

Course Specification

Published Date:	21-Sep-2020
Produced By:	Laura Clode
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Social, Historical and Political Studies		
Course Code(s):	IG002T01UV	Full-time	4 Years
UCAS Code:	BQM1		
Course Title:	BA (Hons) in Interpreting (British Sign Language/English) with Foundation Year		
Hierarchy of Awards:	Bachelor of Arts with Honours Interpreting (British Sign Language/English) Bachelor of Arts Interpreting (British Sign Language/English) Diploma of Higher Education Interpreting (British Sign Language/English) Certificate of Higher Education Interpreting (British Sign Language/English) University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	24/May/2017		
Last Review:	2015/6		
Course Specification valid from:	2009/0		
Course Specification valid to:	2021/2		

Academic Staff

Course Leader:	Mrs Sandra Pratt
Head of Department:	Dr Clare Williams

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)

2017 Entry

- DD from A level
- BTEC QCF Extended Diploma grade PPP, BTEC QCF Diploma grade MP
- Pass Access to HE Diploma (Full Award)
- If you've got other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.
- International entry requirements and application guidance can be found [here](#)

Other Requirements

Students must have studied a minimum of two years post GCSE level. However, it is expected that some applicants will be mature students with work experience, who wish to further their career development. These applicants will be processed through standard procedures, which may involve an interview as part of the process. Please see <http://wlv.ac.uk/mature> for further information.

Applicants who do not meet the entry requirements may be offered an alternative course.

Distinctive Features of the Course:

- Enables students with no prior knowledge of BSL to access an interpreting programme after a year of intensive, innovative and engaging BSL tuition.
- Long established and highly respected course. It 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
- An opportunity for practical application of learning through a well established work placement component in the 3rd year
- 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 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 as a major strength.

You can develop the skills and knowledge that you need to study at undergraduate level, building on your strengths and working on your weaknesses, so that you can feel confident that by the end you are ready to commence a degree course, and to apply the skills to undertake the directed and independent learning which will help you to achieve your potential. This will allow you to embark on Level 4 study in an appropriate undergraduate discipline or combined award, confident that you have developed the skills and chosen the most relevant subject area(s) to specialise in, which will allow you to perform strongly at degree level and enhance your career aims.

Educational Aims of the Course:

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:

1. Apply conceptual, theoretical and vocational knowledge of BSL from a basic level to the study of Deaf people and their language
2. Demonstrate knowledge and understanding of Deaf issues within the wider context of hearing impairment
3. Develop interpersonal skills in a bilingual environment and gain/demonstrate an awareness of the impact of the interpreter upon the communities they serve
4. Evidence knowledge of interpreting ethics and protocol in a number of interpreting settings
5. Graduate individuals to work cohesively in an interpreting environment in accordance with the national interpreting registration standards (NIRS)/National Occupational Standards for interpreting (NOSI)

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

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
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00

PSRB:

IG002T01UV (Full-time)

Professional Accreditation Body:

National Register of Communication Professionals working with Deaf and Deafblind people, the (NRCPD)

Accrediting Body:

"National Register of Communication Professionals working with Deaf and Deafblind people, the (NRCPD)"

Accreditation Statement:

Accredited by the National Registers of Communication Professionals working with Deaf and Deafblind People (NRCPD) for the purpose of fulfilling the educational requirements to become a Registered Sign Language Interpreter.

Approved	Start	Expected End	Renewal
14/May/2014	14/May/2014		

Course Structure:

January (Full-time)

Year 1

Module	Title	Credits	Period	Type
3IG004	Intermediate BSL: BSL Means Business	20	SEM2	Core
3IG005	Intermediate BSL: Community and Culture	20	SEM2	Core
3IG006	Intermediate BSL: The Modern World	20	SEM2	Core
3IG001	Introduction to British Sign Language	20	SEM1	Core
3IG002	BSL: People and Places	20	SEM1	Core
3IG003	Basic BSL: Productive	20	SEM1	Core

January (Full-time)

Year 2

Module	Title	Credits	Period	Type
4IG004	Intermediate British Sign Language Enhancement for Interpreters B	20	SEM2	Core
4IG009	Intermediate BSL Enhancement for Interpreters C	20	SEM2	Core
4IG005	Introduction to Interpreting Issues 2	20	SEM2	Core
4IG001	Intermediate British Sign Language Enhancement for Interpreters A	20	SEM1	Core
4DF010	Introduction to Deaf Studies	20	SEM1	Core
4IG002	Introduction to Interpreting Issues 1	20	SEM1	Core

January (Full-time)

Year 3

Module	Title	Credits	Period	Type
5IG004	Advanced (1) British Sign Language Enhancement for Interpreters B	20	SEM2	Core
5IG007	Advanced British Sign Language Enhancement for Interpreters C	20	SEM2	Core
5IG005	Consecutive Interpreting 2	20	SEM2	Core

5IG001	Advanced (1) British Sign Language Enhancement for Interpreters A	20	SEM1	Core
5DF007	Flourishing Deaf lives	20	SEM1	Core
5IG002	Consecutive Interpreting 1	20	SEM1	Core

January (Full-time)

Year 4

Module	Title	Credits	Period	Type
6IG008	The Translation Agency	20	SEM2	Core
6IG009	Interpreting Work Placement	40	SEM2	Core
6IG007	Sight Translation	20	SEM1	Core
6IG002	Simultaneous Interpreting 1	20	SEM1	Core
6IG005	Simultaneous Interpreting 2	20	SEM1	Core

September (Full-time)

Year 1

Module	Title	Credits	Period	Type
3IG001	Introduction to British Sign Language	20	SEM1	Core
3IG002	BSL: People and Places	20	SEM1	Core
3IG003	Basic BSL: Productive	20	SEM1	Core
3IG004	Intermediate BSL: BSL Means Business	20	SEM2	Core
3IG005	Intermediate BSL: Community and Culture	20	SEM2	Core
3IG006	Intermediate BSL: The Modern World	20	SEM2	Core

September (Full-time)

Year 2

Module	Title	Credits	Period	Type
4IG001	Intermediate British Sign Language Enhancement for Interpreters A	20	SEM1	Core
4DF010	Introduction to Deaf Studies	20	SEM1	Core
4IG002	Introduction to Interpreting Issues 1	20	SEM1	Core
4IG004	Intermediate British Sign Language Enhancement for Interpreters B	20	SEM2	Core
4IG009	Intermediate BSL Enhancement for Interpreters C	20	SEM2	Core
4IG005	Introduction to Interpreting Issues 2	20	SEM2	Core

September (Full-time)

Year 3

Module	Title	Credits	Period	Type
5IG001	Advanced (1) British Sign Language Enhancement for Interpreters A	20	SEM1	Core
5DF007	Flourishing Deaf lives	20	SEM1	Core
5IG002	Consecutive Interpreting 1	20	SEM1	Core
5IG004	Advanced (1) British Sign Language Enhancement for Interpreters B	20	SEM2	Core
5IG007	Advanced British Sign Language Enhancement for Interpreters C	20	SEM2	Core
5IG005	Consecutive Interpreting 2	20	SEM2	Core

September (Full-time)

Year 4

Module	Title	Credits	Period	Type
6IG007	Sight Translation	20	SEM1	Core
6IG002	Simultaneous Interpreting 1	20	SEM1	Core
6IG005	Simultaneous Interpreting 2	20	SEM1	Core
6IG008	The Translation Agency	20	SEM2	Core
6IG009	Interpreting Work Placement	40	SEM2	Core

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:

Section 4.4.3 - Exemption in accordance with National Registers of Communication Professionals working with Deaf and Deafblind People (NRCPD) requirements. Compensation will not be permitted for any modules as follows (third attempts are permitted for taught modules, not placement module 6IG009, in accordance with thresholds stated in Section 4.4.4 of the Academic Regulations);

- 3IG001 Introduction to British Sign Language
- 3IG002 BSL: People and Places
- 3IG003 Basic BSL: Productive
- 3IG004 Intermediate BSL: BSL Means Business
- 3IG005 Intermediate BSL: Community and Culture
- 3IG006 Intermediate BSL: The Modern World
- 4IG001 Intermediate BSL Enhancement for Interpreters A
- 4IG002 Introduction to Interpreting Issues 1
- 4IG004 Intermediate BSL Enhancement for Interpreters B
- 4IG005 Introduction to Interpreting Issues 2
- 4IG009 Intermediate BSL Enhancement for Interpreters C

- 4DF010 Introduction of Deaf Studies
- 5IG001 Advanced (1) BSL Enhancement for Interpreters A
- 5IG002 Consecutive Interpreting 1
- 5IG004 Advanced (1) BSL Enhancement for Interpreters B
- 5IG005 Consecutive Interpreting 2
- 5IG007 Advanced BSL Enhancement for Interpreters C
- 5DF007 Flourishing Deaf Lives
- 6IG002 Simultaneous Interpreting 1
- 6IG005 Simultaneous Interpreting 2
- 6IG007 Sight Translation
- 6IG008 The Translation Agency.
- 6IG009 Interpreting Work Placement

Section 4.5.1 - Exemption in accordance with Professional Body (NRCPD) requirements which require the successful completion of 120 credits at Level 3, Level 4, Level 5 and Level 6 in order for students to progress.

Section 5.2.2 & Section 5.2.3 - Exemption in accordance with Professional Body (NRCPD) requirements for the classification of honours qualifications based upon the successful completion of all 120 credits at Level 6 (plus 60 credits at Level 5 which must include 5IG004 and 5IG007).

APPROVED on 22/6/2017. Effective date: September 2016.

Reference Points:

- QAA subject benchmarks:

www.qaa.ac.uk/academicinfrastructure/benchmark/honours/linguistics

www.qaa.ac.uk/academicinfrastructure/benchmark/honours/languages

- [Framework for Higher Education Qualifications \(FHEQ\)](#)
- Professional, Statutory & Regulatory Body requirements:

[The National Registers of Communication Professionals working with Deaf and Deaf-blind People \(NRCPD\)](#)

- [Signature](#)

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)

- www.disability.gov.uk/policy/sen
- Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>
- University of Wolverhampton Race Equality Policy

www.wlv.ac.uk/equalopps/Raceequalitypolicy.htm~section3

- School documents
- [University policies and strategies](#)
- Quality Unit Subject Guides
- University of Wolverhampton Equal Opportunities Document

Learning Outcomes:

UG Credit Course Learning Outcome 1 (UCCL01)

Have factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.

UG Credit Course Learning Outcome 2 (UCCL02)

Can interpret and evaluate relevant information and ideas

UG Credit Course Learning Outcome 3 (UCCL03)

Are aware of the nature of the area of study or work

UG Credit Course Learning Outcome 4 (UCCL04)

Are aware of different perspectives or approaches within the area of study or work.

CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study

CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present, evaluate and interpret data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study

CertHE Course Learning Outcome 3 (CHECLO3)

Demonstrate developing BSL and English skills for interpreting

DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

DipHE Course Learning Outcome 2 (DHECLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

DipHE Course Learning Outcome 3 (DHECLO3)

Use a range of established techniques to initiate and undertake analysis of information, including your professional performance and be able to propose solutions to problems arising from that analysis

DipHE Course Learning Outcome 4 (DHECLO4)

Effectively communicate information, arguments and analysis in a variety of forms.

DipHE Course Learning Outcome 5 (DHECLO5)

Demonstrate advanced bi-lingual, bi-cultural skills

DipHE Course Learning Outcome 6 (DHECLO6)

Demonstrate the ability to apply the theories of linguistics, translation and interpreting to professional consecutive practice

Ordinary Degree Course Learning Outcome 1 (ORDCLO1)

Demonstrate advanced bi-lingual, bi-cultural skills

Ordinary Degree Course Learning Outcome 2 (ORDCLO2)

Use a range of established techniques to initiate and undertake analysis of information, including your professional performance and be able to propose solutions to problems arising from that analysis

Ordinary Degree Course Learning Outcome 3 (ORDCLO3)

Demonstrate the ability to apply the theories of linguistics, translation and interpreting to professional practice

Ordinary Degree Course Learning Outcome 4 (ORDCLO4)

Demonstrate knowledge and understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

Ordinary Degree Course Learning Outcome 5 (ORDCLO5)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

Honours Degree Course Learning Outcome 1 (DEGCLO1)

Demonstrate advanced bi-lingual, bi-cultural skills

Honours Degree Course Learning Outcome 2 (DEGCLO2)

Use a range of established techniques to initiate and undertake analysis of information, including your professional performance and be able to propose solutions to problems arising from that analysis

Honours Degree Course Learning Outcome 3 (DEGCLO3)

Demonstrate the ability to apply the theories of linguistics, translation and interpreting to professional practice

Honours Degree Course Learning Outcome 4 (DEGCLO4)

Demonstrate knowledge and understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

Honours Degree Course Learning Outcome 5 (DEGCLO5)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.

Overview of Assessment:

Module	Title	Course Learning Outcomes
3IG001	Introduction to British Sign Language	UCCL01, UCCL02, UCCL03, UCCL04
3IG002	BSL: People and Places	UCCL01, UCCL02, UCCL03, UCCL04
3IG003	Basic BSL: Productive	UCCL01, UCCL02, UCCL03, UCCL04
3IG004	Intermediate BSL: BSL Means Business	UCCL01, UCCL02, UCCL03, UCCL04
3IG005	Intermediate BSL: Community and Culture	UCCL01, UCCL02, UCCL03, UCCL04
3IG006	Intermediate BSL: The Modern World	UCCL01, UCCL02, UCCL03, UCCL04
4DF010	Introduction to Deaf Studies	CHECLO1, CHECLO2
4IG001	Intermediate British Sign Language Enhancement for Interpreters A	CHECLO1, CHECLO3
4IG002	Introduction to Interpreting Issues 1	CHECLO1, CHECLO2, CHECLO3
4IG004	Intermediate British Sign Language Enhancement for Interpreters B	CHECLO1, CHECLO3
4IG005	Introduction to Interpreting Issues 2	CHECLO1, CHECLO2, CHECLO3
4IG009	Intermediate BSL Enhancement for Interpreters C	CHECLO1, CHECLO3
5DF007	Flourishing Deaf lives	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5IG001	Advanced (1) British Sign Language Enhancement for Interpreters A	DHECLO4, DHECLO5
5IG002	Consecutive Interpreting 1	DHECLO1, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5IG004	Advanced (1) British Sign Language Enhancement for Interpreters B	DHECLO4, DHECLO5
5IG005	Consecutive Interpreting 2	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5IG007	Advanced British Sign Language Enhancement for Interpreters C	DHECLO4, DHECLO5
6IG002	Simultaneous Interpreting 1	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6IG005	Simultaneous Interpreting 2	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6IG007	Sight Translation	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6IG008	The Translation Agency	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6IG009	Interpreting Work Placement	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5

Teaching, Learning and Assessment:

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

- 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.

- 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.

- students develop intellectual skills by

Attending teaching and learning sessions, consolidated by independent learning, which incrementally enhance their acquisition of these skills.

- 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 to 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 include:

- 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
- 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 (VLE)
- Opportunities for work-based learning
- Self-reflective diagnostic tasks (e.g. reflective learning journal)
- Student directed learning (SDL) programme on each module

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:

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 3, 4 and 5. The aim is to establish 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 FoSS academic skills advisers. The FoSS 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 VLE 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.

Employability in the Curriculum:

- The award offers the potential to lead to RSLI or Trainee interpreter status recognised by the professional registration body - the National Registers of Communication Professionals working with Deaf and Deafblind People (NRCPD), formerly partly know as the Independent Registration Panel (IRP), administered by *Signature*, formerly known as CACDP.
- On graduation, most students choose to become register and have the potential to work in a range of environments e.g. education, health, social services, theatre, international events, TV, or any setting where Deaf people who use BSL as their preferred language wish to communicate with hearing people
- Other related employment domains that past graduates have chosen are e.g. community project work, policy advisors, teachers or social work (with further qualifications) employment/careers advisors - the list is endless!



THE UNIVERSITY OF OPPORTUNITY