C4B1-BSL Master of Arts in British Sign Language (Interpreting, Translating and Applied Language Studies)

PROGRAMME DETAILS
Programme Code: C4B1-BSL
Department: Languages
Main Award: MA - Master of Arts
Full Award Title: Master of Arts in British Sign Language (Interpreting, Translating and Applied Language Studies)
Level: Undergraduate

LOCATION OF STUDY
| Edinburgh | Y | Scottish Borders | N | Orkney | N |
| Dubai | N | Malaysia | N | Approved Learning Partner | N |
| Independent Distance Learners | N | Collaborative Learning Partner | N | Other | N |

ASSOCIATED AWARDS
<table>
<thead>
<tr>
<th>Programme Code</th>
<th>Award</th>
<th>Title</th>
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<tbody>
<tr>
<td>C4B1-BSL</td>
<td>MA</td>
<td>Master of Arts in British Sign Language (Interpreting, Translating and Applied Language Studies)</td>
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<tr>
<td>C4B1-ZZZ</td>
<td>BAO</td>
<td>Bachelor of Arts in British Sign Language (Interpreting, Translating and Applied Language Studies)</td>
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</tbody>
</table>

ACCREDITATION
N/A

LEARNING OUTCOMES – SUBJECT MASTERY
Understanding, Knowledge and Cognitive Skills

- Demonstrate knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions relating to the study of Languages, including interpreting and translating
- Demonstrate critical understanding of the main theories, concepts and principles relating to the study of Languages, including interpreting and translating
- Develop advanced skills in written, spoken and/or signed language including translating and interpreting
- Develop the principal skills and practices associated with advanced interpreting
- Acquire the declarative and procedural knowledge relevant to consecutive, simultaneous and liaison interpreting
- Perceive explicit and implicit meaning; relay and express meaning in appropriate target language form
- Develop a critical understanding of intercultural and interlingual issues in interpreting and translating

Scholarship, Enquiry and Research (Research Informed Learning)

- Develop knowledge and understanding of the cultural, social, political and institutional aspects related to working with Deaf and Hearing communities in the UK, an understanding of the main theories, concepts and principles relating to Translation Studies together with established techniques of research and scholarly enquiry.
- Execution of defined research projects, development or investigation, including the identification and implementation of relevant outcomes.

LEARNING OUTCOMES – PERSONAL ABILITIES
Industrial, Commercial and Professional Practice

- Use a range of the principal skills, professional practices and materials associated particularly with interpreting
and translating, in the sense of emerging from research-teaching linkages.

- Show experience of interpreting and translating at a professional level in environments which include a degree of unpredictability and specialism.

**Autonomy, Accountability and Working With Others**

- Exercise autonomy and initiative in interpreting and related activities.
- Practise in ways which show a clear awareness of own and others’ roles and responsibilities
- Work effectively under guidance in a peer relationship with qualified practitioners

**Communication, Numeracy & Information and Communications Technology**

Use a wide range of routine skills, together with the use of a carefully specified range of specialised or advanced skills, used in professional practice that enable:

- the making of formal presentations about specialised topics to audiences of fellow professionals
- communication as a peer with senior colleagues and specialists in Languages
- the use of appropriate software to engage in professional activity in Languages
- interpretation of a variety of data, and presentation of interpretation through a variety of means and media, as part of professional level practice.

**APPROACHES TO TEACHING AND LEARNING**

The School of Social Sciences is committed to enhancing the student learning experience through its approach to teaching and learning, which is derived from the University’s own Learning and Teaching Strategy.

In the early stages of study, considerable emphasis is given to assisting students in the transition into Higher education through induction events in the first semester of study. These introduce students to the different teaching methods that they will encounter: mostly lectures, tutorials, workshops, lab work – as well as familiarising students with support services such as the library, computing services and the virtual learning environment. In addition, the School is committed to providing a thorough grounding in scholarship skills covering matters such as critical approaches to secondary texts and data, academic writing techniques, professional practice in Languages, and reflective learning.

Throughout the degree programme, teaching is research-informed. The acquisition of study skills, sometimes in the form of dedicated courses, is the first stage of this process, and the programme is designed so that students develop professional level expertise in these skills as they progress through their studies. Professional development planning also forms an integral part of the course of studies throughout the degree, so that students graduate with a wide range of skills appropriate for embarking on professional level employment in a wide range of careers, and not just those most closely associated with the study of Languages. These policies ensure that graduates have high levels of employability and professional career readiness.

Approaches to teaching and learning are examined yearly through programme and course review. These processes are informed by various forms of feedback of which the most important are student feedback, external examiners reports, and evidence of the achievement of learning outcomes from formative and summative assessment.
Further details of the approaches to teaching and learning used in individual courses are included in course descriptors.

**EDUCATIONAL AIMS OF THE PROGRAMME**

The aim of the MA in BSL (Interpreting, Translating and Applied Language Studies) is to train students to become professionals working in applied settings with BSL, particularly with a view to becoming interpreters and/or translators, in parallel with the existing modern languages programmes offered by LINCS. The programme is designed to lead students from beginners' level of British Sign Language to achieving professional standards at the end of the programme. The programme contains a series of intensive language courses, which will gradually build students' abilities to work cross-linguistically, courses particularly focusing on interpreting skills, and courses providing the necessary cultural, social, political, linguistic and translation/interpreting-focused theoretical background, which will inform students' abilities to become reflective professionals as well as prepare them for postgraduate study. In year 1 students additionally have the opportunity to choose elective courses and gain insights into a range of the disciplines taught across departments of the School and beyond. Intensive placement elements in years three and four emphasise a focus on work-based learning and aim to enable students to become work-ready thinkers and doers, reflecting current attitudes in the field which encourage placement elements (by bodies such as the National Registry of Sign Language Interpreters and other programme providers across Europe; it is further support by the QAA subject benchmarking statement of the group Languages and Related Studies). The programme also has a strong international flavour, resulting both from international recruitment, the integration into a modern languages department, particularly the opportunities to learn another foreign language and to spend time abroad in year 3.

The programme is designed to meet the criteria of the Scottish Credit and Qualifications Framework for progression, and intermediate and final awards. It also draws on the Quality Assurance Agency benchmarking statement to ensure that content and learning outcomes are broadly comparable with that of programmes offered in similar institutions, chiefly in terms of

- use of the target language
- explicit knowledge of language
- knowledge of the cultures, communities and societies where the language is used
- intercultural awareness and understanding

The programme is designed to facilitate the transition to university study, is informed by recent developments in research, encourages the development of professional, transferable skills, and supports the transition into employment upon graduation. Specifically, diversity of course choice in stages one and two enables students to gain insights into a range of the disciplines taught across departments of the School, and provides flexibility for students in making their final choice of degree programme at the end of Stage 2. The programme also has a strong international flavour, resulting both from international recruitment and the requirement that Stage 3 is completed through placements at two partner institutions. Students entering the programme, whether at stage 1 or beyond, have opportunities to develop scholarship skills, undertake professional and employability development, and engage in the practice of reflective learning.

**ASSESSMENT POLICIES**

The programme uses a range of assessment types at all stages of study. Formative assessment is used in many courses to provide students and staff with feedback on performance and the achievement of learning outcomes. This feedback is used both to inform programme development, but also to enable the adaptation of learning opportunities to meet the needs of individual students and the cohort of learners. Summative assessment for most courses will involve a combination of coursework and examinations, with greater weight typically given to unseen examination rather than coursework. The format of all assessment is determined by its appropriateness for measuring the learning outcomes of courses.
Among the forms of assessment used in the programme are essays and/or signed and/or spoken coursework submission, multiple-choice question tests, written and live (usually involving signed and/or spoken modes of communication) exams, presentations, group and individual projects.

Further details of the approaches to teaching and learning used in individual courses are included in course descriptors.

### PROGRAMME STRUCTURE

#### Mandatory Courses

<table>
<thead>
<tr>
<th>Edinburgh</th>
<th>SCQF Cr</th>
<th>SCQF Lvl</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBC</td>
<td></td>
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<tr>
<td>Orkney</td>
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<td>Dubai</td>
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<td>ALP</td>
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<td>Other</td>
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</tr>
<tr>
<td>Stage</td>
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<td>Semester</td>
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<tr>
<td>Course</td>
<td>Course Code</td>
<td>Course Title</td>
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</tr>
<tr>
<td>1 1</td>
<td>C47BL</td>
<td>BSL Intensive Beginners 1</td>
</tr>
<tr>
<td>1 1</td>
<td>C47IL</td>
<td>Introduction to Language and Intercultural Studies</td>
</tr>
<tr>
<td>1 2</td>
<td>C47BM</td>
<td>BSL Intensive Beginners 2</td>
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<td>1 2</td>
<td>C47DH</td>
<td>Introduction to Deaf History and Culture</td>
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<td>2 1</td>
<td>C48BA</td>
<td>BSL Advanced 1</td>
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<tr>
<td>2 1</td>
<td>C48BI</td>
<td>British Sign Language Interpreting and Translating 1</td>
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<td>2 1</td>
<td>C48DS</td>
<td>Deaf People in Society and Culture and Comparative Studies</td>
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<td>2 1</td>
<td>C48SL</td>
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<td>2 2</td>
<td>C48BJ</td>
<td>British Sign Language Interpreting and Translating 2</td>
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<td>2 2</td>
<td>C48CT</td>
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<td>2 2</td>
<td>C48DC</td>
<td>Working with Deaf Communities</td>
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<td>3 1</td>
<td>C49W B</td>
<td>Work-based BSL Placement</td>
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<td>3 2</td>
<td>C49W D</td>
<td>Work-Based BSL Placement and Research Project</td>
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<td>4 1</td>
<td>C40BP</td>
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<td>C40CC</td>
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<td>C40DP</td>
<td>International and National Deaf Political Studies</td>
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<td>4 2</td>
<td>C40CP</td>
<td>BSL Proficiency 2</td>
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<td>4 2</td>
<td>C40D M</td>
<td>Honours Dissertation 2</td>
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### Optional Courses

<table>
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<tr>
<th>Stage</th>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>SCQF Cr</th>
<th>SCQF Lvl</th>
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<tr>
<td>1</td>
<td>2</td>
<td>C40SD</td>
<td>Sustainable Development and the Intercultural Context</td>
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<td>10</td>
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<tr>
<td>1</td>
<td>2</td>
<td>C40TQ</td>
<td>Applied Linguistics 2</td>
<td>15</td>
<td>10</td>
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<tr>
<td>1</td>
<td>2</td>
<td>C40ZD</td>
<td>Translation and Interpreting Studies</td>
<td>15</td>
<td>10</td>
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</tbody>
</table>

### ELECTIVES (UG)

**Stage 1**
Electives to be chosen from across the University dependent on pre-requisites, availability and timetabling.

**Stage 2**
N/A

**Stage 3**
N/A

**Stage 4**
N/A

**Stage 5**
N/A

### COMPOSITION AND STAGE NOTES (UG)

**Stage 1**
6 courses (120 credits), including 2 double-weighted 30 credit courses: 4 mandatory (90 credits), 2 elective (30 credits)

- Mandatory Credits 1: 90
- Optional Credits 1: 
- Elective Credits 1: 30
- Total 1: 120

**Stage 2**
8 mandatory courses (120 credits)

- Mandatory Credits 2: 120
- Optional Credits 2: 
- Elective Credits 2: 
- Total 2: 120
### Stage 3
2 mandatory placement courses, worth 60 credits each (120 credits)

| Mandatory Credits 3 | 120 |
| Optional Credits 3 |    |
| Elective Credits 3 |    |
| **Total 3** | 120 |

### Stage 4
8 courses (120 credits); 7 mandatory (105 credits), 1 option (15 credits)

| Mandatory Credits 4 | 105 |
| Optional Credits 4 | 15  |
| Elective Credits 4 |    |
| **Total 4** | 120 |

### Stage 5

| Mandatory Credits 5 |    |
| Optional Credits 5 |    |
| Elective Credits 5 |    |
| **Total 5** | 0 |

### Assessment and Progression (UG)

#### Reassessment Opportunities
1. A student who has been awarded a Grade E or a Grade F in a course may be re-assessed in that course.
2. A student shall be permitted only one re-assessment opportunity to be taken at the Resit diet of examination following the first assessment of the course.
3. A student shall not be re-assessed in any qualifying course taken in the final stage of a course of study.
4. The Progression Board may permit a student to be re-assessed in any qualifying course not taken in the final stage in order to gain credits for the course, provided that the mark or grade obtained in the first assessment of any such course is used in determining the classification of the degree to be awarded.

#### Progression Requirements

**Part A.** The minimum number of credits required to progress through each stage are as follows

| Stage 1 to 2 | 90 credits (with all mandatory courses, including BSL Intensive Beginners, at SCQF Level 7 passed at Grade D or better) |
| Stage 2 to 3 | 210 credits (with all mandatory courses, including BSL Advanced, at SCQF Level 8 passed at Grade D or better) |
| Stage 3 to 4 | 360 credits (with passes in both SCQF Level 9 courses) |
| Stage 4 to 5 | N/A |

**Part B.** The minimum grade of D is required in the following courses

| Stage 1 | All courses (SCQF level 7) to be passed at Grade D or better. |
| Stage 2 | All courses (SCQF level 8) to be passed at Grade D or better. |
| Stage 3 | Satisfactory performance in both placements. |
Stage 4

Progression to award is as follows:

**Ordinary Degrees:** Awarded where 360 credits have been obtained, with no less than 4 courses at SCQF level 9 passed at Grade D or better.

**Honours Degrees:** Honours classification is determined by the average of marks attained in the 8 courses taken in Stage 4.

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**AWARDS, CREDITS AND LEVEL (UG)**

**Part A. Credit Requirements**

<table>
<thead>
<tr>
<th>Overall Credits</th>
<th>Specific Requirements</th>
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<tbody>
<tr>
<td>Integrated Masters</td>
<td>600 600 SCQF credits including a minimum of 120 credit at Level 11</td>
</tr>
<tr>
<td>Honours Degree (inc.MA)</td>
<td>480 480 SCQF credits including a minimum of 180 credit at Level 9 and 10 of which at least 90 credits at Level 10</td>
</tr>
<tr>
<td>Ordinary or General Degree</td>
<td>360 360 SCQF credits including a minimum of 60 credit at Level 9</td>
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<tr>
<td>Diploma of Higher Education</td>
<td>240 240 SCQF credits including a minimum of 90 credit at Level 8</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>120 120 SCQF credits including a minimum of 90 credit at Level 7</td>
</tr>
</tbody>
</table>

**Part B. Mark/Grade Requirements**

<table>
<thead>
<tr>
<th>Overall Mark</th>
<th>Overall Grade</th>
<th>Basis of Overall Mark/Grade</th>
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<tbody>
<tr>
<td>Integrated Masters</td>
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<tr>
<td>Honours Degree (inc.MA)</td>
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<td>D</td>
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<td>Ordinary or General Degree</td>
<td>&gt;=40%</td>
<td>D</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>&gt;=40%</td>
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</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>&gt;=40%</td>
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**DURATION OF STUDY**

<table>
<thead>
<tr>
<th>IN MONTHS</th>
<th>Full-time</th>
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<tbody>
<tr>
<td>Integrated Masters</td>
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