

Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Social, Historical and Political Studies		
Course Code(s):	DI001P31UM	Part-time	1 Years
Course Title:	PGCert Interpreting		
Hierarchy of Awards:	Postgraduate Certificate University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	26/Sep/2022		
Last Review:			
Course Specification valid from:	2021/2		
Course Specification valid to:	2027/8		

Academic Staff

Course Leader:	Dr Christopher Stone
Head of Department:	

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

BA (Hons) degree in relevant discipline 2:1, or equivalent professional experience working in a Deaf or Deaf-related sector. British Sign Language level 6 (or equivalent) qualification English Language requirements are normally IELTS 6.5 equivalent with a minimum of 6.0 in each area (unless otherwise stated) or equivalent accepted qualification <https://www.wlv.ac.uk/international/international-academy/english-at-the-international-academy/language-entry-requirements/> We accept the Wolverhampton English Proficiency Exam (WEPE), our own exam for candidates. Please see <https://www.wlv.ac.uk/international/international-academy/english-at-the-international-academy/english-language-pathway-courses/wolverhampton-english-proficiency-examination-we/> If you do not have the level of English required, you can also do our Pre-sessional. See <https://www.wlv.ac.uk/international/international-academy/english-at-the-international-academy/english-language-pathway-courses/english-language-pre-sessional-courses/>

Distinctive Features of the Course:

Students will take three of the current MA modules, at least one module per semester, to be able to register as RSLI or RSLT. Joining the MA cohort for teaching as follows (20 credits each): 7IG003 Critical Reflective Interpreting Practice 7IG004 Interpreting - healthcare settings 7IG005 Interpreting - legal settings 7IG006 Interpreting - conference settings. The teaching on the course is undertaken by experienced practitioners (interpreters and translators). The course is unique in bringing allied professionals (nurses, police, solicitors, social workers, coaches, mentors, etc.) together to provide situated learning in the different domains of work (in the clinical skills lab, in television studio with editing suite and production technicians support section, in the one-way mirror recording suite, etc.) rather than different modes of interpreting. This sharing of expertise allows for students to develop their professional skills, alongside knowledge and interaction with the professionals they will be working alongside as qualified interpreters and translators. Both deaf and hearing interpreters are trained side by side either working as English <> BSL translators, or BSL <> modified BSL, > English, > ASL interpreters. 7IG003 Critical Reflective Interpreting Practice 7IG004 Interpreting - healthcare settings 7IG005 Interpreting - legal settings 7IG006 Interpreting - conference settings. This offers flexibility to students in terms of career choice and meets industry demand because there is a wide appeal amongst employers for students who have both the knowledge, skills and performance as SLT/I and the research skills to develop sector knowledge and expertise. The course is unique in bringing together situated learning alongside allied professionals, and teaching on the course is undertaken by experienced practitioners (interpreters, translators, nurses, solicitors, etc.). And in its use of domain specific resources (one-way mirror recording suite, nursing clinical skills lab, in-vision interpreting in the television studio with production technician support). The teaching team have published situated learning and is recognised as a European level for the European forum of sign language interpreters as a leader in training.

Educational Aims of the Course:

The course is intellectually stimulating and upon completion learners will have the skills, knowledge and understanding to apply theoretical frameworks to real world interpreting and translation situations, support co-interpreters/translators and engage in complex interpreting and/or translation (SLT/I) work in the medical, legal, and/or conference domains. The course is designed to provide learners with the opportunity to develop

their knowledge and skills in SLT/I to enable specialisation thus enhancing employability.

Intakes:

September
January

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
No related data			

PSRB:

None

Course Structure:

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

NONE

Reference Points:

UK Quality Code for Higher Education Qualifications and Credit Frameworks Subject Benchmark Statements
University Policies and Regulations Equality Act (2010)

Overview of Assessment:

Learning Outcomes	Modules
PGCERT01 Demonstrate a systematic understanding of knowledge	7IG003 Critical Reflective Interpreting Practice 7IG004 Interpreting - healthcare settings 7IG005 Interpreting - legal settings 7IG006 Interpreting - Conference settings
PGCERT02 Act autonomously in planning and implementing of the interpreting task: pre-; during; and post assignment; at a professional or equivalent level.	7IG004 Interpreting - healthcare settings 7IG005 Interpreting - legal settings 7IG006 Interpreting - Conference settings
PGCERT03 Demonstrate the SLT/I techniques and skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility via clear communication of your in-situ decisions 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.	7IG003 Critical Reflective Interpreting Practice 7IG004 Interpreting - healthcare settings 7IG005 Interpreting - legal settings 7IG006 Interpreting - Conference settings

Teaching, Learning and Assessment:

A variety of interactive learning activities will support the achievement of the course learning outcomes. Learning will involve both classroom engagement and out of classroom activities including the use of blended learning environments, including Canvas for the discussion of materials and the use of ELAN for the sharing of analyses. Flexible and interactive e-learning opportunities will be a feature of learning. Critical reflection, reflexivity and collaborative learning will be vital components of this course. Students will encounter a number of learning activities during a variety of formal lectures, seminars and tutorials. The course will make use of techniques such as case studies, problem solving activities, discussions (both structured and unstructured), action learning sets, evaluation of online and documentary resources and guest speaker inputs. Students will be expected, and directed, to read from a range of sources. Students will work autonomously as well as interactively within group exercises. Both formative and summative assessment tasks will enhance opportunities for learning. Where appropriate visiting speakers, external visits and in situ interpreting will add a practical dimension to the learning process. Recognising the rich potential learning from the workplace, opportunities to work with organisations will be maximised. Students will experience a range of assessment methods to demonstrate achievement of the learning outcomes (both formative and summative). Variety and innovation in assessment across modules is a positive feature of this course. All assessment tasks will be commensurate with study at postgraduate level. Assessment will provide a learning opportunity for the student, through the task set, and promote improvement in performance in the future through the feedback provided. Assessment will include both individual and group exercises. Emphasis will be placed upon a synthesis and evaluation of academic best practice contextualised within work place realities. Students will be required to produce critiques of theory and research, case study analyses, personal reflection and development portfolios, skills and performance in situated learning environments. Across the course there will be a use of in class tests, verbal presentations, and written submissions including reports, essays, projects, and plans. Formative assessment and feedback opportunities will be provided through presentations, role plays within appropriate simulated work environments, tutorials, coaching and mentoring sessions, as well as feedback on written work.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of

research.

Student Support:

General University Support University Learning Centres are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases. Learning Centres also provide students with academic skills support via the Skills for Learning programme. Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills. The University also has a host of other services to support you, please take a look at the Student Support website: www.wlv.ac.uk/current-students/student-support/. If you have any questions, need help or advice then ASK@WLV is there for you: www.wlv.ac.uk/current-students/askwlv/.

Course Student support The course will provide supervision so that those students wishing to register as trainees under supervision can do so once they have passed at least one of the interpreting modules. Lecturers are available to provide one to one support depending on their area of expertise. Students engage in situated professional practice with the clinical skills lab (for healthcare interpreting), the one-way mirror business negotiation suite (for healthcare and legal interpreting) for detailed understanding of interpreting interaction, and the television studio, with editing suite and production technician support (for in-vision interpreting).

Employability in the Curriculum:

The course prepares learners to work as sign language translators/interpreters (SLT/I) within the health, legal and conference domains and is the only course in the country to engage in situated learning (within appropriate labs, studios, and negotiation suites) alongside allied professions. The profession has been seeking greater levels of specialism for legal and health settings and this course will provide that degree of specialism. Learners also have the option to progress to higher degree. The PGCert prepares the students for PGDip and MA study.



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