



## Course Specification

<b>Published Date:</b>	08-May-2019
<b>Produced By:</b>	Oliver Jones
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	School of Social, Historical and Political Studies		
<b>Course Code(s):</b>	IG001H01UV	Full-time	3 Years
	IG001H31UV	Part-time	6 Years
<b>Course Title:</b>	BA (Hons) Interpreting (British Sign Language/English)		
<b>Hierarchy of Awards:</b>	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		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	24/May/2017		
<b>Last Review:</b>	2015/6		
<b>Course Specification valid from:</b>	2009/0		
<b>Course Specification valid to:</b>	2021/2		

## Academic Staff

<b>Course Leader:</b>	Mrs Sandra Pratt
<b>Head of Department:</b>	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

- British Sign Language (BSL) Signature Level 2

Please note students with BSL qualifications over 2 years old, or with BSL to the required entry level or above but who do not possess a formal language qualification (for example, a native language user), will be required to complete a skills assessment.

AND

- 'A' levels at grades BBC - CCC
- BTEC National Diploma grade MMM
- BTEC QCF Extended Diploma grade MMM
- BTEC QCF Diploma grade DD
- Access to HE Diploma full award (Pass of 60 credits - of which a minimum of 45 credits must be at level 3 including 18 at Merit or Distinction).
- 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](#)
- Successful completion of the [International Foundation Year in Social Sciences](#) guarantees entry on to this course

### Other Requirements

#### *Enhanced DBS*

An Enhanced DBS is required prior to attending the final year work placement modules. Your tutors will notify you when to start this process.

The DBS does not form part of the entry conditions but students are made aware of possible difficulties with regards to work placement site allocations and registration as an interpreter with the Professional Registration Body (NRCPD) if any issues arise. This is to avoid the situation where students study part of the course or complete the course but cannot find employment in the sector due to DBS issues.

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.

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

Upon graduation in order to work as a sign language interpreter you will be required to register with the professional body the NRCPD - The National Register of Communication Professionals working with Deaf and Deafblind people.

*The "NRCPD regulates communication professionals who work with deaf and deafblind people. Our job is to*

*safeguard the wellbeing and interests of people who rely on those professionals."* [www.nrcpd.org.uk](http://www.nrcpd.org.uk)

When applying to the 3 or 4 year interpreting programme, please ensure you are familiar and aware of the NRCPD requirements for registration. These can be found on the NRCPD's website, [www.nrcpd.org.uk](http://www.nrcpd.org.uk) and also include 'Restrictions on Practice', Professional Indemnity Insurance, Enhanced Disclosure and Barring System check, and a 'Fit and Proper Person's Declaration' [http://www.nrcpd.org.uk/documents/registering/fit\\_and\\_proper\\_persons\\_declaration.pdf](http://www.nrcpd.org.uk/documents/registering/fit_and_proper_persons_declaration.pdf)

Please go to the NRCPD website, click on the tab for 'Registering' and then 'Sign Language Interpreter' and you will find the above information there. Should you have a difficulty locating this information, then please type the item into the NRCPD search box.

If you have any queries in relation to the above information and your application to the course, please contact the Course Leader for the Interpreting Subject of your chosen programme.

### Distinctive Features of the Course:

---

- 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 (see website)
- 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 national and international expertise in 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.

### 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 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

## Major Source of Funding:

---

HE FUNDING COUNCIL FOR ENGLAND (HEFCE)

## 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
2017/8	H	Full Time / Sandwich	£9250.00
2017/8	EU	Full Time / Sandwich	£9250.00
2017/8	Overseas	Full Time / Sandwich	£11475.00
2017/8	H	Part Time	£2835.00
2017/8	EU	Part Time	£2835.00
2017/8	Overseas	Part Time	£5738.00
2018/9	H	Full Time / Sandwich	£9250.00
2018/9	EU	Full Time / Sandwich	£9250.00
2018/9	Overseas	Full Time / Sandwich	£11700.00
2018/9	H	Part Time	£2925.00
2018/9	Overseas	Part Time	£5850.00
2018/9	EU	Part Time	£2925.00
2019/0	H	Full Time / Sandwich	£9250.00
2019/0	EU	Full Time / Sandwich	£9250.00
2019/0	Overseas	Full Time / Sandwich	£12000.00
2019/0	H	Part Time	£2975.00
2019/0	Overseas	Part Time	£6000
2019/0	EU	Part Time	£2975.00

## PSRB:

---

IG001H01UV (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		

IG001H31UV (Part-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:

## September (Full-Time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 2

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

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)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 1

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 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

Continuing students will follow the programme indicated below:

## September (Full-Time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 2

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
5IG001	Advanced (1) British Sign Language Enhancement for Interpreters A	20	SEM1	Core
5IG003	British Sign Language Syntax and Translation	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)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

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
6IG003	Interpreting Work Placement 1	20	SEM2	Core
6IG006	Interpreting Work Placement 2	20	SEM2	Core

# 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 and not placement modules 6IG003 or 6IG006);

- 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
- 4IG003 Introduction to Sign Linguistics
- 4IG004 Intermediate BSL Enhancement for Interpreters B
- 4IG005 Introduction to Interpreting Issues 2
- 4IG009 Intermediate BSL Enhancement for Interpreters C
- 5IG001 Advanced (1) BSL Enhancement for Interpreters A
- 5IG002 Consecutive Interpreting 1
- 5IG003 British Sign Language Syntax and Translation
- 5IG004 Advanced (1) BSL Enhancement for Interpreters B
- 5IG005 Consecutive Interpreting 2
- 5IG007 Advanced BSL Enhancement for Interpreters C
- 6IG002 Simultaneous Interpreting 1
- 6IG003 Interpreting Work Placement 1
- 6IG005 Simultaneous Interpreting 2
- 6IG006 Interpreting Work Placement 2
- 6IG007 Sight Translation
- 6IG008 The Translation Agency.

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](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/linguistics)

[www.qaa.ac.uk/academicinfrastructure/benchmark/honours/languages](http://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)

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

[www.wlv.ac.uk/equalopps/Raceequalitypolicy.htm~section3](http://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:

---

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
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
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
5IG003	British Sign Language Syntax and Translation	DHECLO2, DHECLO3
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
6IG003	Interpreting Work Placement 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
6IG006	Interpreting Work Placement 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

## Teaching, Learning and Assessment:

---

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

1. 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

### Learning and Teaching Methods:

This data indicates the proportion of time in each year of study that students can expect to engage in the following activities (expressed as a percentage for each level).

Level	Teaching	Independent	Placement
4	24	76	0
5	24	76	0
6	18	76	6

## Assessment Methods:

---

This data indicates the proportion of summative assessment in each year of study that will derive from the following: (expressed as a percentage for each level).

Level	Written Exams	Practical Exams	Coursework
4	8	58	33
5	0	58	42
6	0	67	33

## 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 4 and 5. The aim is to establish a skill/knowledge enhancement programme for the time period inbetween 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 CANVAS 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 registered 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