Faculty of Social Sciences

BA (Hons) Interpreting: BSL/English

Course Guide 2014/5
About this guide

This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University’s Policies and Regulations and the University Assessment Handbook documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic Faculty Office or local Student Centre on the details included below.

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<thead>
<tr>
<th>Please enter the contact details for your Personal Tutor for your future reference:</th>
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<tbody>
<tr>
<td>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</td>
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<tr>
<td>Your local Academic School Office is:</td>
<td>Millennium City Building, 1st Floor, MC125</td>
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<td></td>
<td>Telephone: 01902 321515</td>
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<tr>
<td>Your Student Centre is:</td>
<td>Student Centre – South City campus, MI024, MI Building</td>
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<tr>
<td></td>
<td>01902 321137</td>
</tr>
<tr>
<td>Student Enabling Centre contact details:</td>
<td>Tel: 01902 321074</td>
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<td></td>
<td>Email: <a href="mailto:sec@wlv.ac.uk">sec@wlv.ac.uk</a></td>
</tr>
</tbody>
</table>

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome
On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

Sarah Bown, Course Leader (Interpreting), s.bown@wlv.ac.uk,

Course Management and Staff Involved with the Course

Sarah Bown
Course Leader and Senior Lecturer, Interpreting: (BSL/English)
Room: MC324
Tel: 01902 32 2672
Email: S.Bown@wlv.ac.uk

Areas of Expertise and Interests:

Sarah Bown is a Senior Lecturer and Course Leader for the B.A. (Hons) Interpreting British Sign Language/English programme at the University of Wolverhampton, City Campus and a registered qualified interpreter. Her current research areas include Sight Translation, Student Employability, Reflective Practice & Global Citizenship and approaches to learning and teaching within interpreter training. She has a wide ranging teaching portfolio with a mixture of professional practice and theoretical work. As well as teaching and research, she works with external partners across the United Kingdom particularly in the areas of interpreting and student work placement. The externally and internally highly commended interpreting work placement modules have resulted in consultancy within the sector and for the creation of similar modules in other academic disciplines.

She has three decades of experience within the field of deafness and deaf studies. Employment practice spans interpreting, lecturing and training across Schools, Further Education, Higher Education, private, public and charitable sectors, project work, delivery within Social Services provision, management and growth of interpreting services, consultant to interpreting agencies and cross sector collaboration and development. Her work as a qualified interpreter covered all key domain areas such as; community settings, health, social services, employment, legal, television, education and conferences. Extensive community links have resulted in student opportunities, for example, the joint collaboration of student 'taster' days known as 'A Day in the Life of' with interpreting agencies based within charitable Deaf organisations.
Sarah is a Fellow and Academic Associate of the Higher Education Academy and a mentor for the Institute of Learning Enhancement's teachers in training. She was awarded ‘Teacher of the Year’ for excellence in learning and teaching pedagogy by the Centre for Excellence in Learning and Teaching at the University of Wolverhampton. She is a member of the efsli (European Forum of Sign Language Interpreters) ‘Committee of Experts’ and is also the founder and facilitator of ‘IRIS’ International Research Interpreting Seminars within the Department of World and Sign Languages at The University of Wolverhampton. She is a member of the Centre for Applied Social Research.

For recent publications and conference papers, see Sarah’s profile at: http://www.wlv.ac.uk/default.aspx?page=28553

**Kristiaan Dekesel**  
Head of Undergraduate Recruitment, Faculty of Social Sciences & Principal Lecturer: Deaf Studies and Interpreting: (BSL/English)  
Room: MC306 Tel.: (01902) 32 2352  
Email: K.Dekesel@wlv.ac.uk

**Areas of Expertise and Interests:**

Kristiaan Dekesel has been a lecturer, training Deaf Studies and Interpreting: (BSL/Eng) students for over two decades. He has been instrumental in the curriculum design of undergraduate degrees in the field of Higher Education and has actively campaigned for the access to BSL as a curriculum subject in the education system for deaf and hearing children at both primary and secondary school level. Kristiaan teaches on Deaf Studies, Interpreting: (BSL/Eng), War Studies, and Sign/General Linguistics modules. He has been engaged in a range of regional, national and European projects, including one funded by the Department of Work and Pensions when BSL was officially recognised in March 2003 by the British Government. Kristiaan is also a member of the Centre for Applied Social Research

**Current research interests**

Fitness for practice within interpreting, Think aloud protocols during the interpretation process, British Sign Language verb classification, The role of sight translation within interpreter training, Battlefield command during the Marlburian war (1702-1713)

For recent publications & conference papers see Kristiaan’s profile at: http://www.wlv.ac.uk/default.aspx?page=36797

**Sandra Pratt**  
Senior Lecturer Deaf Studies and Interpreting (BSL/English)  
Course Leader for Interpreting Foundation Year  
Level 6 Independent study Co-ordinator for Deaf Studies subject  
Room MC32  
Telephone: (01902) 32 3326  
Email: Spratt@wlv.ac.uk

**Areas of Expertise and Interests:**

Sandra is a senior lecturer and a registered British Sign Language/English Interpreter with 14 years’ experience within the field of interpreting and working with D/deaf people.
Sandra is also a qualified QCF Assessor and is currently undertaking a Masters in the field of Modern English Language.

Interpreting in Educational settings & Community Settings  
Promoting BSL in the Community via Admissions/Recruitment activity  
Training of Sign Language Interpreters at levels 3-6  
Language, Linguistics, Discourse/Text Analysis and Translation  
British Sign Language Teaching

She is a Fellow of the Higher Education Academy  

**David Wolfe Rose**  
Senior Lecturer Deaf Studies and Interpreting: (BSL/English)  
Course Leader for Deaf Studies & Admissions tutor  
Room: MC323 telephone 01902 322483 (via a sign language interpreter)  
Email: DWRose@wlv.ac.uk

Areas of Expertise and Interests:

- Deaf Issues as seen by members of the Deaf community  
- Active membership of the Deaf community  
- Consumer of services for deaf people  
- Technological advances supporting deaf people

**Professional Qualifications**  
Registered Register Sign Language Translators (RSLT)  
Member of ASLI  
Fellow of Higher Education Academy  
NVQ6 for BSL  
A1/2 Assessor  
Post Graduate Certificate in Higher Education  
DeafBlind Guidance Qualification

**Interpreting & Teaching Expertise**  
Higher Education Lecturer for 15 years & FE Lecturer for 10 years, teaching of British Sign Language from Beginners to Advanced  
Trainer of BSL/English interpreters  
Relay/translator for 10 years  
Carrying out consultancy work in the Private and Public sector, including translating several websites, on behalf of Telford & Wrekin Council, Wolverhampton City Council, Police & Latitude Festival  
Presentation at the 1st European Deaf Trainers of Sign Language interpreters, 3rd to 7th October 2001  

**Thaïsa Whistance**  
Lecturer Interpreting: (BSL/English) and Deaf Studies  
Room: MC324  
Tel: 01902 32 3418  
Email: T.Whistance@wlv.ac.uk
Areas of Expertise and Interests:

As well as being a lecturer, Thaïsa is a practising BSL/English Interpreter and a QCF Assessor for the NVQ Level 6 BSL/English Interpreting Units.

Thaisa has interpreting experience in a wide variety of domains including; Medical appointments, Mental Health work, Job Centres, Job Interviews, Training Courses, Probation Service, Family and County Court, Conferences and large and small scale meetings.

A Higher Education lecturer for 2.5 years and was awarded the Deputy Vice Chancellor’s Award for Excellence in the Student Union awards of 2013 and the Cutting Edge Teaching Style Award in 2014.

She is currently the Acting course leader for the level 3 Foundation year in BSL/English interpreting.

She has experience of teaching Simultaneous, Consecutive Interpreting and Level 6 BSL and has led workshops at the Association of Sign Languages Interpreters (ASLI) Conference (Sept 2012) and the City Lit, London, ‘Watch Your Language’ Conference (April 2014) on the subject of Interpreting for Job Interviews. She will be leading a workshop on the topic of ‘Tablet Technology as a medium for Professional Development’ at the ASLI Conference in September 2014.

She worked as a co-author on the ASLI ‘Lone Working’ Guidelines.


**Student Voice**

The Student Voice is a partnership between the University and the Students’ Union, put in place to make sure students opinions/feedback are heard at every level of university governance, from course level to the University’s governing body.

The main positions within the Student Voice are Course Representatives, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. Faculty Representatives are elected during the Spring Elections and have meetings with Senior Management in their Schools. They are an essential link between Course Reps, the Students’ Union and management within each Faculty. To find your Faculty Rep: [Faculty Representatives](http://www.wlv.ac.uk/default.aspx?page=31100)

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union – [Student Voice](http://www.wlv.ac.uk/default.aspx?page=31100)

For independent advice and guidance on all matters related to being a student e.g. academic, finance, and housing issues, contact the Students’ Union’s Advice and Support Centre by telephone or e-mail [Advice and Support](http://www.wlv.ac.uk/default.aspx?page=31100).
Student Charter

The University’s Student Charter has been developed primarily by the Students’ Union and informed by student views. The Charter is not a contract, nor is it intended to be legally binding; it is a set of shared expectations which establishes the values and standards we are seeking to promote across all of our learning community. The Charter seeks to apply to all students on all courses and reflect our normal expectations of your experience at University. On occasions different types of study and interactions will mean necessary variations from time to time. However, what is important to us is that, whatever you are studying, your experience is a great one.

Engagement

The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.

Your engagement will help you to:
- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for assessment tasks;
- Learn from and with your fellow students;
- Receive feedback from your tutors on your progress;
- Fully participate in sessions, forums, seminars and other activities;
- Develop your communication skills.

If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You are encouraged to engage with the University’s Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found here.

Contact time with teaching and associated staff is available to help shape and guide your studies. The term ‘contact hours’ refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying. Academic staff should make it clear how many hours contact time you should receive, and what these hours are at the beginning of the course/module.
The experience of studying at University is about much more than just gaining knowledge and understanding of a subject(s), it is also about developing additional skills and capabilities that you can take with you into a wide range of different settings. Sometimes it can be difficult to explain to others what you have done and achieved. The following Graduate Attributes will help you think about the knowledge and skills you have gained and how these can be presented to prospective employers and/or other interested parties. This is not an exhaustive list and you will need to reflect on what you can personally demonstrate that is appropriate for different settings and contexts such as job interviews. You will also have formed your own opinion about what going to university means to you and how you think you have developed.

While at university you will have the opportunity to:
1. acquire, generate, interrogate and apply knowledge from a wide range of sources,
2. develop research skills to enable analysis, synthesis, understanding and evaluation of data and information.
3. demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning
4. present ideas clearly in an informed and persuasive manner to a variety of audiences.
5. be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner
6. draw on professional advice and feedback to reflect on and improve your own learning and professional practice;
7. prepare for the world of work through engagement with real life situations, briefs and problems
8. engage with new ideas and ways of working as an active member of the communities in which you study, live and work.

About the Course
This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Sarah Bown, Course Leader, Interpreting.

The educational aims of the course are:

Within the context of the University’s mission statement and its commitment to widening participation and equal opportunities, responsiveness to local, regional and national needs, curriculum innovation and continuing quality enhancement, the programme aims to:

a. Apply conceptual, theoretical and vocational knowledge of BSL to the study of Deaf people and their language
b. Demonstrate knowledge and understanding of Deaf issues within the wider context of hearing impairment
c. Develop interpersonal skills in a bilingual environment and gain/demonstrate an awareness of the impact of the interpreter upon the communities they serve

d. Evidence knowledge of interpreting ethics and protocol in a number of interpreting settings

e. Graduate individuals to work cohesively in an interpreting environment in accordance with the national interpreting registration standards (NIRS)/National Occupational Standards for interpreting (NOSI)

f. Sustain and foster the enjoyment of lifelong learning within the professional development of individual interpreters

The course learning outcomes are:

**A. Language and culture**
A1. Usage: developing BSL and English for interpreting
A2. Knowledge: linguistics of BSL and English
A3. Bi-lingual and bi-cultural knowledge and skills

**Explanation:**
At the end of this course you, the student, will be able to: produce and understand British Sign Language fluently; produce and understand English Language fluently; Demonstrate a high level of first language skills and be able to reveal this through text analysis exercises; Produce and be able to receive a range of British Sign Language varieties, linguistic levels, styles, and colloquialisms; demonstrate the ability to meet equivalent sign language skills to Signature BSL Level 3; Be able to demonstrate highly flexible language use in both British Sign Language and English; be able to present specific subject related ideas to a public audience coherently and cohesively; have the opportunity to demonstrate the ability to meet equivalent sign language skills to Signature BSL Level 4 (6); analyse and discuss fundamental linguistic features of both British Sign Language and English; apply conceptual and theoretical knowledge of BSL to the study of Deaf people and their language; demonstrate an understanding of the bilinguality and biculturalism within the Deaf Community; demonstrate the ability to process and analyse and evaluate concepts and theories related to deafness and deaf peoples’ lives within legal, cultural and political contexts of disability

**B. Interpreting**
B1. Theories of translation and interpreting
B2. The practice of interpreting - including simultaneous and consecutive modes
B3. Interpreting as a profession – e.g. background, principles, and ethics.
B4. The contexts of interpreting
B5. Preparation for assignments
B6. Evaluation and self-assessment

**Explanation:**
At the end of this course you, the student, will be able to put into practice several interpreting models and produce effective consecutive interpretations; put into practice several interpreting models and produce effective simultaneous interpretations; show a critical knowledge of contemporary British Sign Language/English interpretation and be able to construct and deconstruct interpretations; be able to work cohesively in an
interpreting environment and to professional standards; demonstrate knowledge of interpreting ethics and protocol in a number of interpreting settings; demonstrate a deep social and cultural knowledge used within interpreting settings. These will be achieved through the following learning activities:

Opportunities to achieve learning outcomes will be provided by the following methods:

a. students develop knowledge and understanding by:
Attending lectures that introduce them to the key issues to be studied. Learning is then consolidated, deepened and applied through vocational practice in linked activities, which may be lecturer or student-led, and in individual or small group tutorials and through students’ independent study.

b. students develop subject-specific skills by:
Reflecting upon and applying the knowledge acquired through formal teaching and learning in a range of assessment tasks. Students are made aware through feedback of the extent to which they have demonstrated these skills.

c. students develop intellectual skills by:
Attending teaching and learning sessions, consolidated by independent learning, which incrementally enhance their acquisition of these skills.

d. students develop key skills by:
Regular involvement in the variety of learning activities offered within the programme.

On this course students will encounter a range of learning activities designed to equip them with both subject-specific knowledge and a range of subject-specific and transferable skills. Students will be strongly encouraged to actively contribute towards the activities included in lectures, languages sessions, seminars and their student directed learning (SDL) programme attached to each module. There will also be a specific focus on developing students’ reflective skills and intercultural awareness.

These activities will encompass:

- Lectures
- Seminars
- On line learning tasks (forums, portfolios and blogs)
- Live Interactive British Sign Language Learning Sessions (vocabulary/grammar/discourse)
- Case studies
- Debates
- Group work
- Student presentations (individual, pair and group)
- Problem solving activities
- Live and prepared simulations of interpreting events (filmed and non-filmed)
- Tutorials and supervisory meetings
- Interactive workshops (involving live in-class recordings)
- Translation tasks with peer and lecturer feedback
- Independent research tasks from selected and ‘free’ resources
• In-class quizzes and tests
• Formal examinations
• Critical analysis of the literature (manuscripts, texts, books and journals) partly monitored by MCQs
• Digital reading
• The use of digital resources for both assignments and in-class activities (DVD & WOLF)
• Opportunities for work-based learning
• Self-reflective diagnostic tasks (e.g. reflective learning journal)
• Student directed learning (SDL) programme on each module

These will be achieved through the following learning activities:

**Blended learning:**
Availability of module related documents in electronic format.
All the modules fulfil the requirement to provide all teaching and learning documents in an electronic format. Module guides, assessment documents and lecturer produced teaching and learning materials will be provided electronically and other documentation when it is not protected by copyright. This will enhance the student experience during the lecture and tutorial sessions and provide a basis for interactive face to face sessions. These will include for example: Word, PowerPoint and scanned documents; digital chapters of key academic reading (where appropriate); digital video clips; weekly SDL tasks; assessment briefs & matrixes; MCQs to assess understanding accompanied by automated feedback.

**Formative Assessment & Tasks**
Formative assessment/tasks supports student learning in modules. A variety of approaches will be utilised which include role playing situations, self assessment questions with electronic/face to face feedback. The formative assessment/tasks enables tutors to assess progress of students and offer extra learning support where necessary and to guide students to the relevant academic study skills sessions focussing on English language, BSL and interpretation skills which can be booked at the student support centre (FoSS - MC125). There will also be the opportunity for students to upload their weekly SDL tasks, to enable tutors and peers to offer constructive & positive feedback, in order to nurture and continue their skills development. This will link formative assessment/development with collaborative learning.

**Collaborative Learning**
Collaborative learning is an important element of the student’s learning experience. Collaborative learning will take place electronically and during face to face sessions. Through WOLF Fora and course cafés students will be expected to take part in collaborative activities and will be encouraged to contribute to the activity tasks and respond to contributions made by their colleagues. In seminars, students will be provided with opportunities to work in groups to collaborate, discuss and problem solve. Collaborative learning will allow students to be confident users of technologies, enhance their knowledge of enterprise and develop their understandings as global citizens. The creation of a subject based online ‘living’ dictionary, where entries are submitted by individual students will promote collaborative learning across level four, five, six and the foundation programme.
Electronic Personal development Planning (ePDP)
The University offers students a personal online space for use as their ePortfolio. The use of ePDP makes students appreciate their lifelong learning experience.

Electronic submission of assessed work
There will be opportunities to electronically submit, where appropriate, formative or/and summative assessments and other course works will be offered by all modules, subject only, at present, to the limitations within the University’s IT services in relation to the size of digitally recorded sign language media files.

Engage in interactive learning during all face to face sessions.
The course provides students with extensive opportunities to engage with interactive learning during face to face sessions. Interactive learning will take a number of forms, including class activities, peer discussion, presentations and Q&A sessions. Interactive learning acknowledges student's prior ideas and aims to empower students on their journey towards becoming independent learners

The course is accredited by the following professional body/ies

This course has been mapped and benchmarked by the National Registers of Communication Professionals working with Deaf and Deafblind People (NRCPD), formerly partly known as the Independent Registration Panel (IRP), administered by Signature, formerly known as CACDP, against the National Interpreting Registration Standards and the National Occupational Standards in Interpreting.

Registered Sign Language Interpreter (RSLI) registration category conditions (from September 2017 graduates onwards):
a. successful completion of the Interpreting: (BSL/English) degree (revalidated 2014) with 1st Class Honours
b. a grade of 60% or more on the designated level 6 British Sign Language modules within the programme at level 5
c. Evidence of professional practice (10 UoW assessment, 10 observations and 40 practical assignments)

Trainee Sign Language Interpreter (TSLI) registration category conditions (from 2014-15 level 5 and 6 cohort):
a. successful completion of level 4 and 5 of the Interpreting: (BSL/English) degree programme, obtaining 240 credits.

Trainee Sign Language Interpreter (TSLI) registration category conditions (September 2015 & 2016 graduates only):
a. successful completion of the Interpreting: (BSL/English) degree with honours
b. a grade of 60% or more on the designated level 6 British Sign Language modules within the programme at level 6 (6IG001 and 6IG004)

Junior Trainee Sign Language Interpreter category (until September 2016 graduates):
a. successful completion of the Interpreting: (BSL/English) degree with honours
b. a grade of 40-59% on the designated level 6 British Sign Language modules within the programme at level 6 (6IG001 and 6IG004)

**Contact Hours**
At University, the term ‘contact hours’ is used very broadly to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course. This time provides you with support in developing your subject knowledge and skills, and provides opportunities to develop and reflect on your own, independent learning.

Contact time on this course will be based on your interaction with staff in lectures, seminars, tutorials, demonstrations, practical classes and workshops, project supervisions, fieldwork, external visits, one-to-one sessions and discussions, interaction by email and other electronic or virtual media and situations where feedback is given on assessed work.

During your study this interaction takes place with academic (teaching and research) staff, teaching assistants, technical and specialist support staff, employers and others.

Alongside contact time, private and independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. Your independent study time will include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and others.

**External Examiners**
External examiner to be advised.

External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our assessment processes and regulations treat all students fairly and equitably. It is not part of their remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect of their assessed work or performance. Any student issues should be relayed either directly to the Module or Course Leader.

**Academic Regulations**
This course follows the University’s academic regulations. A full version of these regulations can be found on the University web page for [Policies and Regulations](#). These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an [e:Vision](#) Helpdesk call.

The maximum period over which an award may be studied is detailed in the regulations appropriate to your course. Typically these are:

**Undergraduate Honours Degrees**

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<tr>
<th>Full Time Students</th>
<th>Normal</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>Honours Degree</td>
<td>3 years</td>
<td>5 years</td>
</tr>
<tr>
<td>Degree</td>
<td>3 years</td>
<td>5 years</td>
</tr>
</tbody>
</table>
The above maximum registration periods do not include time away from study approved under the Leave of Absence procedure.

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

**a. Compensation:** Due to PSRB accreditation compensation rules should not apply to students studying Interpreting: (BSL/Eng) Specialist degree programme (both three and four year option). The National Occupational Standards for Interpreting (NOSI) set out what individuals need to do, and the knowledge and skills they need to be competent professional interpreters. These standards do not allow for a marginal fail or compensation, as a student who fails any of the modules on the Interpreting: (BSL/Eng) degree (NOSI units), would not be eligible for professional accreditation at any of the current two professional registration categories.

**b. Progression:** Due to PSRB accreditation and the subsequent design of the Interpreting: (BSL/Eng) degree programme, where students are required to increase in knowledge, language and professional skills as they progress from level 4 to 5 and 5 to 6 on the course, we would request that: in order to proceed from level 4 to 5, 120 credits must be obtained AND to proceed from level 5 to level 6, 120 credits must be obtained. Allowing a student to proceed without completing a whole level would set them up to fail at the next level, where in order to start their learning they would need to have demonstrated the necessary skills at the previous level. E.g. if someone has been unable to demonstrate level 3 equivalent BSL, it is detrimental to the student to allow them to take part in a level 4 equivalent BSL module, as their failure is somewhat predictable.

**c. Course Outcomes:** Due to PSRB accreditation ‘the max six outcomes for the programme’ have had to be exceeded to reflect the required National Registers for Communication with Deaf and Deafblind People (NRCPD) core knowledge outcomes. This has resulted in nine course core knowledge outcomes accompanied by a clarification.

**d. Attendance policy:** Due to PSRB accreditation an attendance policy is proposed. This is in place in order to guarantee meeting the PSRB requirement of “that students have sufficient practice in real life interpreting for them to experience the theory learned in the university in practice i.e. practised by experienced, qualified practitioners.” Real life interpreting takes place during teaching contact via simulated roleplays (both live and blended) and during the workplace modules. The following attendance policy will be applied to any module validated as part of the 3 year or 4 year Interpreting: (BSL/Eng) degree programme: “Less than 70% attendance on a module will result in a subtraction of 10% to each individual assessment (e.g. 53% will become 43%). Less than 50% attendance on a module will result in an automatic retake of the module.”

**e. Classification of awards (from 2016-17 onwards):** Due to the PSRB accreditation (RSLI category) and to ensure that the knowledge and skills graduates require to be competent professional interpreters, which forms part of the National Occupational Standards for Interpreting (NOSI) are included in their degree classification, the classification of honours degrees will be based on 180 credits at level 5 and 6, of which 120 credits must be at level 6 and the 60 credits at level 5 are to include the British Sign Language level 6 Signature mapped and benchmarked modules.
Disclosure and Barring System Checking (DBS): Please contact the Course Leader for Interpreting (Sarah Bown) for further information regarding DBS requirements and the interpreting course/work placement.

Course Information

**Reference points**

| QAA subject benchmark | www.qaa.ac.uk/academicinfrastructure/benchmark/honours/linguistics  
| www.qaa.ac.uk/academicinfrastructure/benchmark/honours/languages |
| Framework for Higher Education Qualifications (FHEQ) | www.FHEQ.ac.uk |
| Professional, Statutory & Regulatory Body requirements | The National Registers of Communication Professionals working with Deaf and Deaf-blind People (NRCPD)  
http://www.nrcpd.org.uk/ |
| | Signature  
http://www.signature.org.uk/ |
| | This course has been mapped by The National Registers of Communication Professionals working with Deaf and Deaf-blind People (NRCPD) against the National Interpreting Registration Standards and the National Occupational Standards (NOSI) |
| Race Relations Amendment Act (RRAA) | University of Wolverhampton Race Equality Policy  
www.wlv.ac.uk/equalopps/Raceequalitypolicy.htm~section3 |
| School documents | Quality Unit Subject Guides  
www.wlv.ac.uk/regulations |
| University of Wolverhampton Equal Opportunities Document | http://www.wlv.ac.uk/university/reg |
| University policies and strategies including: | School Assessment Handbook;  
Teaching and Learning Strategy;  
Assessment Strategy;  
Diversity and Equality Policy;  
Research Strategy;  
Ethics Policy;  
APL Strategy;  
Blended Learning Strategy. |
Assessment methods

Level 4

The award team is committed to widening participation and its assessment strategy at level 4 is thus based on recognition of the diverse backgrounds of students, their different levels of ability, the need to ease the transition from school/FE to University and to enhance retention. Assessment at level 4 is therefore designed to help students adjust to the demands of higher education, in particular by building self-confidence, and all modules prepare students for the variety of assessments at subsequent levels that count towards degree classification. No module has more than two assessments with the exception of BSL/Eng language modules and the elements requiring early submission frequently has a lower weighting than later elements. Great attention is paid to tutorials (individual and group) as preparation for the completion of assignments and similarly feedback is given due priority, particularly with the first piece of assessed work. Level 4 aims to give students the study skills they will need for progression to independent learning.

Level 4 (criteria)

At level 4 students will be expected to demonstrate that they have some appreciation of the variety of critical approaches to the interpreting process. They should then be able to apply this appreciation, together with the linguistic knowledge, bi-lingual skills and understanding of the deaf community they have gained, in a range of assessment tasks, successful completion of which confirms their capacity to progress to more advanced level of work at level 5. Assessed work should show that students have the ability to carry out appropriate research and present their findings in a format suitable for its context.

Level 4 (assessments)

Coursework (essay and consumer guides/reports), in class test, presentation and prepared practical’s (group discourse and Interpretation)

Level 5

Level 5 aims to consolidate and develop the skills acquired at level 4 and assessment is designed with this in mind. Separate components, staged over the semester, are assessed in a variety of ways and require students to demonstrate their growing capacity to employ key skills. Essays, live language/interpreting examinations and formal presentations are part of the assessment regimes in a significant number of modules.

Level 5 (criteria)

At level 5 students will be expected to demonstrate that they can effectively deploy relevant analytical and critical skills and that they have a deeper understanding of the epistemological and methodological underpinnings of the subject. They should also be able to show developing mastery of the study skills and key skills introduced at level 4. Assessed work should demonstrate progression towards independent learning, both conceptually and presentationally.
Level 5 (assessments)

Coursework: (essays, translations and diagnostic self-analysis), signed, presentation, practicals (group discourse and interpretation) and proposal.

Level 6

At level 6 students will be expected to have developed the study skills and key skills to enable them to demonstrate their acquisition of the subject-specific and intellectual skills across the range of assessment tasks, most of which will have been encountered at earlier levels. Obligatory separate components will ensure the assessment of all tasks and a high level of analytical ability will be looked for. Assignments in a number of level 6 modules also aim to assess student's abilities to reflect upon their own learning (e.g. Interpreting Workplacement). The ability of students to plan, research and produce an extended piece of writing will also be assessed within this module.

Level 6 (criteria)

At level 6 students will be expected to demonstrate their competence across the range of key skills, subject-specific skills and intellectual skills developed in the programme. Their assessed work should demonstrate their capacity for researching and producing material that is intellectually coherent, methodologically robust and presentationally sound.

Level 6 (assessments)

Coursework (diagnostic self analysis), project, signed, presentation, practical's (discourse and interpretations) and portfolio (reflective learning journal).

Support for Learning

Each student will be allocated a personal tutor. Personal tutors maintain regular communication (virtual and/or face-to-face) with each of their designated tutees. Follow up meetings are arranged with students who are not making satisfactory progress or who are at risk of withdrawal. Personal tutors assist students in their personal and academic development, planning and progression. As well as offer students advice and guidance to help students liaise with other staff and support facilities in their school and the University, including study skills support.

Module tutors will provide guidance on assessment tasks as well as written and verbal feedback relating to module outcomes. Specific academic counselling is offered at the end of level 4 and 5. This is not only offered where students have been identified as at risk but is available to all students. The aim is to establishment a skill/knowledge enhancement programme for the time period in between academic study periods.

Course leaders will monitor the academic and experiential quality of the Course through Award Boards, focus groups and other channels. Course leaders also support and direct students proactively on the Course, both collectively and individually, and respond to inquiries and requests from students with regard to the academic programme of study.

The special Needs Tutor liaises with the Student Enabling Centre (SEC) regarding provision for specific disabled students & disseminates information from the SEC on the
needs of specific disabled students. The Special Needs Tutor also monitor requests for, and provision of, specific examination and assessment arrangements, publicise SNT ‘surgery’ arrangements and make available time to meet with individual disabled students to enable them to discuss their own school-specific disability issues where necessary. The tutor takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Members of the Learning Centres are occasionally invited to speak to students about accessing printed and electronic resources. They are also available in the Learning Centres to help students’ research.

Students are strongly encouraged to draw on the services of the LSSC academic skills advisers. The LSSC Student Support team offers Academic enhancement tutorials in both English and BSL.

Each module also provides an extensive reading list and suggestions for web-based and other electronic resources. The University intranet system is widely used in all modules for a variety of pedagogical and more practical purposes relating to the dissemination of information and the submission of student work. Activities provided on WOLF by academic staff are done with the help of technical staff.

Students are supported from the earliest stages of their course with the Academic Skills modules that are designed to prepare students for their study at university and to provide advice and guidance on fundamental aspects of University study including communications skills, personal development, and the use of feedback from assessments. Reflective personal development practices are encouraged throughout the entire course duration within various modules which will help the student to monitor their progression.

Distinctive features of the course

This long established (since 1993) and highly respected course is one of the few courses of its kind in Interpreting BSL/English in the UK.

The award offers the potential to lead to RSLI or Trainee interpreter status recognised by the professional registration body - the NRCPD

The programme provides an opportunity for formalised practical application of learning through a well-established & respected work placement component in the final year. Extensive community links foster opportunities for students to engage in volunteering & developmental activities throughout their studies.

To date, upon graduation, students have found a high level of employability success.

The Interpreting lecturers have a variety of teaching and professional qualifications and have experience working for a diverse range of public, private and voluntary sector organisations.

The lecturing team believes in interactive learning and encourages full participation from all our students: external examiners have consistently highlighted our innovative learning, teaching and assessments regimes and the excellent work placement modules as a major strength of the programme.
Work Placement for Interpreting Students
In the 3rd year of your study you will engage in a work placement module. You will be placed in a setting that could be based in either e.g. the community, with a freelance interpreter, in an educational establishment, social services related provision or with a private agency. In order to fulfil the requirements of the placement and the real life experiences of being an interpreter, you will need to travel which sometimes will be locally, other times, much further away (national travel) and you will need the financial and transport resources in order to do so. We strongly encourage students to start saving from year 1 in order to have a financial reserve to accommodate these costs and experiences.

Being able to fund the work placement travel is a mandatory requirement of this course; not doing so could detrimentally affect your ability to complete your programme and you may not be able to graduate. You will also need to bear in mind your flexibility with travel and the ability to drive/have use of a car will help you to travel more easily to different destinations which may sometimes also require evening/weekend attendance.

DVD/Webcam purchase
The course uses a range of multimedia within teaching, learning and assessment. You will be required to have regular access to a computer with sufficient broadband capacity and to purchase cd’s/memory sticks and a webcam to upload your sign language performances, interpretations and self-directed learning tasks in order to comply with learning, teaching and assessment requirements and to be able to share your development with your fellow students, tutors, offer and receive feedback.

Academic Misconduct
We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

Support for Students
The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students’ knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:

- Visit the Learning Centre or our study skills support website at [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills)
- Download the Students’ Union guide to Avoiding Academic Misconduct (*"Write Right") - available from the Student’s Union website;
- Book a Skype appointment with study skills adviser or joint the online chat service ASSIST - through the Learning Centre “Skills for Learning” website.
- Contact your personal tutor or module leader.
Remember – there is help available if you need it.

**Defining Academic Misconduct**

**Cheating**

*Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.*

Other common examples of cheating would include –
- Being in possession of “revision notes” during an examination
- The purchase or commission of assignments from others
- Theft of other students’ work
- Prohibited communication during an examination

**Plagiarism**

*Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic school.*

The most common forms of plagiarism are –
- Cut or copied and pasted materials from websites
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
- Copying material from a text book or journal

When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

**Collusion**

*Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.*

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

**Plagiarism Detection**

In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.
Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

**Penalties**
Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University's policy on Academic Misconduct and regulations and procedures for the investigation of academic misconduct are available on the conductandappeals website.

**Anonymous Marking**
Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations, presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.

When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.
Course Structure for Undergraduate courses
Students will study:
**Full-time:** normally modules worth 120 credits each academic year
**Part-time:** normally modules worth no more than 80 credits each academic year.

### Level 4 (1)

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<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>C 4IG001 Intermediate BSL Enhancement for Interpreters A</td>
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<tr>
<td>C 4IG004 Intermediate BSL Enhancement for Interpreters B</td>
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<tr>
<td>C 4IG003 Introduction to Sign Linguistics</td>
<td>C 4IG009 Intermediate BSL Enhancement for Interpreters C</td>
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<tr>
<td>C 4IG002 Introduction to Interpreting Issues 1</td>
<td>C 4IG005 Introduction to Interpreting Issues 2</td>
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### Level 5 (2)

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<tr>
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<tr>
<td>C 5IG004 Advanced (1) BSL Enhancement for Interpreters B</td>
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<tr>
<td>C 5IG003 British Sign Language Syntax and Translation</td>
<td>C 5IG006 The Translation Agency</td>
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<tr>
<td>C 5IG002 Consecutive Interpreting 1</td>
<td>C 5IG005 Consecutive Interpreting 2</td>
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### Level 6 (3)

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<tr>
<td>C 6IG004 Advanced (2) BSL Enhancement for Interpreters B</td>
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<tr>
<td>C 6IG002 Simultaneous Interpreting 1</td>
<td>C 6IG003 Interpreting Workplacement 1</td>
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<tr>
<td>C 6IG005 Simultaneous Interpreting 2</td>
<td>C 6IG006 Interpreting Workplacement 2</td>
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**University Academic Calendar**

*University Academic Calendar.*

**Timetables**

Timetabling information is available to you through the following:

1. Using the teaching timetable where you can search for and view all modules online at [www.wlv.ac.uk/timetable](http://www.wlv.ac.uk/timetable).
2. Once you have completed your module registration, a more personalised timetable showing only those modules which you are studying will be available for you to view through your e:Vision page.
3. For more general information about timetabling and teaching rooms use the Central Timetabling Unit webpages at [www.wlv.ac.uk/ctu](http://www.wlv.ac.uk/ctu).
Where to get help with your course

Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

### Administration queries:
- enrolment
- extensions
- extenuating circumstances
- Leave of Absence
- Course transfer, etc.

**eVision helpdesk or your Student Centre**

### Support for Study Skills
- W: [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills)
- E: skills@wlv.ac.uk
- T: 01902 32(2385)

### Academic and Course related queries
- Personal Tutor
- Course Leader
- Head of Department (by email)

### Module related queries
- Module guide (on WOLF)
- Module Leader or Tutor

### IT Problems
- W: [www.wlv.ac.uk/ITServices](http://www.wlv.ac.uk/ITServices)
- T: 01902 32(2000)

### Who to Contact for help when you are studying on campus

#### Financial advice
- W: [www.wlv.ac.uk/moneymatters](http://www.wlv.ac.uk/moneymatters)
- E: money@wlv.ac.uk
- T: 01902 32(1070)

#### Special Needs (Students with disabilities)
- Special Needs Tutor
- Student Enabling Centre
- W: [www.wlv.ac.uk/sec](http://www.wlv.ac.uk/sec)
- E: sec@wlv.ac.uk
- T: 01902 32(1074)

### Personal Issues
- Personal Tutor (see eVision for details)
- University Counselling Service
- W: [www.wlv.ac.uk/counselling](http://www.wlv.ac.uk/counselling)
- E: counsellingservices@wlv.ac.uk
- T: 01902 32(2572)

### General queries
- eVision helpdesk
- or your Student Centre

### Independent academic, financial, international and housing advice
- Students’ Union Advice and Support Centre
- W: [www.wolvesunion.org/advice](http://www.wolvesunion.org/advice)
- E: advice.wolvesunion@wlv.ac.uk
- T: 01902 32(2038)
Extensions, Extenuating Circumstances and Leave of Absence

The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.

Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

Extensions - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your Student Centre. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found here.

Extenuating Circumstances – claims for extenuating circumstances are also submitted via your e: Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. Further details can be found here. If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk.

Leave of Absence - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your Student Centre or the Students’ Union, particularly regarding the financial implications, before taking this step.

Health and Wellbeing whilst using your computer

As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.

Set-up and space

Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor to prevent glare and by cleaning your monitor regularly. If you are using a laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.

Taking a break

You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.
Progression for Further Study

We do not offer a Master of Arts at the University of Wolverhampton for the interpreting programme. Post graduate study is offered by other Universities.

Alumni

_We’re proud of your success. Be proud of your connection with us._

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information please visit our Alumni website.