarism, collusion or re-presentation

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

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

6. Classification of Awards

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



7. Student Feedback

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

7.1 Student Staff Liaison Committee meetings (SSLCs)

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

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

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

**Programme Specification – Post-Graduate Diploma and Master of Arts in
BSL/English Interpreting and Translation**

This Programme Specification provides a concise summary of the main features of the MA in BSL/English Interpreting and Translation 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

Awarding Institution / Body	University of Central Lancashire
Teaching Institution and Location of Delivery	University of Central Lancashire – Preston Campus
University Department/Centre	School of Humanities and Social Sciences
External Accreditation	N/A
Title of Final Award	Master of Arts in BSL/English Interpreting and Translation Post-graduate Diploma in BSL/English Interpreting and Translation
Modes of Attendance offered	Part Time
UCAS Code	
Relevant Subject Benchmarking Group(s)	N/A
Other external influences	Signature (NRCPD)
Date of production/revision of this form	08/07/14
Aims of the Programme	
To demonstrate a critical awareness of the technical and practical aspects of interpreting and translating between British Sign Language and English	
To display mastery of interpreting skills required of professional interpreters	

To employ advanced communication and cognition in both British Sign Language and English
To enable those students who successfully complete the programme, and who are eligible, to apply for Registered Interpreter status with Signature and the NRCPD
To display mastery in the analysis and discussion of linguistic features of both British Sign Language and English (MA only)
To employ advanced cognitive and communication skills in the analysis and discussion of complex interpreted interactions. (MA only)

Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

By the end of this course, all students will be able to:

- A1. analyse and describe the historical context as well as current trends in the interpreting profession in the UK and internationally
- A2. analyse and describe the role of interpreters in a variety of communicative interactions
- A3. analyse and describe the linguistic and communicative needs of deaf and non-deaf people in interpreted interactions
- A4. engage in discussions on the range of practical and ethical issues faced by sign language interpreters
- A5. describe, explain and analyse the linguistic features of English
- A6. describe, explain and analyse the linguistic features of BSL

Students continuing to take the MA will also be able to:

- A7. account for and explain choices made and undertake critical analysis of interpretations in the light of a variety of scholarly theoretical and conceptual models

Teaching and Learning Methods

A variety of teaching methods are used throughout the course including formal lectures, seminars and individual tutorials, practical workshops, case studies, role play and task work. E-Learn discussion groups will enable students to exchange ideas, views and experience between teaching weekends.

Assessment methods

Students are assessed on the ability to integrate theoretical principles and practical examples from their work through written assignments and class discussions. In addition, students must demonstrate the ability to prepare, deliver and evaluate their interpreting in a variety of settings, both live and on video, during the course of the programme.

B. Subject-specific skills

By the end of this course, all students will be able to:

- B1. learn how to interpret and translate at an appropriate level between British Sign Language and English and in a variety of settings
- B2. develop the ability to evaluate their own linguistic and interpreting skills in a variety of settings
- B3. develop the ability to function effectively in both in a wide range of social and professional settings
- B4. develop and employ strategies for personal and professional development

Students continuing to take the MA will also be able to:

- B5. critically analyse their own and others production of English

- B6. critically analyse their own and others production of BSL
B7. use a variety of methods and models to analyse interpretations

Teaching and Learning Methods

A variety of teaching methods will be used. These will include formal lectures, seminars and individual tutorials, practical workshops, case studies, role play and task work.

Students will also be able to develop these skills in their own professional practice to underpin their learning and teaching whilst on the course.

Assessment methods

Assessment of interpreting skills is done through both live observations as well as video-based evidence produced by the student. Preparation and evaluation of interpreting work is assessed through written assignments.

C. Thinking Skills

By the end of this course, all students will be able to:

- C1. select, process and deploy a range of specific technical skills necessary to interpret effectively
- C2. critically evaluate their own capabilities and limitations in regards to accepting and/or engaging in interpreting assignments
- C3. develop and employ problem solving strategies whilst engaged in interpreting practice
- C4. apply theoretical knowledge to practical situations and reflect on these experiences

Students continuing to take the MA will also be able to:

- C5. describe and illustrate a wide variety of interpreting strategies, as demonstrated in their own and other peoples work, through the use of a variety of scholarly theoretical and conceptual models.

Teaching and Learning Methods

A variety of teaching methods will be used. These will include formal lectures, seminars and individual tutorials, practical workshops, case studies, role play and task work.

Students will also be able to develop these skills in their own professional practice to underpin their learning and teaching whilst on the course.

Assessment methods

Assessment methods include written assignments demonstrating the ability to integrate theory and practice as well as decision making skills.

D. Other skills relevant to employability and personal development

By the end of this course, all students will be able to:

- D1. Describe and critically discuss the range of situations in which interpreters work
- D2. Perform and evaluate their practical interpreting work in appropriate settings
- D3. develop strategies for personal and professional development
- D4. follow a professional Code of Practice and engagement with fellow professionals

Students continuing to take the MA will also be able to:

- D5. analyse and discuss interpretations and translations using a variety of methods and theoretical models

Teaching and Learning Methods

A variety of teaching methods will be used. These will include formal lectures, seminars and individual tutorials, practical workshops, case studies, role play and task work.

Assessment methods

Students are assessed on the ability to integrate theoretical principles and practical examples from their work (including preparation and evaluation of interpretations and translations) through written assignments and class discussions. Assessment of interpreting skills is done through both live observations as well as video-based evidence produced by the student. Students must develop and evaluate a Professional Development Plan during the course of the programme.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	DF4000	Interpreting as a Profession	20	Postgraduate Diploma in BSL/English Interpreting and Translation , students need to obtain 120 credits at level 7 and above (excluding DF4012, DF4013 and DF4991). To qualify for the Exit Award of Postgraduate Certificate in Interpreting Studies , students need to obtain 100 credits to include DF4001, DF4004)
	DF4001	Developing BSL Performance	20	
	DF4002	English as a Source and Target Language	20	
	DF4003	From Translation to Simultaneous Interpretation	20	
	DF4004	Principles of Sign Language Interpreting	20	
	DF4011	Critical Interpreting Analysis	20	
Level 7	DF4012	BSL – Advanced Analysis and Application	20	Masters Degree in BSL/English Interpreting and Translation , students need to obtain 180 credits at level 7 and above.
	DF4013	English – Advanced Analysis and Application	20	
	DF4991	Dissertation	20	

15. Personal Development Planning

Personal Development Planning skills are integrated into the programme through students developing their interpreting skills through course assessments which are directly tied to their work as BSL/English interpreters. In addition, a requirement of the final portfolio is a Professional Development Plan that has been developed and evaluated at least twice during the course of the programme.

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.

Entry requirements

- Intermediate level British Sign Language skills (i.e. Signature NVQ Level 3 or equivalent)
- Honours degree or equivalent in a relevant field (equivalent might include UCLan Graduate Diploma in BSL and Communication Studies + relevant interpreting experience)
- Potential to achieve postgraduate level academic performance (including linguistic performance)
- Potential to function as a competent member of the target work-force.
- International students must meet the University's Minimum English language requirements.

17. Key sources of information about the programme

Prospectus

Course Fact Sheet

Course Handbook

University Website: <http://www.uclan.ac.uk>

Deaf Studies Website: http://www.uclan.ac.uk/deaf_studies

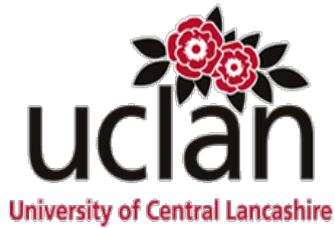
18. Curriculum Skills Map

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	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
LEVEL 7	DF4000	Interpreting as a Profession	COMP	X	X	X	X				X	X	X	X				X	X	X	X		X	X	X	X	
	DF4001	Developing BSL Performance	COMP			X			X		X	X		X				X			X			X	X		
	DF4002	English as a Source and Target Language	COMP			X		X			X	X		X				X			X			X	X		
	DF4003	From Translation to Simultaneous Interpretation	COMP			X					X	X		X				X			X			X	X		
	DF4004	Principles of Sign Language Interpreting	COMP	X	X	X	X				X	X	X	X				X	X	X	X		X	X	X	X	
	DF4011	Interpreting Practicum	COMP	X	X	X	X				X	X	X	X				X	X	X	X		X	X	X	X	
	DF4012	BSL – Advanced Analysis and Application	COMP						X	X		X		X		X	X					X			X		X
	DF4013	English – Advanced Analysis and Application	COMP					X		X		X		X	X		X					X			X		X
	DF4991	Dissertation	COMP	X	X	X	X	X	X	X		X						X				X	X	X		X	

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks



University Student Handbook



2017/18

Please read this Handbook in conjunction with your Course 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/Head of School. This applies to the materials in their entirety and to any part of the materials.

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.

UCLan Mission statement

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

UCLan Values

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

Student Charter

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

Supporting Diversity at UCLan

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

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

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

Contents page

- 1. Welcome and Introduction to the University**
- 2. Learning Resources**
- 3. Preparing for your career**
- 4. Student support**
- 5. Students' Union**
- 6. Rationale, aims and learning outcomes of the course**
- 7. Assessment**
- 8. Student Voice**

1. Welcome and Introduction to the University

The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. Part one of this Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

1.1 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 as unread.

1.2 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. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 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. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 Attendance Requirements

Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may appeal this decision by following the [Complaints Procedure](#)

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. **You must only enter your own details on the system** as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the [Regulations for the Conduct of Students](#)

1.5 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of

personal information, please see the University's Data Protection Policy and [Privacy Notice](#) or contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.



2. Learning resources

2.1 Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You can find the link to the Library Opening Hours here:

http://www.uclan.ac.uk/students/study/library/opening_hours.php

2.2 Electronic Resources

LIS provide access to a range of electronic resources – e-journals and databases, e-books, images and texts.

3. 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 employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

- You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
- You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
- We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan [Careers](#) offers a range of support for you including:-

- One to one career and employability advice and guidance appointments.
- Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
- Workshops, seminars, and events to enhance your learning and develop your skills.
- Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

Our drop-in service is available from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. We offer CV and cover letter checks, careers information and can tell you about our full range of services. For more information come along and visit the team (in Foster building

near the main entrance) or access our careers and employability resources via the [Student Portal](#)

It's your future: take charge of it!

UCLan Careers | Foster Building | University of Central Lancashire, Preston PR1 2HE
01772 895858

careers@uclan.ac.uk

www.uclan.ac.uk/careers

4. Student support, guidance and conduct



4.1 Student Support

“Got a Problem to Sort? Come to us for Support”.

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.

http://www.uclan.ac.uk/students/study/library/the_i.php

4.2 Students with disabilities

You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance.

https://www.uclan.ac.uk/students/health/disability_services.php

4.3 Assessment arrangements for students with a disability

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



4.4 Health and Safety

As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment.

Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

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

4.5 Conduct

You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner towards all members of

the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

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



5. Students' Union

You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

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

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

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

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then the Student Union's dedicated staff team in the [Advice and Representation Centre](#) are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union's (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at www.uclansu.co.uk

6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a 'programme specification'. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is

not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our [Additional Information and Conditions of Offer](#)



7. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances have been expressly agreed by the University to allow you to defer your assessment.

7.1 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the time and date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity. An academic staff member, such as your Academic Advisor or Module or Course Leader, will be able to provide advice to you on how to do this. Extenuating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. Where students have a temporary unexpected circumstance that means that they are unable to complete a particular assignment on time the student may apply for an extension of up to ten working days.

7.2 Extensions

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances. Requests for extensions should be made prior to the submission date as extensions cannot be given Retrospectively ([Academic Regulations](#)).

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at:

https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on Extenuating Circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).



7.3 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready

to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see [Academic Regulations and Assessment Handbook](#))

You can apply for Extenuating Circumstances online via [myUCLan](#). You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

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

[Further information about the submission process](#)

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



7.4 Late submissions

If you submit work late without authorisation, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

You may apply to appeal this decision in accordance with the University's [Academic Regulations](#).

7.5 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments ([Academic Regulations](#)). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

For courses (except distance learning):

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

For distance learning courses:

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.



7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation ('unfair means').

You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

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

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

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented as set out below:

In the case of a **single** offence of unfair means in an undergraduate or postgraduate assessment:

- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a **repeat** offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

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

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

Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance.

7.7 Appeals against assessment board decisions

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

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance.



8. Student voice

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

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

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

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

8.1 Course Representatives and School Presidents

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

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

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

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



8.2 Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other's views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan

against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University's Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University's [Complaints Procedure](#)

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college's complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college's procedure, you will be entitled to submit your complaint to UCLan.

