Programme Specification

Queen Margaret University
EDINBURGH

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement **(BS)**

1.	**Awarding Institution**	Queen Margaret University
2.	**Teaching Institution**	Queen Margaret University
3.	**Professional body accreditation**	
4.	**Final Award**	MSc (Post-registration) in BSL/English Interpreting PG Dip (Post-registration) in BSL/English PG Cert (Post-registration) in BSL/English Interpreting
5.	**Programme Title**	MSc/PGDip/PGCert (Post-registration) in BSL/English Interpreting
6.	**UCAS code** (or other coding system if relevant)	
7.	**SCQF Level**	11
8.	**Mode of delivery and duration**	Part-time online delivery, maximum of 7 years (MSc), 5 years (PGDip), 4 years (PGCert)
9.	**Date of validation/review**	

10. Educational Aims of the programme

The aim of this programme is to produce graduates who are able to work autonomously and reflectively, through critical evaluation and application of current research, in order to deliver BSL/English interpreting that is informed by evidence-based research and aligned to best practice.

11. Benchmark statements/professional and statutory body requirements covered by the programme

N/A

12. Learning Outcomes of the Programme

PG Diploma (post-registration) in BSL/English Interpreting
On successful completion of the PG Dip in BSL/English interpreting, the student will be able to:
1. Critically analyse the theoretical perspectives of interpreting theory; demonstrate a critical understanding of the dynamics of interpreted interaction and the impact of the interpreter in a range of environments **selected from, for example, justice, healthcare, mental health, education, employment, arts & culture**. (KU, I, T)

2. Articulate the demands of an interpreting assignment using an appropriate reflective framework; critically evaluate different ways of working with interpreter colleagues to deliver effective interpretation in a variety of contexts; critically evaluate the most effective ways of delivering interpreting services within a range of environments (as above in bold) when working alone, or with other interpreting professionals – both as co-workers in situ, and considering interpreting provision more broadly. (KU, I, P, T)
3. Critically evaluate the types of resources available to the interpreter in any particular situation; consolidate and extend knowledge of terminology, legislation and procedures in order to support interpreting practice within a range of environments (as above in bold). (KU, I, P, T)
4. Critically evaluate interpreting performance taking into account the complex varying perceptions of accuracy and quality; practice in ways which draw on critical reflection and peer support to ensure sustainability of personal practice; consolidate and extend knowledge of reflective practice and ethical constructs within interpreting, and make informed judgements on issues not addressed by current professional codes of practice; demonstrate critical reflection of professional practice that is underpinned by theoretical concepts and research-based evidence. (KU, I, P, T)
5. Demonstrate a critical understanding of the linguistic challenges of working into and out of L1/L2 and the implications of this on professional practice; demonstrate originality or creativity in the application of knowledge, understanding and practice when interpreting with individuals who use atypical language. (KU, I, P, T)
6. Develop a critical awareness of current social and political climate and its impact on the interpreting profession and practice within a range of environments (as above in bold); demonstrate a commitment to continuing professional development in the interpreting field. (KU, I, P, T)

K = Knowledge & Understanding, I = Intellectual Skills, P = Practical Skills, T = Transferable Skills

PG Certificate (post-registration) in BSL/English Interpreting
On successful completion of the PG Cert in BSL/English interpreting, the student will have achieved the outcomes detailed above for the PG Dip, though within a restricted range of specialist environments (as above in bold).

MSc (post-registration) in BSL/English Interpreting
On successful completion of the PG Dip in BSL/English interpreting, in addition to achieving the outcomes detailed above for the PG Dip, the student will be able to:
1. Make a critical in depth analysis of a topic of interest arising from their area of professional practice and/or the programme of study, through rigorous engagement with and review of published research and scholarship. (KU, I, T)
2. Select and justify appropriate research methods and an appropriate methodology from within a clearly defined theoretical framework, through rigorous engagement with and review of published research in related fields. (KU, I, P, T)
3. Take responsibility for the planning and execution of pilot and planned research under guidance of a supervisor, using initiative and autonomy in order to acquire and apply skills at the forefront of the discipline, gaining ethical approval for the research. (KU, I, P, T)
4. Design and write up the dissertation, justifying the topic, research questions, methodology and ethics, analysis and conclusions, drawing on and referring to a wide range of published research. (KU, I, P, T)

K = Knowledge & Understanding, I = Intellectual Skills, P = Practical Skills, T = Transferable Skills

13. Teaching and learning methods and strategies

The aim of the MSc (Post-registration) in BSL/English Interpreting is to develop increasingly independent learners and problem solvers and reflective practitioners. On completion of the programme, we expect that students will be able to bring a more analytical, reflective and evidence-based approach to their professional practice and apply the principles of ethical decision-making to their work in a wide range of contexts. The programme encourages students to evaluate the unique dynamics within each interpreted interaction and consider their personal impact on the situation. These aims are reflected in the programme's philosophy of teaching and learning, as described below.

Teaching and learning philosophy

The programme takes an andragogical approach to learning. It is expected that students entering the MSc (Post-registration) in BSL/English Interpreting will normally have well-developed learning skills and a high level of motivation and will be able to build on previously established skills, experiences and knowledge. However, it is also acknowledged that for many students this will be a return to education after a considerable period and that most will also have busy working lives around which they will be trying to fit their studies. Students are encouraged to become active participants in the learning process. The programme provides a variety of learning opportunities, which aim to stimulate and guide independent learning. Staff work to facilitate an autonomous approach to learning by providing a supportive but challenging learning environment, together with constructive evaluation and feedback about student performance. The emphasis is on active learning approaches which encourage deep learning.

Students are able to engage in a range of online learning activities, designed to support a variety of individual learning styles. Lewis and Allan (2005) feel that online environments are a novel experience for most people and as such it takes a period of time for the individual to develop an online voice. There is a very real fear of putting one's thoughts in black and white, without the support of face to face interaction. This can also be a positive experience, creating distance between participants and thus allowing a safety net in group interactions. It is the responsibility of tutors to monitor and support these interactions - by providing clear guidelines for interactions as well as instructions for the task at hand - to ensure that they are a positive learning experience for all.

Assessment is regarded as an integral part of the learning process, and is designed to encourage an analytical approach to practice, drawing on a deep understanding of theoretical principles and critical evaluation of the available evidence. Teaching and learning materials are designed and delivered by staff with relevant specialist expertise and knowledge, using additional input from specialist 'visiting lecturers' where appropriate.

In summary, the programme is designed to allow the progressive development and integration of skills, intellectual capabilities and theoretical knowledge. On completion of the programme, students are expected to have acquired specialist knowledge, skills and understanding in the field of hearing and communication.

Teaching and learning opportunities

The programme offers students a wide range of learning opportunities, with a strong focus on independent learning and problem-solving. A variety of technologies, designed to facilitate online teaching and learning, are used. Contact between staff and students can involve recorded or live online lectures, seminars, case-based discussions and tutorials. Staff remain mindful, however, of the need for online materials to be accessible to all students.

The use of more formal online lectures and presentations is limited to situations where this is considered to be the most appropriate means of presenting information or demonstrating specific skills. The main emphasis is on more active learning approaches. These include:

- The use of case-based and problem-based scenarios to promote both self-directed and group learning.
- Critical evaluation and discussion of evidence from current literature.
- Collaborative learning and development of shared learning resources.
- Enhancement of reflective skills through activities including: the development of a personal eportfolio; the use of recordings to facilitate critical self-evaluation of interpreting performance; peer-evaluation; web-based activities such as designing websites or wikis.
- Asynchronous online class debates and tutor-led discussions via the Hub (Blackboard) and synchronous peer group and tutor-led discussions via Adobe Connect.

As this is a distance learning programme, it will be essential that staff make every effort to engage with students through regular contact within the online teaching and learning environment. Online facilities such as the Hub, Collaborate and Pebblepad are used to promote participation and integration and to offer support. An extensive range of learning technologies and multimedia resources are available to support directed, independent learning. Each module has a Hub site providing students with the learning materials relevant to that module. These may include narrated PowerPoint lectures, video or audio clips, reading materials, case-based data, guided learning activities, discussion boards and self-assessment quizzes. Students also have access to a programme specific Hub site containing general information about the course.

Online seminars and discussion groups are scheduled to allow maximum participation. The majority of students are self-employed and located throughout the United Kingdom. It is therefore necessary for some direct contact between tutors and students to take place outside normal office hours. Discussions and seminars are also archived to allow students to review the content after the event.

Assessment strategies

The teaching and learning methods outlined above also facilitate the students' access to the programme's assessment strategies. Assessment is an integral part of the learning experience, as well as a means of monitoring performance. A wide range of assessment methods are employed to guarantee that each student has met the required learning outcomes and reached the standard necessary to practice at an advanced level.

Assessments are designed to encourage and assess a range of postgraduate level learning outcomes, whilst providing evidence of the specific strengths of individual students. Assessment methods reflect the aims, learning outcomes and learning approaches of each module and include the following:

- Case-based assignments
- Written essays illustrating application and evaluation of relevant theories to students' professional practice
- Research reports
- Hub-based discussions
- ePortfolios combining critical reflection and analysis of professional practice supported by evidence of learning and experience of work in specialist areas (eg reflective journals, video recordings of their work)

Assessment methods are intended to encourage depth, as well as breadth of learning, in line with the principles of constructive alignment. For this reason, most modules incorporate formative assessments leading to a summative assessment which builds on information gathered and analysed during formative assessments. Table 1 provides an overview of the various assessment methods to be employed within the programme. Timely and constructive feedback will be provided for all pieces of assessment, forming an essential part of the learning experience.

Table 1. Assessment Methods

Module title (code)	M-level Credits	Assessment Details
Semester 1		
SM066 Theory and Practice of Interpreting 1	20	<u>Formative</u> Written evaluation and discussion of a video case study (1,000 words). <u>Summative</u> Engagement in online discussions that evidence self-critique and reflective practice (10%). A 3,000 word written reflection on the key theoretical constructs of interpreting studies as they relate to personal experience (90%).
Interpreting in Healthcare Settings	20	<u>Formative</u> Critical evaluation of a healthcare-related case study (500-800 words). <u>Summative</u> Engagement in online discussions that evidence self-critique and reflective practice (10%). Development of an e-portfolio to illustrate application and evaluation of relevant theories related to interpreting in healthcare settings (90%). The portfolio will include a 2,500 word critical reflection and analysis of professional practice, supported by evidence of learning and experience of work in this sector. The formative assessment can contribute towards the summative assessment.
Interpreting in Justice Settings	20	<u>Formative</u> Critical evaluation of a justice-related case study (500-800 words). <u>Summative</u> Engagement in online discussions that evidence self-critique and reflective practice (10%). Development of an e-portfolio to illustrate application and evaluation of relevant theories related to interpreting in justice settings (90%). The portfolio will include a 2,500 word critical reflection and analysis of professional practice, supported by evidence of learning and experience of work in this sector. The formative assessment can contribute towards the summative assessment.
Interpreting in Arts and Culture Settings	20	<u>Formative</u> Critical evaluation of an arts/culture-related case study (500-800 words). <u>Summative</u> Engagement in online discussions that evidence self-critique and reflective practice (10%). Development of an e-portfolio to illustrate application and evaluation of relevant theories related to interpreting in arts and culture settings (90%). The portfolio will include a 2,500 word critical reflection and analysis of professional practice, supported by evidence of learning and experience of work in this sector. The formative assessment can be used to inform the summative assessment.

Module title (code)	M-level Credits	Assessment Details
Semesters 1 and 2		
PM051 Research methods 0r revised equivalent	30	<u>Summative</u> (to be completed in semester 2) 4000 word protocol for a systematic review proposal <u>or</u> a research proposal in an area of research relating to students' professional practice within an identified subject area (100%).

Module title (code)	M-level Credits	Assessment Details
Semester 2		
SM067 Theory and Practice of Interpreting 2	20	<u>Formative</u> Written evaluation and discussion of a case study (500-800 words). <u>Summative</u> Engagement in online discussions that evidence self-critique and reflective practice (10%). A 3,000 word reflective essay exploring the application of theory to a specific interpreted event (90%).
Interpreting in Educational Settings	20	<u>Formative</u> Critical evaluation of case study of an educational setting relevant to the student's professional practice (500-800 words). <u>Summative</u> Engagement in online discussions that evidence self-critique and reflective practice (10%). Development of an e-portfolio to illustrate application and evaluation of relevant theories related to interpreting in educational settings (90%). The portfolio will include a 2,500 word critical reflection and analysis of professional practice, supported by evidence of learning and experience of work in this sector. The formative assessment can contribute towards the summative assessment.
Interpreting in Mental Healthcare Settings	20	<u>Formative</u> Critical evaluation of case study of a mental health setting relevant to the student's professional practice (500-800 words). <u>Summative</u> Engagement in online discussions that evidence self-critique and reflective practice (10%). Development of an e-portfolio to illustrate application and evaluation of relevant theories related to interpreting in the context of mental health (90%). The portfolio will include a 2,500 word critical reflection and analysis of professional practice, supported by evidence of learning and experience of work in this sector. The formative assessment can contribute towards the summative assessment.

Module title (code)	M-level Credits	Assessment Details
Semester 2		
Interpreting in Employment Settings	20	<u>Formative</u> Critical evaluation of case study of an employment setting relevant to the student's professional practice (500-800 words). <u>Summative</u> Engagement in online discussions that evidence self-critique and reflective practice (10%). Development of an e-portfolio to illustrate application and evaluation of relevant theories related to interpreting in employment settings (90%). The portfolio will include a 2,500 word critical reflection and analysis of professional practice, supported by evidence of learning and experience of work in this sector. The formative assessment can contribute towards the summative assessment.

14. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

To be eligible for the award of MSc (Post-registration) in BSL/English Interpreting a student must complete 120 credits from the taught modules shown and 60 credits from a research dissertation, as shown in Table 2. Those intending to exit with a PGDip are required to complete 120 credits from the taught modules. Those intending to exit with a PGCert are required to complete 60 credits from the taught modules.

Table 2. Programme Structure

Semester 1		Semester 2	
SM066 Theory and Practice of Interpreting 1	20 credits	SM067 Theory and Practice of Interpreting 2	20 credits
Interpreting in Healthcare Settings	20 credits	Interpreting in Mental Healthcare Settings	20 credits
Interpreting in Justice Settings	20 credits	Interpreting in Educational Settings	20 credits
Interpreting in Arts & Culture settings	20 credits	Interpreting in Employment Settings	20 credits
PM051 Research Methods			30 credits
MSc students only PM009 Research Dissertation			60 credits

Students on the MSc/PGDip programme will normally be expected to take the following modules:

   SM066 Theory and Practice of Interpreting 1 (20 credits)
   SM067 Theory and Practice of Interpreting 2 (20 credits)

Students with recent experience of studying interpreting at graduate level may apply to commence with SM067 (Theory and Practice of Interpreting 2). These students will be required to achieve the same number of credits as others, and will achieve this through study of an additional elective module. These requests will be considered on an individual basis. It will be the responsibility of the programme leader and module coordinator to ensure that students fulfil the pre-requisites of any module on which they are registered.

15. Programme awards

To be awarded the MSc (post-registration) in BSL/English Interpreting, students must meet all of the requirements for the PG Dip award (this must include PM051 Research Methods) and in addition, must successfully complete a 60-credit Research Dissertation. All students who meet the requirements for a PG Dip award will normally have the option of progressing directly to the MSc.

Students who choose to exit the programme with a PGDip (post-registration) in BSL/English Interpreting will normally be offered the opportunity to 'top-up' their award to the MSc in BSL/English Interpreting (post-registration) by completing a Research Dissertation. In these circumstances, the student must re-register and complete the dissertation within the maximum period allowed by university regulations, available at https://www.qmu.ac.uk/media/4009/taught-postgraduate-framework.pdf. This option is offered

subject to the University Assessment Regulations, (Regulation 8.5) and Admissions Regulations (Regulation 8.2).

A student who has previously made unsuccessful attempts at the Research Dissertation and been required to exit with a PG Dip (post-registration) in BSL/English Interpreting will not normally be offered this option.

Alternative awards

PG Cert in Advanced BSL/English Interpreting

A student who satisfactorily completes 60 credits worth of the taught modules may be awarded a Postgraduate Certificate in Advanced BSL/English Interpreting.

Part-time and Associate Students

Students undertaking the programme on a part-time basis have a maximum of 4 years to complete the PG Cert, a maximum of 5 years to complete the credits required for a PG Dip and a maximum of 7 years to complete all of the requirements of the MSc. Students will usually be advised to start with the two Theory and Practice modules, but subsequent modules can be taken in any order.

Students also have the option to enrol on individual modules as Associate Students, either for their own Continuing Professional Development or as part of the process of deciding whether to enrol on the full programme. Credits achieved by Associate Students (within a maximum period of 4 years) may be used to contribute towards a PG Cert in Advanced BSL/English Interpreting providing the student meets the entry requirements for that programme. However, Associate Students will be encouraged to enrol on the full PG Cert programme as soon as they begin to accumulate credits.

16. Criteria for admission

The standard precepts of the current University Admissions Regulations will apply, together with the programme specific entry requirements outlined below. The complex demands of this programme will require that students combine academic ability with good social and communication skills and appropriate personal attributes. Admissions criteria are designed to balance the need for students to fulfil these requirements with a determination to increase the diversity of students accessing the course.

Entry requirements

The minimum entry requirement for the PG Dip in Advanced BSL/English Interpreting will normally be a first or second class BA/BSc (Hons) and should be registered with either the National Register for Communication Professionals working with Deaf and Deafblind People (NRCPD) or the Scottish Association of Sign Language Interpreters (SASLI). These requirements reflect the academic demands of the programme, but the admissions team will take a flexible approach and consider each application on an individual basis, giving full consideration to other aspects of any application received. Of particular importance are indicators of motivation to undertake a higher degree and insight into the field of interpreting and translation studies. All applicants should have a minimum of 3 years of professional practice as interpreters in the UK. Applicants with non-standard qualifications or who graduated some years prior to application will be required to provide evidence of recent learning and currency of knowledge.

International students

The programme is specifically designed for BSL/English interpreters and it is therefore unlikely that it will attract applications from international students. Further exploration of the potential

for widening participation in the programme will be undertaken once the programme is well established.

Additional entry criteria

The above requirements reflect the academic demands of the degree programme, but the Admissions team will take a flexible approach and give full consideration to other aspects of the applications received.

17.   Support for students and their learning

QMU programmes normally provide the following student support:

- Personal Academic Tutors
- Personal Development Portfolios
- Student handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

18.   Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: https://www.qmu.ac.uk/about-the-university/quality/