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.

COURSE SUBJECT TO CHANGE

This course is subject to formal course review and reapproval by the University during 2018/19 as part of its normal cycle of regular review (a process called Periodic Review). Course information and programme specifications are updated and reviewed as part of this process and course structure and content may be changed to enable the University to deliver a better quality of educational experience to students. This can be in response to various factors including: student feedback; annual reports from external examiners; feedback from the sector or industry advisors or as part of the regular review process by course teams.

This process may well result in changes to the structure and content of the current course as outlined in this Handbook. Any changes made as a result of the process will be immediately included in the course documentation and all students holding current offers will be provided with revised versions prior to the commencement of their programme. If you are not satisfied with the changes, you will be offered the opportunity to withdraw from the programme and, if required, reasonable support to transfer to another provider. The expected timetable for completion of this reapproval process is August 2019.

*subject to reapproval
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:

<table>
<thead>
<tr>
<th>Action</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>To demonstrate a critical awareness of the technical and practical aspects of interpreting and translating between British Sign Language and English</td>
<td></td>
</tr>
<tr>
<td>To display mastery of interpreting skills required of professional interpreters</td>
<td></td>
</tr>
<tr>
<td>To employ advanced communication and cognition in both British Sign Language and English</td>
<td></td>
</tr>
<tr>
<td>To enable those students who successfully complete the programme, and who are eligible, to apply for Registered Interpreter status with Signature and the NRCPD</td>
<td></td>
</tr>
<tr>
<td>To display mastery in the analysis and discussion of linguistic features of both British Sign Language and English (MA only)</td>
<td></td>
</tr>
<tr>
<td>To employ advanced cognitive and communication skills in the analysis and discussion of complex interpreted interactions. (MA only)</td>
<td></td>
</tr>
</tbody>
</table>
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)
fjharrington@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 Lerose
LH219
llerose@uclan.ac.uk

Luigi joined the BSL and Deaf Studies team in 2014, having previously worked at the University of Siena in his native Italy. He teaches British Sign Language and Sign Language Literatures, as well as being active in a number of European research projects that the BLDFAST 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
LH217
Ext. 2251 (text)
jyang9@uclan.ac.uk

Junhui is Senior Lecturer in BSL and Deaf Studies. She received a PhD in Deaf Education from Gallaudet University in 2006. During her post-graduate studies, she taught pedagogy and sign language courses at Gallaudet University and NTID/RIT. She also worked as a Chinese Sign Language researcher in the Sign Language Typology Group at the Max-Planck Institute for Psycholinguistics in Nijmegen, Netherlands for one year. 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.
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 Dr. Rachel Mapson, Queen Margaret University, Edinburgh, Scotland.

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 ongoing 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 Module Registration Options

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
A timetable will be available once you have enrolled on the programme, through the student portal.

<table>
<thead>
<tr>
<th>Session</th>
<th>Module taught</th>
<th>Assessment Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>session 1</td>
<td>DF4001 Developing BSL Performance DF4004 Principles of Interpreting</td>
<td>TBA</td>
</tr>
<tr>
<td>session 2</td>
<td>DF4001 Developing BSL Performance DF4004 Principles of Interpreting</td>
<td>TBA</td>
</tr>
<tr>
<td>session 3</td>
<td>DF4001 Developing BSL Performance DF4004 Principles of Interpreting</td>
<td>TBA</td>
</tr>
<tr>
<td>session 4</td>
<td>DF4001 Developing BSL Performance DF4004 Principles of Interpreting</td>
<td>TBA</td>
</tr>
<tr>
<td>session 5</td>
<td>DF4001 Developing BSL Performance DF4002 English as a Source and Target Language</td>
<td>TBA</td>
</tr>
<tr>
<td>session 6</td>
<td>DF4002 English as a Source and Target Language</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>session 1</td>
<td>DF4001 Developing BSL Performance DF4002 English as a Source and Target Language</td>
<td>TBA</td>
</tr>
<tr>
<td>session 2</td>
<td>DF4003 Translation Theory to Simultaneous Interpreting</td>
<td></td>
</tr>
<tr>
<td>session 3</td>
<td>DF4003 Translation Theory to Simultaneous Interpreting</td>
<td>End of Year 2</td>
</tr>
<tr>
<td>session 4</td>
<td>DF4000 Interpreting as a Profession</td>
<td></td>
</tr>
<tr>
<td>session 5</td>
<td>DF4000 Interpreting as a Profession</td>
<td>End of Year 2</td>
</tr>
<tr>
<td>session 6</td>
<td>DF4011 Critical Interpreting Analysis</td>
<td>End of Year 2</td>
</tr>
</tbody>
</table>
### Assessed Modules

<table>
<thead>
<tr>
<th>Session</th>
<th>Module taught</th>
<th>Assessment Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>session 1</td>
<td>DF4012 BSL – Advanced Analysis and Application</td>
<td>TBA</td>
</tr>
<tr>
<td>session 2</td>
<td>DF4013 English – Advanced Analysis and Application</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>DF4991 Dissertation Session scheduled in collaboration with Supervisor</td>
<td>TBA</td>
</tr>
</tbody>
</table>

### 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 competence 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 addition, you will be assigned an Academic Advisor who will be your main point of contact, although, in between the taught weekends, you are encouraged to contact any of the 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 the course team. 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
The Students’ Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

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
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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Level of pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% – 49%</td>
<td>Fail</td>
</tr>
<tr>
<td>50% – 59%</td>
<td>Pass</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>Merit</td>
</tr>
<tr>
<td>70% and above</td>
<td>Distinction</td>
</tr>
</tbody>
</table>

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 though 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

<table>
<thead>
<tr>
<th>Evidence Required</th>
<th>Module(s)</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Videotaped Samples of BSL</td>
<td>DF4001</td>
<td>See Module description</td>
</tr>
<tr>
<td>• See module description for details</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10 Samples Interpreting
  • 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**

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**

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**


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**

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**
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](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)


and


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:


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


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.


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


To reference an article from a journal:

Author’s last name, initials; year of publication; title of article (do not underline/ italicise this — inverted commas only); title of journal (underlined or in italics); 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).


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


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.


**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


**To reference a journal article from the internet:**

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


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

**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


**To reference a video/audio source from the internet**

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


**Creating your reference list/bibliography**

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


NOTE:

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


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


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

In the list of references it would be presented as:


Some awkward categories

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

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

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

However, before you happily do this, do ask yourself if you should really be using a source which has few identifying details about it: does this detract from it’s credibility?
If you are unsure about how to write references, you should look at how it is done in textbooks (although you need to remember that different subjects have different conventions). Remember that ultimately you are striving to emulate the way sources are used in the texts you read.

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

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

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

Referring to an author’s work in general:

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

  For example:
  In a study of sexual harassment of school girls (Herbert, 1989) . . .
  A recent analysis of educational perspectives (Heywood-Everett 1995) has demonstrated . . .
  - If you choose to refer to the author’s name in the main part of the sentence, then the just place the year of publication in a set of brackets ( ) after the author’s name.

  For example:
  Heywood-Everett (1995) has conducted a review of educational perspectives . . .
  One of the first research studies on sexual harassment by Herbert (1989) argued that . . .
  - If a publication has two authors, you must state both authors’ names and the year of publication, as stated above.

  For example:
  Grugeon & Woods (1990) have conducted an interesting . . .
  A study (Grugeon & Woods 1990) which considered the impact on primary schools of . . .
  - If a publication has more than two authors, then you must state the name of the first author, followed by et al, and then the year as usual.

  For example:
  Many researchers (Holliday et al 1993) have now begun to question . . .
  NB: In such instances you must put the names of all the authors in the list of references at the end of your work, not just Holliday.

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

- If you refer to a specific idea, fact, claim, statistic, OR different parts of the same document at different points within your assignment, you must refer the reader to the appropriate section or page number.
For example:
Heywood-Everett (1995: 4) neatly illustrates the differences between the New and the Old Right . . .

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

For example:
Herbert (1990: 170) raises the question, “If the sexual abuse of girls is so common, yet so hidden, what is the incidence of boys’ sexual abuse?”

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

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

<table>
<thead>
<tr>
<th>Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution and Location of Delivery</td>
<td>University of Central Lancashire – Preston Campus</td>
</tr>
<tr>
<td>University Department/Centre</td>
<td>School of Humanities and Social Sciences</td>
</tr>
<tr>
<td>External Accreditation</td>
<td>N/A</td>
</tr>
<tr>
<td>Title of Final Award</td>
<td>Master of Arts in BSL/English Interpreting and Translation, Post-graduate Diploma in BSL/English Interpreting and Translation</td>
</tr>
<tr>
<td>Modes of Attendance offered</td>
<td>Part Time</td>
</tr>
<tr>
<td>UCAS Code</td>
<td></td>
</tr>
<tr>
<td>Relevant Subject Benchmarking Group(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>Other external influences</td>
<td>Signature (NRCPD)</td>
</tr>
<tr>
<td>Date of production/revision of this form</td>
<td>08/07/14</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Learning Outcomes, Teaching, Learning and Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Knowledge and Understanding</strong></td>
</tr>
<tr>
<td>By the end of this course, all students will be able to:</td>
</tr>
<tr>
<td>A1. analyse and describe the historical context as well as current trends in the interpreting profession in the UK and internationally</td>
</tr>
<tr>
<td>A2. analyse and describe the role of interpreters in a variety of communicative interactions</td>
</tr>
<tr>
<td>A3. analyse and describe the linguistic and communicative needs of deaf and non-deaf people in interpreted interactions</td>
</tr>
<tr>
<td>A4. engage in discussions on the range of practical and ethical issues faced by sign language interpreters</td>
</tr>
<tr>
<td>A5. describe, explain and analyse the linguistic features of English</td>
</tr>
<tr>
<td>A6. describe, explain and analyse the linguistic features of BSL</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>Teaching and Learning Methods</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment methods</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>B. Subject-specific skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of this course, all students will be able to:</td>
</tr>
<tr>
<td>B1. learn how to interpret and translate at an appropriate level between British Sign Language and English and in a variety of settings</td>
</tr>
<tr>
<td>B2. develop the ability to evaluate their own linguistic and interpreting skills in a variety of settings</td>
</tr>
<tr>
<td>B3. develop the ability to function effectively in both in a wide range of social and professional settings</td>
</tr>
<tr>
<td>B4. develop and employ strategies for personal and professional development</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Teaching and Learning Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Teaching and Learning Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment methods include written assignments demonstrating the ability to integrate theory and practice as well as decision making skills.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>DF4000</td>
<td>Interpreting as a Profession</td>
<td>20</td>
</tr>
<tr>
<td>DF4001</td>
<td></td>
<td>Developing BSL Performance</td>
<td>20</td>
</tr>
<tr>
<td>DF4002</td>
<td></td>
<td>English as a Source and Target Language</td>
<td>20</td>
</tr>
<tr>
<td>DF4003</td>
<td></td>
<td>From Translation to Simultaneous Interpretation</td>
<td>20</td>
</tr>
<tr>
<td>DF4004</td>
<td></td>
<td>Principles of Sign Language Interpreting</td>
<td>20</td>
</tr>
<tr>
<td>DF4011</td>
<td></td>
<td>Critical Interpreting Analysis</td>
<td>20</td>
</tr>
</tbody>
</table>

| Level 7| DF4012      | BSL – Advanced Analysis and Application     | 20            |
| 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**

<table>
<thead>
<tr>
<th>Source</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospectus</td>
<td><a href="http://www.uclan.ac.uk">http://www.uclan.ac.uk</a></td>
</tr>
<tr>
<td>Course Fact Sheet</td>
<td></td>
</tr>
<tr>
<td>Course Handbook</td>
<td></td>
</tr>
<tr>
<td>University Website:</td>
<td><a href="http://www.uclan.ac.uk/deaf_studies">http://www.uclan.ac.uk/deaf_studies</a></td>
</tr>
<tr>
<td>Deaf Studies Website:</td>
<td></td>
</tr>
</tbody>
</table>
### 18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 7</td>
<td>DF4000</td>
<td>Interpreting as a Profession</td>
<td>COMP</td>
<td>X X X X</td>
<td>X X X X</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DF4001</td>
<td>Developing BSL Performance</td>
<td>COMP</td>
<td>X X</td>
<td>X X X X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DF4002</td>
<td>English as a Source and Target Language</td>
<td>COMP</td>
<td>X X</td>
<td>X X X X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DF4003</td>
<td>From Translation to Simultaneous Interpretation</td>
<td>COMP</td>
<td>X</td>
<td>X X X X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DF4004</td>
<td>Principles of Sign Language Interpreting</td>
<td>COMP</td>
<td>X X X X</td>
<td>X X X X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DF4011</td>
<td>Interpreting Practicum</td>
<td>COMP</td>
<td>X X X X</td>
<td>X X X X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DF4012</td>
<td>BSL – Advanced Analysis and Application</td>
<td>COMP</td>
<td>X X X X</td>
<td>X X X X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DF4013</td>
<td>English – Advanced Analysis and Application</td>
<td>COMP</td>
<td>X X X X</td>
<td>X X X X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DF4991</td>
<td>Dissertation</td>
<td>COMP</td>
<td>X X X X</td>
<td>X X X X</td>
<td></td>
</tr>
</tbody>
</table>

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