THE UNIVERSITY OF CENTRAL LANCASHIRE
SCHOOL OF JOURNALISM, LANGUAGE AND COMMUNICATIONS

Postgraduate Diploma and
Master of Arts in
British Sign Language/English
Interpreting and Translation

HANDBOOK FOR STUDENTS
2016
Please note:
All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST NOT** be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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

**Mission and Values**

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

Our values:

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

**Student Charter**

The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. [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 in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
• contribute to creating a positive environment where discriminatory practices and
discrimination no longer happen.
Please review the UCLan Equality and Diversity Policy for further information.

“To be educated is not to have arrived at a destination; it
is to travel with a different view”
R.S. Peters, Educational Philosopher
Introduction to the Postgraduate Diploma and Master of Arts in BSL/English Interpreting and Translation

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.
Postgraduate Diploma and MA Teaching 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)
fharrington@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 Qualified BSL/English Interpreter and is course leader for the Postgraduate Diploma in BSL/English Interpreting. He teaches in the areas of Interpreting & Translation and Social Policy, as well as contributing to the BA (hons) Religion, Culture and Society. He is Deaf Studies research co-ordinator, and his own research interests are in the areas of Interpreting & Translation, 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.
Nicola Nunn  
LH219  
01772 893111 (text)  
njnunn@uclan.ac.uk
Nicola began working in Deaf Studies in 2002, coming directly to us from 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 is responsible for teaching and supervising the students on our Year 0 for Deaf Students (Y0DS) 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.
Administration details

Campus Admin Services provides academic administration support for students and staff and are located at C&T Hub in the Computing and Technology Building (CM235) and is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via school Blackboard sites.

The hub telephone number for the is 01772 891994 or 01772 891995
The hub email contact is CandTHub@uclan.ac.uk

For specific questions relating to academic matters, you should approach the relevant member of the Programme team. If at all possible, make an appointment (you can do this via email or telephone). This will help staff to make the most of their time, and therefore be of most assistance to you.

Research and Development

Members of the Deaf Studies team have made a significant contribution to research in the School of Education and Social Science, and continue to pursue further research opportunities in future years. This is reflected in the foundation of the International Centre for Signed Languages and Deaf Studies (ISLanDS) in 2006. Deaf Studies @ UCLan is therefore part of a expanding teaching and research culture that has international status and recognition. For you as students, this means you have access to tutors who are acknowledged experts in their field and who are involved in cutting edge research in a range of topics.

Deaf Studies is a highly interdisciplinary field, meaning that it draws upon a huge range of other subject areas for parts of its underpinning theoretical knowledge (education, psychology, sociology and social policy, linguistics, history, anthropology to name a few). Our research areas therefore include: learning technologies and signed languages; sign language interpreting/translation studies: access to education for Deaf people; Deaf cultural history; social and applied linguistics of signed languages; socio-cultural change, social policy and the Deaf community.

Scholarly work from members of the Deaf Studies team has been published in a wide range of academic journals including Sign Language Studies, Deaf Worlds, Das Zeichen, Disability & Society, the British Journal of Therapy & Rehabilitation, Sociological Research Online, Studia Linguistica, Human Studies, the Journal of Oral History, Sport in History, Soccer and Society and many more; dissemination of this kind has been augmented by editorial responsibilities of varying kinds in relation to the periodicals Deaf Worlds, Deafness & Education International, Disability & Society, The Journal of Interpretation, Sociolinguistics in Deaf Communities, British Journal of Social Work, Disability Studies Quarterly, The Sign Language Interpreter and Translator, Soccer and Society and Sport in History.

Books which we have written or edited include Interpreting Interpreting: Counselling: The Deaf Challenge; Deaf and Disabled or Deafness Disabled?; Disability Discourses; Many Ways to be Deaf; Deaf Nation: Towards Autonomy in Deaf Communities; The Educational Achievements of Deaf Children; Deaf United: A History of Football in the British Deaf community and Deaf Students in Higher Education: Current Theory And Practice, Re-definign the Role of the Community Interpreter: The Concept of Role-space.
Members of the team have also published papers in a variety of books related to all aspects of the Deaf Studies field. The results of our innovative project to develop multimedia BSL skills learning materials are captured in a CD-ROM which forms the project’s major output. The team has developed a distinctive presence at conferences nationally and internationally, giving presentations in BSL and English on the full range of our research interests. The Deaf Studies team has also been responsible for the successful *Deaf Futures* seminar series – one-day seminars intended to bridge the gap between University scholarship and the wider Deaf community. Proceedings of one of these events, on genetic research and the Deaf community, can be found in the journal *Deaf Worlds* 13(2).
Entry to the Course, Progression Routes

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 Education 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.

AIMS AND LEARNING OUTCOMES

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) |

Course Management and Quality Assurance
The course is managed by the School of Education and Social Science, and Robert G. Lee (Senior Lecturer in Deaf Studies) is designated Course Leader. The course is subject to standard UCLan quality monitoring procedures, including periodic course review (PCR), annual course leader reports, external examination, on-going staff-student feedback at each taught weekend and module evaluation questionnaires. Students have feedback opportunities through meetings with the external examiner and with validating panels when courses come under review.

Course Structure and Regulations

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 |

Full details of each module can be found in the PG Dip/MA module guide, provided separately from this handbook.

Communication

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

External Examiner

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

**Progression**

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

**Study Time**

**Weekly timetable**

https://apps13.uclan.ac.uk/weeklyTimetable/

**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.

**Student Support**

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

**STUDENTS WITH DISABILITIES**

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - 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.

**Assessment arrangements for students with a disability**

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

**Attendance Requirements**

You are required to attend all timetabled learning activities for each module.

Students should report non-attendance to the hub email – CandTHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891994 or 01772 891995.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may
be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.
Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

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

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

**CONDUCT**
You will be expected to abide by the Regulations for the Conduct of Students in the University [Regulations for the Conduct of Students](https://www.uclan.ac.uk/studentlife/conduct). UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of academic staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students. In addition, the nature of this course means that students are subject to additional guidelines as outlined in the next section.

**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 practise issued by the profession’s regulatory bodies. Full details of the 'Fitness for Practice Procedure’ can be found on the UCLan website by following this link: [Regulations for the Conduct of Students (September 2014)](https://www.uclan.ac.uk/studentlife/conduct) and going to Appendix 3.
CREDIT EXEMPTION & TRANSFER

It is possible for students to seek exemptions from some elements of the course on the basis of the accreditation of prior experience/learning. University regulations permit candidates to seek exemption on the basis of such AP(E)L claims. Those candidates seeking exemption on the basis of prior learning within other training programmes in UK post-compulsory educational institutions will be required to show evidence supporting such a case (and will be welcome to seek guidance from programme tutors in doing so). ‘Signature’ (formerly CACDP) has produced a ‘map’ of equivalencies between existing training programmes, and such developments will doubtless continue.

Candidates already professionally active in the field may be able to show advanced level BSL skills (e.g. they may already hold the ‘Signature’ NVQ Level 4 qualifications). Within this target population, there are also those with considerable knowledge and experience as practitioners who seek recognition for what they have accomplished: on this basis, they may be able to make a case for their ability to compile the requisite performance and knowledge evidence independently of some taught elements of the programme, and such claims will be considered providing that firm evidence to allow the granting of exemption can be produced.

Students applying for this MA programme will be eligible to claim APL for a maximum of six modules, which will usually be those modules offered as part University’s Postgraduate Diploma in BSL/English Interpreting and Translation.

Information on APL can be found at:

http://www.uclan.ac.uk/study_here/applicants_information.php#aplq1

Teaching, Learning and Assessment Strategy

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.
**Assessment**

All work submitted for each module of the Postgraduate Diploma or MA or 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:

<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.

**Study Skills**

WISER [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1)

LIS [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1)
Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

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

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

Logistical Aspects of the Course

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 falls 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.

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.
Because this is a part-time, distance-learning course, you will be expected to commit yourself to regular study outside of the taught weekends. Below 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 will also find below 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.

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 eLearn (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 eLearn 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.

### Indicative course timetable

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


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>
<tr>
<td>10 Samples Interpreting</td>
<td>DF4000 DF4002 DF4003</td>
<td>See Module descriptions</td>
</tr>
<tr>
<td>• 3x one way BSL-English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 3x one way English-BSL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 4x two way</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4x Preparation for Assignment</td>
<td>DF4000 DF4002 DF4003</td>
<td>See Module descriptions</td>
</tr>
<tr>
<td>2x Preparation for co-working assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3x Evaluation of Assignment</td>
<td>DF4000 DF4002 DF4003</td>
<td>See Module descriptions</td>
</tr>
<tr>
<td>1x Evaluation of co-working assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5x Critical Interpreting Awareness Log (2000 words each)</td>
<td>DF4011</td>
<td>See Module description</td>
</tr>
<tr>
<td>3x Professional Development Plan (original, reviews at 3 months and 6 months)</td>
<td>DF4000 DF4011</td>
<td>See Module descriptions</td>
</tr>
<tr>
<td>Assessment feedback sheets for ‘Principles of Interpreting’ module</td>
<td>DF4004</td>
<td>See Module description</td>
</tr>
</tbody>
</table>
ACADEMIC MATTERS

Course Evaluation
We recognise the need for and importance of obtaining accurate feedback on the effectiveness of the educational experience being offered. We value constructive, critical comment from those at the receiving end of our course. Often this can come informally via the close relationships which develop between tutors and their students. More formally, comment is obtained from student representatives at the meeting of the subject's Staff/Student Liaison Group. The teaching team see this as being particularly important and hope that students will be willing to act as representatives. Representatives will be nominated at the beginning of each year.

You should also note that students are asked to provide feedback at the end of each semester/year for each course module. This information then accompanies the Course Leader's annual report and is considered by the University's senior management as part of the monitoring and review procedures.

Students are also involved in providing feedback in other ways - for example, meeting with the External Examiner and with validating panels when specific courses come under review.

In summary, you have an opportunity to make your views known and you will be asked to do so. As a team we take note of your comments and use them as a basis for course development and improvement. If you have a point to make - make it! Your views count! We hope you will come to regard it as part of your rights and responsibilities as a student rather than seeing it as an additional chore or burden.

TUTORIAL ARRANGEMENTS

Individual support is an important part of the learning process. During your Postgraduate study you can expect formal, i.e. programmed, one-to-one tutorials with a core member of the teaching team (a timetable for these is set out below). You can also expect, when necessary, informal, individual support from your tutors, either in person, by phone or by e-mail.

Course Leader
Lines of communication with individual tutors will be agreed at the start of the course. Overall responsibility for course management is with the Course Leader, currently Robert G. Lee (rlee@uclan.ac.uk, 01772 893110). All of these staff are line managed by the Head of the School.
**Programmed Tutorials**

Each student on the Postgraduate Diploma will be required to attend four formal individual, face-to-face tutorials during the period of the course. These are expected to take place as set out below.

<table>
<thead>
<tr>
<th>Tutorial 1</th>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between the middle of module DF4004 and the first weekend of DF4002 you will be collecting evidence of your ability to use BSL in a variety of social and work based settings. This tutorial will be an opportunity to get detailed feedback on your continuing BSL language development, and advice on any areas of your BSL production that may need further attention.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutorial 2</th>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of DF4004 you are required to complete three written assignments. Experience has shown that many students are concerned that their writing might not be at the level required and all value the opportunity to discuss the work done so far and check they are ‘on the right lines’ with their assignments.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutorial 3</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>By this time, you will have collected the first samples of interpreting for your portfolios and this tutorial provides an opportunity to sign-off those samples that are of the standard required and/or give you guidance if the performance criteria are not being met. You will also have drafted the three-month review of your professional development plans and will be starting work on your CIA logs.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutorial 4</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>By now, your postgraduate diploma portfolio will be beginning to take shape. Gaps can be identified in time for further evidence collection and preparation and analysis notes checked in preparation for your final submission.</td>
<td></td>
</tr>
</tbody>
</table>

All tutorials will be by appointment. Each tutorial will last up to 90 minutes.

**Students’ Union**

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

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

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

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

By registering with the University for Postgraduate study in BSL/English Interpreting and Translation, you are entering into an agreement with UCLan and with the teaching team. You should read the following information carefully as acceptance of a place signifies that you also accept the conditions below.

Although this is a taught course, the University cannot be held responsible for the amount you learn. The teaching team is responsible for giving you adequate opportunities to increase your knowledge and improve your skills but, inevitably, whether you make the most of these opportunities is ‘down to you’. You are expected to take responsibility for your own learning. The more you put into the course, the more you will benefit.

What you can expect from UCLan

1 Before the start of the course:
   1.1 Detailed and accurate information on the course programme, dates, course content and fees
   1.2 The opportunity to discuss the appropriateness of the course with a member of the course team
   1.3 A fair application and selection process based on the principle of equality of opportunity
   1.4 Sufficient information and notice for you to make the necessary travel and accommodation arrangements to attend lectures and tutorials

2 During the course
   2.1 Suitably qualified and experienced tutors
   2.2 Well planned and well-resourced teaching
   2.3 A supportive teaching and administrative team with clear lines of communication
   2.4 A supportive learning environment
   2.5 Clear guidance on the work (assignments, etc.) expected from you
   2.6 Fair and transparent assessment of the work you submit
   2.7 Return of marked/assessed work, with feedback, within agreed timescales
   2.8 Regular opportunities for you to comment on the administration, content and delivery of the course and, at least once during the academic year, to make formal representations to the course management team and contribute to the programme’s quality assurance reviews.
What UCLan expects from you

1 **Before the start of the course:**
   1.1 Prompt confirmation of acceptance of an offered place on the course
   1.2 Notification of any special circumstances that might affect your ability to attend the teaching sessions
   1.3 Notification of any personal circumstances, disabilities, etc. that might require the provision of additional support or alternative teaching or assessment methods

2 **During the course**
   2.1 Attendance at all teaching sessions and prearranged tutorials (unless in exceptional circumstances)
   2.2 Notification (as soon as possible) of inability to attend due to exceptional circumstances
   2.3 That you set aside sufficient time between teaching blocks to study and complete work as directed
   2.4 That you submit assignments by the mutually-agreed deadlines
   2.5 That all work submitted for assessment is your own work and that any content from other sources is clearly marked as such and referenced
   2.6 That you inform a member of the teaching or administrative team if, for any reason, deadlines cannot be met. (Requests for extensions must be made in writing prior to the submission date)
   2.7 That you be open with the teaching team by, for example, asking for additional help, guidance or support as necessary
   2.8 That you be supportive of fellow students
   2.9 That you abide by UCLan’s equal opportunities and anti-discrimination policies
   2.10 That, in your interpreting practice, you act according to the ethical standards expected within the interpreting profession, as reflected in the NRCPD Code of Conduct
   2.11 That you familiarise yourself with the content of the student handbook and the University’s regulations relating to students
   2.12 That all course fees are paid by the published due dates. (University regulations state that no awards can be conferred unless fees have been paid in full)
Resources
Make the most of all the resources available to you. The library is an obvious place to start. You should learn to use the library effectively and use it to your full advantage. Make sure you participate in any induction sessions that are offered.

Students on this course are considered distance learners and are therefore entitled to specific services. Information on Library services can be obtained from the “Learning Resources” link on the Student portal.

It is particularly important that you locate the Deaf Studies resources, which because of their multi-disciplinary nature, are distributed throughout the library rather than in one easy location. Information on resources in Deaf Studies generally can be found at:
http://www.uclan.ac.uk/students/library/deaf_studies_guide.php

Reading lists for individual modules can be obtained through the home page of the student portal or through this link:
http://readinglists.central-lancashire.ac.uk/index.html

Help and advice can also be obtained from the Deaf Studies subject librarian, 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.

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 via the Student Portal.
A full list of current electronic journal holdings can be found at:
http://atoz.ebsco.com/home.asp?Id=zpucl

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. 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 can 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 under-used. Access to both these resources is available to all students without charge, although their use is restricted to academic purposes only. It can be used to contact your tutors, and to send and receive documents, papers and other information to and from anyone who has an email address. It will also enable you to participate in any number of relevant discussions with other interested parties by joining one of the vast number of email discussion lists which exist.

**NOTE:** Students must 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. Tutors make increasing use of email for this purpose, and so it is your responsibility to check for any messages on a regular basis. University email can also be redirected to students’ personal email addresses. Help sheets on how to do this are available from the Helpdesk. It is an individual student’s responsibility to check their University email as this is a primary way of contacting them for University matters.

Below, you will find some information on how you can join one or two electronic mailing lists, and a short list of internet addresses. This information is by no means exhaustive, but should prove to be a useful starting point for you. The Deaf Studies Team actively encourages you to make the best use of these electronic resources during your time here. However, it is important to remember that internet sites are unregulated and may contain inaccurate or biased information or opinions. Students need to exercise care and caution in relying too heavily on such sources for assignments.

**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.

**The Internet**

As with email, the Internet is a vast source of information and has a large number of sites which can be of use to Deaf Studies students. Some of you will be familiar with the internet and how it works, but for those of you who have not searched for Deaf Studies websites before, here are the addresses for a few general sites which will give you an idea of what is available. The sites listed here all contain links to other sites and more specialised pages.
### British Sites

<table>
<thead>
<tr>
<th>Site</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDA</td>
<td><a href="http://www.bda.org.uk">www.bda.org.uk</a></td>
</tr>
<tr>
<td>Sense</td>
<td><a href="http://www.sense.org.uk">www.sense.org.uk</a></td>
</tr>
<tr>
<td>Deafblind UK</td>
<td><a href="http://www.Deafblind.org.uk">www.Deafblind.org.uk</a></td>
</tr>
<tr>
<td>RNID</td>
<td><a href="http://www.rnid.org.uk">www.rnid.org.uk</a></td>
</tr>
<tr>
<td>RNID library</td>
<td><a href="http://www.ucl.ac.uk/Library/rnidlib.shtml">www.ucl.ac.uk/Library/rnidlib.shtml</a></td>
</tr>
<tr>
<td>Journal of DS&amp;DE</td>
<td><a href="http://www.oup.co.uk/Deafed/">www.oup.co.uk/Deafed/</a></td>
</tr>
<tr>
<td>See Hear!</td>
<td><a href="http://www.bbc.co.uk/see_hear/">www.bbc.co.uk/see_hear/</a></td>
</tr>
</tbody>
</table>

### Directories

<table>
<thead>
<tr>
<th>Directory</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Deaf World Web</td>
<td><a href="http://www.Deafworldweb.org">www.Deafworldweb.org</a></td>
</tr>
<tr>
<td>The Deaf United Kingdom Web</td>
<td><a href="http://www.Deafworldweb.org/int/uk">www.Deafworldweb.org/int/uk</a></td>
</tr>
</tbody>
</table>

### Other Sites

<table>
<thead>
<tr>
<th>Site</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The World Deaf Association</td>
<td><a href="http://www.easynet.on.ca/~jcripps/ass.html">www.easynet.on.ca/~jcripps/ass.html</a></td>
</tr>
<tr>
<td>Deaf Organisation</td>
<td><a href="http://www.educ.kent.edu/Deafed/orgainfo.htm">www.educ.kent.edu/Deafed/orgainfo.htm</a></td>
</tr>
</tbody>
</table>

### RNID Library

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

### Important Note on reading lists

As stated previously, online versions of reading lists can be obtained from:

[http://readinglists.central-lancashire.ac.uk/index.html](http://readinglists.central-lancashire.ac.uk/index.html)

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

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

We work closely with our library representative to sort out resourcing problems. In the meantime, if you find that crucial items are not available (not even in ‘quiet periods’ away from essay deadlines), then please ask your tutor what you should do. Your tutor may be able to provide alternatives, let you copy some text, and so on.

We apologise for any books not held by the library – we are continually ordering more books, journals, CDs, and so on, but please consider that there is only so much money to buy new items.

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

**Deaf Studies and written assignments:**

**THE RULES**

This is a summary of the general rules which **must** be observed by all students.

1. Assignments must be typed or produced on a word-processor. The teaching team realise that for some of you this might seem a formidable task. However, you should remember that you can acquire skills in the use of information technology as part of the electives programme. The development and possession of these skills is increasingly important and could help you secure employment when you graduate.

2. All marks allocated to assignments should be regarded as provisional pending meetings of the Postgraduate Assessment Board and the approval of the External Examiner.

3. All written assignments must be submitted as instructed by your tutors. Sometimes you will need to submit both a paper copy as well as an electronic copy of the assignment.

4. A module may only be reassessed once following an initial failure.

5. All assignments must be deemed ‘satisfactory’ and be awarded at least a mark of 50%. If a student fails to achieve 50% the assignment may be re-submitted. However, on being re-assessed, the satisfactory piece of work can only receive a maximum percentage mark of 50%. The percentage marks for the other module assignments will remain and the student will be awarded a final grade for the module according to mathematical weighting. If coursework is not submitted or if the student fails to attain a mark of 20%, reassessment is not normally offered.
Writing Assignments

Some good advice

We have tried to set out below some important points to help you when writing your assignments. Over the next few pages, you will find some guidance on what to do (and what not to do) when you are writing your assignments. If you read these and keep them in mind, they will help you to produce work of the required standard and realise your dreams of achieving a good degree.

1. Most importantly, keep to the task set or the question being addressed. Thus if you are answering a question, you should take note of what you are asked specifically to do. The key here is the 'trigger' instruction. For example if you are asked 'why' something is as it is, it would be incorrect to provide a simple description. To answer this question it would be necessary to give reasons. You might like to think about how you would approach the following commands:

   compare   how?
   contrast  justify
   describe  outline
   discuss   review
   evaluate  summarise
   explain   why?

2. Having decided what the task involves you need to engage in reading. Our advice here is to read widely. You should avoid relying on textbooks. At this point in your career you should be going beyond these to look at the original sources which the textbook writers use. In addition to books, you should look at articles in journals and also at what is happening around you as evidenced by official documents or by newspaper comment.

3. In doing background reading you should:
   a. be critical – does what you read make sense, especially in relation to our own views and experiences?
   b. be selective – avoid making notes on what you read which then become longer than the text itself! The skills of analysis and synthesis are high-level ones and not easy to acquire. Try to write a précis or summary.

4. A common error in an essay is to weight the argument throughout your answer – in other words, to present the issue in a way that lacks balance. It is likely that, during your preparation, you will find yourself agreeing more with one point of view than another. Your aim, in the body of the essay, should be to avoid bias and to give equal weight to all reasonable points of view. The objectives are to weigh the evidence, to re-evaluate the arguments, and to reach logical conclusions, rather than to offer unsubstantiated personal opinions and beliefs. On the other hand, when it comes to the conclusion, your interpretation is vital: it is here that you make your own position clear, always explaining fully which arguments or pieces of evidence you found compelling, and which you thought unconvincing, and why.

5. At this stage, you should be ready to prepare an essay outline. Think about how many words you have available to you (i.e. what the word limit is) and plan for an essay which can be effectively written with this constraint. Design the basic structure by breaking the essay down into sections. Remember, you haven’t written a single word yet, but you should be able to identify what the key area to cover will be (including an introduction and conclusion) by grouping related arguments and issues and identifying recurring or significant
themes. If it helps you to do so, give yourself a target number of words for each section – this can help to make a daunting task seem more manageable. It also helps to focus your mind on articulating your thoughts economically and thus ensuring that you stick within the word-limit. Finally, give each of these sections a working sub-title. This not only helps you to remember what you’re supposed to be focusing on section-by-section, but also – if you retain subtitles in the final essay – helps your readers to follow the thread of your argument.

Now you’re ready to write a draft essay which will incorporate the plan and outline above.

6. Avoid extracting huge chunks from texts and then incorporating them into your own writing. Remember too that if you do this and copy out items word for word and do not indicate that this is what you have done, you are guilty of plagiarism. This is an unacceptable serious misdemeanour. The University has strict guidelines when dealing with cases of plagiarism. (See Guidelines on Plagiarism).

7. Pay special attention to the opening and closing paragraphs. Remember in the case of the introduction you are trying to grab the attention of the reader and to persuade him/her to read your work. You should think how you might do this – using a short, punchy quotation might be one approach. The conclusion is important too since it should bring your ideas together and should say something which sticks in the reader’s mind. Try to end on a ‘high note’ and avoid ‘fade out’.

It is good practice to give the reader ‘signposts’ throughout your essay. That is, say early on how you intend to answer the question and orientate the reader to your interpretations and forthcoming discussion and answer. If you do this well, they will be facing in the same direction as you as they ‘walk’ through the text, and so won’t find it difficult to arrive at the same end-point as you. If you don’t point them in the right direction, you shouldn’t be surprised if they find it difficult to follow your steps and end up somewhere entirely different. However, do not pre-empt the discussion right at the beginning by summarising too soon the arguments you are going to use in the main body of the text.

8. Following this, you can then use sub-headings, paragraphs and reminders to the reader so that s/he is led through your answer and arguments in a systematic fashion. The latter include ‘jolts’ to the reader in order to remind them of the ground that you have already covered. Key phrases here are: ‘to summarise’, ‘as has been seen…’, ‘having considered X, it is necessary to now move on to Y’ etc.

It is surprising how little use is made of sub-headings in undergraduate essays. These must be used in appropriate places in order to signify to the reader that there is a change of topic or theme, but they can also be of considerable use to the writer in orientating himself or herself to the flow of the text. Sub-headings remind the reader of the essay’s intentions as stated in the introduction.

Paragraphs are also a powerful device in essay writing. They consist of sentences (short for a ‘punchy’ effect and longer if developing your argument). They enable you to break the reader’s focus of attention to introduce another piece of relevant information or more fully represent a counter-argument to the previous paragraph, etc. The paragraph’s first
sentence is therefore important in shifting the focus and keeping the reader’s attention as the argument develops.

9. In the writing itself you should make use of published sources to support your own ideas. ALL sources and ALL quotations must be acknowledged (see point number 13 below). If you are acknowledging someone else’s ideas you should add the author’s name and date of publication – e.g. (Smith, 1990). If you give a quotation, you should also give the page number(s) upon which the words appear in the original text – e.g. “As Turner (1995:7-8) ironically notes, ‘No matter how thin you make the pancake, there’s always two sides’.”

10. Although you might expect otherwise, our own past experiences suggest that we do need to remind students of some of the basics of English grammar/spelling/syntax/punctuation. By doing this we feel that we are in a stronger position to penalise work which exhibits some of these faults. Thus you should:
   a. Remember sentences begin with a capital letter, contain a verb, and end with a full stop.
   b. Avoid starting sentences with conjunctions especially ‘and’, ‘but’, ‘which’.
   c. Remember that proper names have capital letters to begin.
   d. Ensure you know the difference between homonyms e.g. where/were, there/their etc.
   e. Use quotation marks, semi-colons, commas and apostrophes correctly.
   f. Spell correctly author’s names and keywords relevant to Deaf Studies.

11. Use an impersonal style
   In academic writing, it is important to adopt a more formal style of writing. Throughout this handbook, sentences are phrased directly to the reader; ‘you can get help from …’, ‘you should check that …’. This type of writing is not appropriate for serious academic work, and should be avoided in assignments. Phrases such as ‘You can find lots of information …’ should not be used; instead a more indirect, formal style should be used: ‘There is a range of information available’. One way to check if your style of writing is appropriate is to read part of your text aloud to yourself, or to another person. Does your text sound like you are saying something to your family or friends? If so, it is probably too informal. Instead, it should sound like you are reading a serious book aloud.
   However, it is acceptable in certain assignments, such as logbooks, to refer to yourself. ‘I felt that this was a good learning experience …’. If you are writing about personal experiences or views, then it is appropriate to use ‘I’.

12. Many students neglect to carefully proof-read their work before finally submitting it. They are throwing away marks quite unnecessarily. We are all human, and putting an essay away overnight before picking it up again next morning can very often enable you to notice errors which had crept in unnoticed. An alternative is to enlist a friend as proof-reader: a fresh eye will most certainly spot things you yourself have missed. Alternatively, find a willing volunteer and read or sign the essay to them. This will help you to gain an idea of its ‘flow’ and ‘coherence’. (Don’t forget too that tutors will sometimes be willing to read and comment upon a draft piece of work). When you have proof-read your draft copy, make any amendments or corrections leading to the final essay, correcting, deleting repetition or irrelevance and expanding where necessary. Then run spell-checker one more time!

13. Think about the overall presentation of your assignment – you should feel proud of it and want to give it some recognition perhaps by putting it into a
folder and with a proper title page (not forgetting to put your name on it please).

14. All assignments must be accompanied by a bibliography. Assignments submitted without a properly formatted bibliography can expect to be strictly penalised. These are international academic conventions which you must be able to use if your work is going to be respected and you are going to be taken seriously as a scholar (See Bibliographic references overleaf). Please don’t include in your bibliography items to which you make no reference in the essay or dissertation. Assessors must have some evidence that you have read and understood appropriate material: if you don’t even mention a publication in your text, how can the assessor be sure that you’ve even so much as seen it?

15. When you submit the assignment you must follow the set procedures. See the earlier comments about how work is handed in for assessment.

What to avoid when writing essays

Several forms of essays frequently appear on the lecturer’s desk and must be avoided. Among these, the two key ones are given below.

The Listing Essay
This contains a series of individual sentences which read like a list and are presented as separate paragraphs. Here, it is assumed by the student that they can write an essay as if a series of ideas or pieces of information that they have collected is all that is required. Such essays have no flow or coherence and provide no indication whatsoever to the reader that the essay has any rationale or that the writer has understood the question.

The Endless Flow
Here the author writes with no paragraphs or sub-headings to indicate to the reader that the essay has any structure or rationale, except as a ‘stream of consciousness’. The reader then has to ‘dig around’ to find the author’s intentions before moving on to their execution. If the former can be found (doubtful), the latter then has to be rewritten in the reader’s mind to inject any coherence into the essay (unlikely). No longer a list answer, the student has read around the subject and simply thinks that answering the question involves placing all the information on pieces of paper without considering how that information and its analysis fit together.

Writing a well-structured essay is really about putting yourself in the reader’s shoes and making sure that the jigsaw you have fitted together for them is the right way up, matches the picture on the box, and has no missing pieces. It’s pretty simple psychology, in fact: if you’ve written an articulate, well-ordered and carefully constructed essay – by guiding the reader to your conclusions, rather than throwing them into a sea of words and hoping that they can catch the drift – then you make the task of reading and understanding your thinking easy for the marker. He or she will think, ‘Yes, this makes sense to me’, and grade it accordingly.

How not to write English

The following are mistakes. If you don’t know why, ask.

1 **Sentence construction**  
a No finite verb – e.g. The exception being brain damaged individuals whose processing ability is interfered with.  
b Freestanding subordinate clauses – e.g. Although some researchers believe that bird song may turn out to be structure dependent.  
c Chained sentences – e.g. ‘Talking birds’ imitate sound but do not understand what they are imitating, they cannot construct utterances to convey thoughts.

2 **Punctuation**  
a Inappropriate use of semi-colons – e.g. These include; lungs – which are used for breathing....  
b Inappropriate use of upper case – e.g. Many people feel that Language is passed down from generation to generation.  
c Omission or misplacement of apostrophes – e.g. Our experience tells us that human’s use language.

3 **Spelling**  
a Common misspellings – e.g. occurance, occured, seperate, dependant, accessible, bare (for ‘bear’), there (for ‘their’, and the reverse), upmost (for ‘utmost’), accomodate, asses, arguement, accross, innappropriate, untill, uniformly, recieve, acheive, relitavely, concious, aquisition, posses, were (for ‘where’ and the reverse), definate, grammer, proffession, psycology, tendancy.  
b Word conjoining – e.g. alot, aswell, infact, inorder to  
c Word separation – e.g. eight-teenth, hyper creolization, non verbal

4 **Lexical choice**  
a Anomalous choices – e.g. Linguistic study does not conclude any one language to constitute greater prestige than another; or Most people who have experienced some form of education are automatically apt at sorting out meaning.

5 **Cohesion**  
a Anomalous links – e.g. What a person thinks is conditional on the structure of the language in which it thinks; or in my opinion research into non-human forms of communication are interesting to study.

6 **Style**  
a Subjectivity – e.g. Whether I am wrong or am I right I firmly believe that....; or This can be seen as displacement so it could be said that humans are not alone in possessing displacement but I feel that ours is more in-depth than a Bees.  
b Familiarity – e.g. Lets start at the beginning  
c Repetitiveness – e.g. The other three babies spend time staring at the doll’s face, but didn’t attempt to shape it’s lips into any shapes at all

7 **Awkward structure**  
Instances given include:  
a Gender studies, for example, clearly demonstrate the practical nature of language which marginalises and under privileges women in our society  
b The function of language in society concerns many aspects, such as spoken and written language....
Animals are almost virtually totally restricted concerning language creativity or productivity.

Referencing and Bibliographies

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

BSL & Deaf Studies at UCLan prefer the use of the Harvard System of referencing, but whichever system you use, you need to use it consistently and correctly Help sheets on referencing are also available from the Helpdesk in the library. In addition, there are a variety of software packages that can assist with referencing; information on this can be found at: http://www.uclan.ac.uk/students/library/refworks.php

Bibliographies
Bibliographies should be given at the end of every assignment, and should only include those sources that you have referred to or quoted in your work. Sources used should be listed by the first named author, and should appear in alphabetical order in the style shown below. Titles of books or journals should be in italics – if in doubt, ask your tutor.


Davie, Cameron (1992) Passport without a country: The hearing children of Deaf parents Griffith University, Centre for Deafness Studies and Research


Preston, Paul (1994) Mother father Deaf: living between sound and silence Harvard University Press

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 who produced the material as the author. Sometimes it is simply necessary to put ‘No author’/‘Author unknown’ or ‘No date’ in the relevant slots. For other sources (e.g. tv/video) you should give where possible the name of the person with overall responsibility for the item in question. In many cases, this is hard to know who this is: at such times, it may be better to make full reference to the source within your text (or as footnote) rather than trying to make up a bibliographic entry. David Fowler’s comments on the environment on See Hear!, for instance, are best dealt with by saying “David Fowler (commenting on green issues on BBC1’s See Hear! Programme, 6/7/97) argued that…..”. In the final analysis, if in doubt, ask your tutor.

**Dealing with difficulties in meeting assessment deadlines**

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

**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 (**Academic Regulations**).

You should complete and submit an extension request form, with any supporting evidence, to your School office. Further information is available on the Student Portal at: [https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php](https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.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**).

**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 students than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

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

Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

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. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process is available at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php

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).

Late submissions
If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.

- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.

- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

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 though the course.

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

You are required to sign a declaration indicating that individual work submitted for an assessment is your own. If you attempt to influence the standard of the award you obtain through cheating, plagiarism, collusion or re-presentation, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations: G7 - Unfair Means to Enhance Performance:

- Cheating is any deliberate attempt to deceive and covers a range of offences.
- 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. You may not claim academic credit for the same piece of work twice. This includes work that you have submitted as part of another award at this or another institution. If you want to claim accreditation of prior learning (APL), then there are formal channels via which this can be done (see your course leader for details).

The process of investigation and penalties which will be applied can be reviewed in the Academic Regulations: Appendix 9. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:
- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard

and the mark for the module following resubmission will be restricted to a maximum of 50%.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:
- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

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

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.

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.

Student voice

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

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

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

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

**Course Representatives and School Presidents**

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

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

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

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

**Student Staff Liaison Committee meetings (SSLC)**

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

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

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

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
• Course organisation and management (from each individual year group, and the course overall);

• Experience of modules - teaching, assessment, feedback;

• Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;

• Other aspects of University life relevant to student experience e.g. learning resources, IT, library;

• Any other issues raised by students or staff.

Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information Complaints Procedure
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><strong>Teaching Institution and Location of Delivery</strong></td>
<td>University of Central Lancashire – Preston Campus</td>
</tr>
<tr>
<td><strong>University Department/Centre</strong></td>
<td>School of Journalism, Language and Communications</td>
</tr>
<tr>
<td><strong>External Accreditation</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>
| **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 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*

<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></td>
<td>DF4001</td>
<td>Developing BSL Performance</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>DF4002</td>
<td>English as a Source and Target Language</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>DF4003</td>
<td>From Translation to Simultaneous Interpretation</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>DF4004</td>
<td>Principles of Sign Language Interpreting</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>DF4011</td>
<td>Critical Interpreting Analysis</td>
<td>20</td>
</tr>
</tbody>
</table>

14. Awards and Credits*

<table>
<thead>
<tr>
<th>Level 7</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DF4012</td>
<td>BSL – Advanced Analysis and Application</td>
<td>20</td>
<td>Masters Degree in BSL/English Interpreting and Translation, students need to obtain 180 credits at level 7 and above.</td>
</tr>
<tr>
<td></td>
<td>DF4013</td>
<td>English – Advanced Analysis and Application</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DF4991</td>
<td>Dissertation</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
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](http://www.uclan.ac.uk)
- Deaf Studies Website: [http://www.uclan.ac.uk/deaf_studies](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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A1</td>
</tr>
<tr>
<td>LEVEL 7</td>
<td>DF4000</td>
<td>Interpreting as a Profession</td>
<td>COMP</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DF4001</td>
<td>Developing BSL Performance</td>
<td>COMP</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DF4002</td>
<td>English as a Source and Target Language</td>
<td>COMP</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DF4003</td>
<td>From Translation to Simultaneous Interpretation</td>
<td>COMP</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DF4004</td>
<td>Principles of Sign Language Interpreting</td>
<td>COMP</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DF4011</td>
<td>Interpreting Practicum</td>
<td>COMP</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DF4012</td>
<td>BSL – Advanced Analysis and Application</td>
<td>COMP</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DF4013</td>
<td>English – Advanced Analysis and Application</td>
<td>COMP</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DF4991</td>
<td>Dissertation</td>
<td>COMP</td>
<td>X</td>
</tr>
</tbody>
</table>

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks.
**SLI/UCLAN Postgraduate Diploma Assessments 2015/16**

Check-list of direct (hard-copy) evidence required in final portfolio (Electronic copies must be provided as well.)

<table>
<thead>
<tr>
<th>Portfolio Section</th>
<th>Evidence Required</th>
<th>Needed</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Index</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Video index (language)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Video index (Interpreting)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal Profile</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language evidence</strong></td>
<td>6 Samples – 2 informal, 2 formal, and 2 live observation (internal or external)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+ Evaluations of language performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preparation for Assignments</strong></td>
<td>4 samples – 2 one-way, 2 two-way +</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preparation for 2 co-working assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interpreting Assignments</strong></td>
<td>Interpret one-way - 6 samples (3 x sign-to-voice, 3 x voice-to-sign). Min length 10 mins.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interpret two-ways - 4 samples. Min 10 mins.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>One of these 10 samples must be a live observation by a course tutor, or other MRSLI.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self Evaluation</strong></td>
<td>3 self evaluations/analyses – 1 sign to voice, 1 voice to sign, 1 two-way</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(one of these may form part of a CIA log)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation of success of co-working assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Development Plan</strong></td>
<td>Professional development plan, reviewed at 3 and 6 months</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Written Assignments</strong></td>
<td>Original, or copies of, mark sheets from Module DF 4004 assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other module work/notes as specified by module tutor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Interpreting Awareness Logs</td>
<td>5 x 2000-word CIA logs on issues arising from own interpreting experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>