

EUMASLI: European Master in Sign Language Interpreting

**Programme Handbook
Version 4 (February 2017)**

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I. Programme Overview

1. Introduction

EUMASLI is an innovative international master study programme that is intended to contribute to the development of the professional field of interpreting between deaf and hearing people by bringing together sign language interpreters from across the world. It aims to prepare participants for research, development, and management functions in their respective countries.

Organised by three universities across Europe, Magdeburg-Stendal University of Applied Sciences in Germany, Heriot-Watt University in Scotland and Humak University of Applied Sciences in Finland, this is a 2.5 year part-time master's level programme aimed at professional sign language interpreters. Over the course of the programme students travel to attend intensive block seminars twice at each of the partner universities as well as additional shorter events, sandwiched between guided self-study phases. Students take a series of modules that address practical issues (using the introduction to International Sign and working in international contexts as a starting point), research-related content and aspects relating to the development of the profession. Students spend the final semester developing their own research projects under supervision as part of the production of their MA Theses, which are presented at a public colloquium at the end of the programme.

Leading to the acquisition of 90 ECTS credits (i.e. the equivalent of 2,700 student working hours over 2.5 years), EUMASLI requires considerable effort. While part-time input is expected for the first four semesters, the final semester entails full-time commitment. Since participants usually continue to work while studying as well as juggling their personal lives, students are asked to organise their time effectively to fulfil the requirements of the programme and maximise the experience.

EUMASLI thrives on its collaborative spirit.¹ The structure of the programme is carefully designed to facilitate intensive, joint experiences and a forum for exchange between a group of sign language interpreters from across the world, each bringing their individual experiences, knowledge and enthusiasm. The diversity of multicultural perspectives are regarded as a fundamental resource for EUMASLI, promoting and enriching understanding among all students and staff of the programme. The teaching team, covering a wide range of expertise in theory and practice in the areas of sign language teaching, sign linguistics, sign language interpreting and translation, Deaf Studies and research methodologies, will provide their own different perspectives while drawing on students' knowledge and experiences. In this process EUMASLI partners strive for creating a climate where students and staff members alike learn from each other and grow intellectually and personally as a consequence.

¹ For an account of the motivation and collaborative spirit which guides the study programme see: Hessmann, Jens, Salmi, Eeva, Turner, Graham H. and Wurm, Svenja. 2011. "Developing and Transmitting a Shared Interpreting Research Ethos: EUMASLI – a Case Study." In *Advances in Interpreting Research: Inquiry in Action*, Brenda Nicodemus and Laurie Swabey (eds.), 177-198. Amsterdam: John Benjamins Publishing Company.

We thus regard EUMASLI as a springboard for collaborative development of innovative ideas in the field of sign language interpreting and beyond.

This handbook provides an overview of the programme and specifies the necessary details.² Students are asked to read the information provided carefully.

We welcome the new EUMASLI 3 cohort and very much look forward going through this experience with you over the coming 2.5 years.

² Information presented in the Handbook is correct as of February 2017.

2. Key Information

2.1 Dates

Semester I

Kick-off event (online): 20 January 2017

Block seminar I (Edinburgh): 20-24 February 2017

Block seminar II (Magdeburg): 20-24 March 2017

Block seminar III (Helsinki): 15-19 May 2017

Semester II

Block seminar (Magdeburg): 11-22 September 2017

Semester III

Block seminar (Edinburgh): 19 February - 2 March 2018

Semester IV

Block seminar (Finland): 27 August - 7 September 2018

Concluding event (place to be confirmed): 22-23 November 2018

Semester V

Registration for MA dissertation: 18 January 2019

Deadline for MA dissertation: 14 June 2019

Colloquium (place and date tbc): September 2019

Graduation ceremony at Heriot-Watt University: November 2019

NB: Some dates may be subject to change.

2.2 Useful Contacts

Useful websites

EUMASLI Website: www.eumasli.eu

Access to the Virtual Learning Environment Vision: <http://vision.hw.ac.uk/>

Access to EUMASLI's Virtual Meeting Room: <https://webconf.vc.dfn.de/eumasli/>

Heriot-Watt University

Website: www.hw.ac.uk

HW EUMASLI Study Director and EUMASLI Coordinator:

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Library

Website: <https://www.hw.ac.uk/is/library-essentials.htm>

Edinburgh Campus Library
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General enquiries

ServiceDesk@hw.ac.uk
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IT Helpdesk

Email: ithelp@hw.ac.uk
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Tell-IS

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International Student Advisors Office

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Humak University of Applied Sciences

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Magdeburg-Stendal University of Applied Sciences

Website: www.hs-magdeburg.de/en/home.html

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Library

Website: www.hs-magdeburg.de/en/the-university/institutions-of-the-university/university-library.html

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3. The Partners

3.1 Institutional Histories

(a) Magdeburg-Stendal University of Applied Sciences, Germany [Hochschule Magdeburg-Stendal]

Magdeburg-Stendal University of Applied Sciences (www.hs-magdeburg.de) was founded after the German unification in 1992. It has five departments at two locations with teaching staff of about 160 professors and lecturers that offer degree programmes to about 6,500 students. In October 2005, all diploma programmes were replaced by Bachelor and Master programmes. The university includes a central library, a centre for information and communication technology and a centre for the use of modern media that offers support in the application of distance learning methods, video conferencing, etc.

Undergraduate training of sign language interpreters has taken place in the Department of Social Work, Health and Media since 1997. It is located on the main university campus at Magdeburg-Herrenkrug. The sign language interpreting unit has a body of staff of two professors, one part-time sign language interpreting trainer and three Deaf sign language lecturers, two of them part-time. The unit cooperates closely with the neighbouring unit of Technical Translation. Since 2015, a renewed digital sign language lab is available for teaching and practice purposes.

The sign language interpreting unit was involved as coordinator and partner in a number of EU-Leonardo and EU-Lifelong Learning projects. The unit entertains close links with regional and national organisations of the Deaf as well as professional associations of sign language interpreters. It has a sizeable record of student and staff mobility within and beyond Europe. The current BA programme in sign language interpreting was introduced in October 2005. 16–18 students per year are admitted to the four-year programme (240 ECTS). The programme was reaccredited in 2013 by a recognized German agency for the accreditation of academic study programmes.

(b) Heriot-Watt University, Edinburgh, Scotland

Heriot-Watt University (www.hw.ac.uk) is the eighth oldest higher education institution in the UK and received university status in 1966. The university is made up of five academic schools, offering over 400 programmes in a wide range of disciplines to around 30,000 students with over 2000 members of staff on five campuses in Scotland, Dubai and Malaysia.

Founded in 1970, the Department of Languages and Intercultural Studies offers a range of language programmes at undergraduate and postgraduate levels with particular expertise in the fields of translation and interpreting studies, as well as (inter)cultural studies. The department employs around forty-five academic and teaching staff,

including eight professors, and is the home of two research centres, the Centre for Translation and Interpreting Studies in Scotland and the Intercultural Research Centre. The department has six digital state-of-the-art language and interpreting labs for spoken and signed language.

The department has been offering training of sign language interpreters since 1996, and also ran two programmes training trainers of BSL teachers. The first Scottish full time undergraduate programme in British Sign Language translation and interpreting, leading to full registration status with NRCPD, the UK registration body of sign language interpreters, and the Scottish Association of Sign Language Interpreters, was implemented in 2012/13. As part of this, every year the department admits 12 to 20 students to study British Sign Language either as their only main language or alongside French, German or Spanish.

The BSL team is made up of seven members of staff, including two professors, ten PhD and postgraduate research students, three Honorary Fellows and two in-house interpreters, and is currently involved in a number of national and international research projects, while actively fostering relationships with the relevant communities and stakeholder groups.

(c) Humak University of Applied Sciences, Helsinki & Kuopio, Finland [Humanistinen ammattikorkeakoulu]

Humak University of Applied Sciences, founded in 1998, is the leading educator in the fields of humanities, pedagogy and cultural management in Finland. It operates nationwide in a network of four regional units offering four study programmes: Civic Activities and Youth Work, Cultural Management and Sign Language Interpreting. Humak has 130 staff members. The number of students is ca. 1500.

The sign language interpreter (SLI) degree programme consists of 240 ECTS. From 1962 till 1978 SLI training was offered as short courses by the Finnish Association for the Deaf. Since 1983, the interpreter training programme was provided by the college which then became Humak University of Applied Sciences. Originally the training constituted a one-year course, in 1986 it became a two-year and from 1988 a three-year programme. Since 1998 it has been offered as a bachelor programme. The duration of full-time studies is four years. All the study programmes offered by Humak consist of general studies, programme specific basic studies, projects, free-choice studies, work placement and a final thesis. Humak also offers continuing education and extension studies in the form of adult education, retraining and upgrading of qualifications (e.g. Further Qualification for Community Interpreters in FinSL); specialization studies (e.g. speech-to-text interpreters), open university instruction and other extension studies. Humak is a partner in several EU-projects and brings substantive international experience to the joint study programme.

3.2 Staff Profiles

The following list includes the persons most closely associated with the EUMASLI project so far.

(a) University of Applied Sciences Magdeburg-Stendal



Prof. Dr. Jens Hessmann has been involved with sign language and deafness since 1986. He was a member of sign language research projects at the Free University in Berlin as well as Hamburg University. From 1995 to 1998, he was coordinator of a project for Deaf students at the University of Applied Sciences in Potsdam. Since 1998, he has been working in the diploma and bachelor study programmes in sign language interpreting in the Department of Social Work, Health, and Media at Magdeburg-Stendal University of Applied Sciences. Jens' specific fields are sign language linguistics, interpretation studies, and the sociology of deafness. His research has concerned the interface of signed and spoken languages as well as lexical and syntactic aspects of German Sign Language (DGS) use. Jens is a dedicated teacher and has a record of close cooperation with many academic and non-academic stakeholders in the field of deafness and sign language interpreting in Germany.

Recent publications include:

Jaeger, Hanna, and Jens Hessmann. 2016. "Mikrovariation in Gebärdensprachen." In: Domahs, Ulrike, and Primus, Beatrice (eds.), *Handbuch Laut, Gebärde, Buchstabe* (pp. 321-333). Berlin: De Gruyter Mouton.

Brueck, Patricia, Juliane Rode, Jens Hessmann, Britta Meinicke, Daniela Unruh, and Anja Bergmann (2015): "Diagnosing Healthcare Assignments: A Year of Medical Interpreting for Deaf People in Austria and Germany". In: Brenda Nicodemus and Melanie Metzger (eds.), *Investigations in Healthcare Interpreting* (pp. 128–184). Washington, DC: Gallaudet University Press.

Hansen, Martje, and Jens Hessmann. 2015. "Researching linguistic features of text genres in a DGS corpus: The case of finger loci." *Sign Language & Linguistics*, 18(1), 1-40.

Hansen, Martje, and Jens Hessmann. 2013. "Register und Textsorten in der Deutschen Gebärdensprache: Eine korpusbasierte Annäherung." *Zeitschrift für Angewandte Linguistik* 58: 133-165.

Eichmann, Hanna, Martje Hansen, and Jens Hessmann (eds). 2012. *Handbuch Deutsche Gebärdensprache: Linguistische und anwendungsbezogene Perspektiven*. Hamburg: Signum.



Thomas Finkbeiner is a sign language person. In 2003, Thomas acquired an academic qualification as a social worker and qualified as a sign language teacher in 2007. He worked for many years as a social worker with Deaf people before joining the Magdeburg team of the sign language interpreting programme in 2013. Currently, Thomas is involved in the EU project SignTeach, and he is taking part in a training programme for Deaf sign language interpreters at the University of Hamburg.



Prof. Dr. Rachel Rosenstock is a sign linguist who studied at the University of Hamburg and Gallaudet University in Washington, D.C. For her 2004 PhD work, Rachel investigated the structure and comprehension of International Sign. Rachel reinforces the Magdeburg team while being based in the sign language interpreting programme at the University of Applied Sciences in Zwickau.

Recent publications include:

Rosenstock, R. & Napier, J. 2016. (Eds.). *International Sign: Linguistic, usage and status issues*. Washington, DC: Gallaudet University Press.

- Eichmann, H. & R. Rosenstock. 2014. "Regional Variation in German Sign Language: The Role of Schools (Re-)Visited." *Sign Language Studies*. 14(2). 147-166.
- Rosenstock, Rachel. 2008. "The Role of Iconicity in International Sign." *Sign Language Studies* 8 (2): 131-159.
- Nadolske, Marie and Rosenstock, Rachel. 2007. "A preliminary study of word pictures in ASL." In *Visible Variation: Comparative Studies on Sign Language Structure*, Pamela Perniss, Roland Pfau and Markus Steinbach, 35-62. Berlin: Mouton de Gruyter.
- Rosenstock, Rachel. 2007. "Emergence of a communication system: International Sign." In *Emergence of Communication and Language*, Caroline Lyon, Christopher L. Nehaniv and Angelo Cangelosi (eds.), 87-105. London: Springer.
- Rosenstock, Rachel. 2006. "Motivation von Gebärdensprachvokabular. Eine sprachvergleichende Untersuchung von Metaphern." *Das Zeichen* 20 (73): 276-285.

(b) Heriot-Watt University



Dr Svenja Wurm completed her PhD on translation between written and signed languages at Heriot-Watt University in 2010, and has an MSc in Translation Studies from the University of Edinburgh and a BA (Hons) in Interpreting British Sign Language/English and Linguistics from the University of Wolverhampton. Svenja, now Assistant Professor in Translation and Interpreting Studies / British Sign Language, joined Heriot-Watt in 2005, where she has been a key figure in developing the first full-time academic programme in sign language interpreting in Scotland. Her research to date, exploring the notion of signed language *translation* (rather than *interpreting*), is characteristic of her interests in recorded translation involving written and signed texts, multimodal translation, Deaf and Hearing literacy practices and qualitative methodologies, as well as addressing her more general motivation to encourage exchange between signed and spoken/written language translation, and translation and interpreting scholarship.

Recent publications include:

- Wurm, S. in prep. "From Writing to Sign: An investigation of the impact of text modalities on a translation." *Translation and Interpreting Studies*.
- Wurm, S., & Napier, J. in prep. "Participatory research methods in interpreting studies." *Translation and Interpreting: the International Journal of Translation and Interpreting Research*.
- Wurm, S., & Dean, R. K. 2016. "Interpreter Training, University". In G. Gertz, & P. Boudreault (Eds.), *The SAGE Deaf Studies Encyclopedia*. Sage.
- Wurm, S. 2014. "Deconstructing translation and interpreting prototypes: A case of written-to-signed-language translation." *Translation and Interpreting Studies*, 7(3), 249-266 . DOI: 10.1080/14781700.2013.819293
- Hessmann, Jens, Salmi, Eeva, Turner, Graham H. and Wurm, Svenja. 2011. "Developing and transmitting a shared interpreting research ethos: EUMASLI – a case study." In *Advances in Interpreting Research: Inquiry in Action*, Brenda Nicodemus and Laurie Swabey (eds.), 177-198. Amsterdam: John Benjamins Publishing Company.
- Leeson, Lorraine, Wurm, Svenja and Vermeerbergen, Myriam (Eds). 2011. *Signed Language Interpreting: Preparation, Practice and Performance*. Manchester: St. Jerome.
- Wurm, Svenja. 2007. "Intralingual and interlingual subtitling: A discussion of the mode and medium in film translation." *The Sign Language Translator & Interpreter* 1 (1): 115-141.



Emmy Kauling is a sign language interpreter from the Netherlands. After graduating from the interpreter training programme, she completed a Master's in General Linguistics (Sign Linguistics strand) and a Master's in Deaf Studies. She graduated with distinction from EUMASLI 2 in 2016 and is currently enrolled in a PhD programme at Heriot Watt University in Edinburgh, Scotland. Her research interests are signed language interpreting in academic and professional settings, socio- and interactional (sign)linguistics in interpreted settings, and the representation of deaf people by interpreters.



Dr Annelies Kusters is (as of 1st of April 2017) Assistant Professor in Sign Language and Intercultural Studies at Heriot-Watt University. From 2013-2017 she was postdoctoral researcher at the Department of Socio-Cultural Diversity, Max Planck Institute for the Study of Religious and Ethnic Diversity (Germany). She has an MA in Social and Cultural Anthropology (KULeuven, Belgium), an MSc in Deaf Studies (University of Bristol), and a PhD in Deaf Studies (University of Bristol). She has done ethnographic research in Surinam, Ghana and India. Annelies has published a monograph, two edited volumes and over 25 articles and book chapters on Deaf Studies, transnationalism, mobilities, deaf geographies, deaf ontologies and epistemologies, language practices and language ideologies.

Recent publications include:

- Kusters, Annelies; De Meulder, Maartje and O'Brien, Dai. 2017. *Innovations in Deaf Studies: The Role of Deaf Scholars*. Oxford: Oxford University Press.
- Kusters, Annelies. 2015. *Deaf Space in Adamorobe: An ethnographic study in a village in Ghana*. Washington, DC.: Gallaudet University Press.
- Friedner, Michele and Kusters, Annelies. 2015. *It's a small world: International deaf spaces and encounters*. Washington, DC.: Gallaudet University Press.
- Kusters, Annelies. 2015. *Autogestion* and competing hierarchies: Deaf and other perspectives on diversity and the right to occupy space in the Mumbai suburban trains. *Journal of Social and Cultural Geography*.
- Kusters, Annelies. 2015. Peasants, Warriors, and the Streams. Language games and etiologies of deafness in Adamorobe, Ghana. *Medical Anthropology Quarterly* 29, 3, pp. 418–443.
- Kusters, Annelies. 2014. Language ideologies in the shared signing community of Adamorobe. *Language in Society* 43(2), pp. 139-158.
- Kusters, Annelies and De Meulder, Maartje. 2013. Understanding Deafhood: In Search of its Meanings. *American Annals of the Deaf* 158(5): pp. 428-438.



Prof. Dr. Jemina Napier is Head of the Department of Languages & Intercultural Studies at Heriot-Watt University in Edinburgh, UK, and Chair of Intercultural Communication. She is an interpreter researcher, educator and practitioner. She has practiced as a sign language interpreter since 1988, and works between English and British Sign Language (BSL), Australian Sign Language (Auslan) or International Sign. After completing an MA in BSL/ English Interpreting at Durham University in the UK, Jemina moved to Australia to undertake her PhD studies in 1998. She established the Postgraduate Diploma in Auslan/ English Interpreting in the Department of Linguistics at Macquarie University in Sydney in 2002, and was head of the suite of Translation and Interpreting programs from 2007-2012 before she came to HWU. Jemina has published several books and edited volumes and 50 journal articles and 38 book chapters based on research on sign language interpreting and interpreting pedagogy. Jemina is a past President of the Australian Sign Language Interpreters Association (ASLIA) and was an inaugural board member of WASLI. Jemina is Co-Chair of the efsli Committee of Experts with Prof Lorraine Leeson, and is a member of the WFD Expert Group on Accessibility (for interpreting). She was co-chair with JohnWalker and then Robert Adam of the WFD-WASLI joint working group to develop the International Sign interpreter accreditation system. She was the inaugural Editor of the International Journal of Interpreter Education and is currently on the editorial board. Her major research interests are related to signed language interpreting and translation and interpreting pedagogy, but her wider interests embrace applied sign linguistics; language, communication and identity, sociolinguistics and discourse analysis.

Recent publications include:

- Leeson, L., Napier, J., Skinner, R., Lynch, T., Venturi, L. & Sheikh, H. 2017. Research with deaf sign language users: Action research in bilingual-bimodal legal contexts. In H. Rose & J. McKinley (Eds.), *Doing real research in applied linguistics*. London: Routledge.
- Napier, J. (2016). *Linguistic coping strategies in sign language interpreting* (2nd Ed.). Washington DC: Gallaudet University Press.
- Rosenstock, R. & Napier, J. 2016. (Eds.). *International Sign: Linguistic, usage and status issues*. Washington, DC: Gallaudet University Press.
- Napier, J., & Leeson, L. 2016. *Sign language in action*. Palgrave Macmillan.
- Roy, C. B. & Napier, J. 2015. (Eds.). *Signed language interpreting studies reader*. Amsterdam: John Benjamins.

Napier, J., & McEwin, A. 2015. Do Deaf people have the right to serve as jurors in Australia? *Alternative Law Journal*, 23-27.

Napier, J., Major, G., Ferrara, L., & Johnston, T. 2014. Medical Signbank as a model for sign language planning? A review of community engagement. *Current Issues in Language Planning*.
<http://dx.doi.org/10.1080/14664208.2014.972536>



Gary Quinn started his academic career as a research volunteer at Bristol University, before moving to the University of Central Lancashire (UCLan) in 2000. His work there included research into Deaf people who have minimal language skills, as well as lecturing on the Deaf Studies degree course. Since 2006 he has worked as a lecturer and researcher at Heriot-Watt University in Edinburgh, teaching on a number of University programmes and, since September 2012, works as programme coordinator for the new undergraduate MA BSL/English Interpreter course. He is also studying part-time for a PhD and his research interests include pragmatics, metaphor, signed vocabulary for science terminology, variation in BSL and the different linguistic strategies used within a signed interaction. Gary has worked as a consultant to a number of British and international organisations and has published a range of articles on the subject of sign linguistics.

Recent publications include:

Quinn, Gary. 2010. "Schoolisation: an account of the origins of regional variation in British Sign Language." *Journal of Sign Language Studies Journals* 10 (4): 476-501.

Quinn, Gary and Nunn, Nicola. 2007. "Year 0: An access course for deaf students." In *Deaf Students in Higher Education: Current Research and Practice*, Lynne Barnes, Frank Harrington, Jannine Williams and Martin Atherton (eds), 76-88. Gloucester: Douglas McLean.

Quinn, Gary, and Barnes, Lynne. 2004. "Year Nought for Deaf students at the University of Central Lancashire: Opening doors to higher education: Developing and enhancing study skills for Deaf students." In *Building Bridges to Literacy: Proceedings of the Second International Conference on Deaf Education*, Claudine Storbeck (ed.), 70-83. Johannesburg, South Africa: University of the Witwatersrand.

Traynor, Noel, Harrington, Frank J., Quinn, Gary and Turner, Graham H. 2001. "Whose life is it anyway? The impact of language and communication change on the provision of mental health services." In *Mental Health Services for Deaf People: A Worldwide Perspective*, Tina Hjørtsø, Lars von der Lieth and Camilla Carlsen (eds), 413-419. Copenhagen: ESMHD.



Prof Graham H. Turner was appointed at Heriot-Watt as full Professor and Director of the Centre for Translation & Interpreting Studies in Scotland in October 2005. Having initially engaged with BSL as a classroom assistant in Newcastle upon Tyne in 1985 (with a background in French, Greek, Latin, Swahili and Swedish), his first academic appointment was as Research Assistant, and then Fellow, at Durham University's Deaf Studies Research Unit from 1988-1995. Graham was Lecturer/Senior Lecturer at the University of Central Lancashire from 1995-2005. In 300+ outputs over the last 28 years, he has pursued issues of social and applied linguistics centred upon the nature of signed language, and the linguistic identity of its users, with special reference to interpreting studies and BSL.

Graham's early work on the first BSL/English dictionary (Faber & Faber, 1992) led to an appreciation of the representation of meaning in BSL, and of the complex communicative relationship between spoken and signed languages. That relationship is most acute in the work of interpreters. Since the 1990s, therefore, Graham has investigated the role of the interpreter as a co-constructor of meaning, presenting keynote and invited papers at conferences around the world. Since the inclusion of his work in the seminal *Interpreting Studies Reader* (Routledge, 2001), the broader significance of Graham's contribution to interpreting studies has been recognised internationally.

Sign language policy and planning have also been a sustained focus of interest. Beginning with his first published output in 1994 ('How Is Deaf Culture? Another Perspective on a Fundamental Concept'), Graham has explored key questions regarding optimising the protection and promotion of signing communities, and the significance of language for Deaf citizenship.

Recent publications include:

- Turner, G. H., Napier, J., Skinner, R., & Wheatley, M. 2016. "Telecommunication relay services as a tool for deaf political participation and citizenship." *Information, Communication & Society*. 19:12. 1-18.
- Dong, J. & Turner, G. H. 2016. "The Ergonomic Impact of Agencies in the Dynamic System of Interpreting Provision: An Ethnographic Study of Backstage Influences on Interpreter Performance." *Translation Spaces* 5. 97-123.
- Turner, G. H. & Merrison, A. J. 2016. "Doing 'understanding' in dialogue interpreting: Advancing theory and method." *Interpreting* 18, 2. 131-171.
- Turner, G. H. & Harrington, F. 2009. "Issues of power and method in interpreting research." *The Sign Language Translator and Interpreter*. 3, 1. 15-28.
- Turner, G. H. 2007. "Exploring interdisciplinary alignment in interpreting studies." *Copenhagen Studies in Language 35: Interpreting Studies and Beyond*. 191-216.
- Turner, G. H. 2005. "Towards real interpreting." In Marschark, M., Peterson, R. & Winston, E. A. (eds.) *Sign Language Interpreting and Interpreter Education: Directions for Research and Practice*. Oxford: Oxford University Press. 29-54.
- Turner, G. & Pollitt, K. 2002. "Community Interpreting Meets Literary Translation: English-BSL Interpreting in the Theatre." *The Translator*. 8, 1. 25-48.

(b) Humak University of Applied Sciences

Dr Päivi Rainò is a Principal Lecturer in Sign Language Interpreting at Humak University of Applied Sciences. She is currently also the director of the research project on Finland-Swedish Sign Language (2015-2017). Her research areas have included e.g. the needs for interpreter services among the youth with cochlear implant (2011-2012), learning outcomes in the syllabus of Finnish Sign Language in basic education and studies on demographics and accessibility among the deaf people in Albania (2015-2016). Her PhD project, completed in 2004 focused on the emergence and development of the name sign system in the community of Sign Language users in Finland. Dr. Rainò has also worked within the field of intralingual subtitling and speech-to-text services for deaf and hard-of-hearing people. She has published approximately 100 academic articles and other publications, as well as multimedia productions in the areas of Sign Language linguistics, Culture of Deaf People and Finnish as Second Language.

Recent publications include:

- Lahtinen, I. & Rainò P. (Eds.) 2016. *Deaf People in Albania in 2015. A survey study*. Tirana: United Nations Development Programme & Republic of Albania, Institute of Statistics & Finnish Association of the Deaf & Albanian National Association of the Deaf.
- Huhtanen, M., Puukko, M., Rainò, P. Sivunen, N. & Vivolin-Karén, R. 2016. *Viittomakielen oppimistulokset perusopetuksen 7.–9. vuosiluokilla 2015* [Learning outcomes in the syllabus for “Finnish sign language as the mother tongue” among pupils in grades 7–9 of basic education]. Helsinki: Kansallisen koulutuksen arviointikeskus [Finnish Education Evaluation Centre (FINEEC)].
- Raike, A., Pylvänen, S. & Rainò, P. 2014. Divergent thinking is essential for creative co-design of knowledge. In: H. D. L. Bauman & J. J. Murray (Eds.), *Deaf-Gain. Raising the Stakes for Human Diversity* (pp. 402–420). Minneapolis, MN: University of Minnesota Press.
- Selin-Grönlund, P., Rainò, P. & Martikainen, L. 2014. *Kuurojen ja viittomakielisten oppilaiden lukumäärä ja opetusjärjestelyt*. [National survey on deaf pupils and children using sign language in the basic education in 2013–2014]. Helsinki: Opetushallitus [National Board of Education in Finland].
- Martikainen, L. & Rainò, P. 2014. *Sisäkorvaistutetta käyttävien lasten ja nuorten kuntoutus- ja tulkkaukspalvelujen toteutuminen ja tarve tulevaisuudessa* [Language choices and the need for interpreting services for deaf children and young people with cochlear implants.]. Helsinki: Kansaneläkelaitos [Social Insurance Institution of Finland].



Liisa Halkosaari is an interpreter trainer with a BA in interpreting (Diaconia University of Applied Sciences 2002) and MA in Finnish Sign Language (University of Jyväskylä 2013). She has long-standing experience in being involved with the Finnish Association of SL Interpreters (SVT) and with the editorial board of the journal *Kielisilta*, a publication of SVT. She currently manages a project that aims to revitalise Finland-Swedish SL (2015-2917).



Juha Manunen is a Deaf sign language and interpreting lecturer at Humak. He received his MA degree in Education from Jyväskylä University in 2008. In his master thesis, Juha analyzed plural negation in Finnish Sign Language.

Recent publications include:

Manunen, J. & Nisula, M. (2009). Sign language interpreter training in Finland. In: J. Napier (Ed.), *Signed Language Interpreter Education and Training: A World Survey* (pp. 15–34). Washington D.C.: Gallaudet Press.



Dr. Liisa Martikainen is Principal Lecturer at Humak University of Applied Sciences. Her areas of expertise are quantitative statistical analysis, life and job satisfaction and quality of life research.

Recent publications include:

Martikainen, L. 2016. *Job satisfaction and job control of educators and interpreters working on a field of sign language interpreting*. University of Eastern Finland, Philosophical Faculty, School of Educational Sciences and Psychology.

Rainò, P. & Martikainen, L. 2016. Survey Results. In: I. Lahtinen & P. Rainò (Eds.), *Deaf People in Albania in 2015. A survey study*. Tirana: United Nations Development Programme & Republic of Albania, Institute of Statistics & Finnish Association of the Deaf & Albanian National Association of the Deaf.

Selin-Grönlund, P., Rainò, P. & Martikainen, L. 2014. *Kuurojen ja viittomakielisten oppilaiden lukumäärä ja opetusjärjestelyt*. [National survey on deaf pupils and children using sign language in the basic education in 2013–2014]. Helsinki: Opetushallitus [National Board of Education in Finland].

Martikainen, L. & Rainò, P. 2014. *Sisäkorvaistutetta käyttävien lasten ja nuorten kuntoutus- ja tulkkauspalvelujen toteutuminen ja tarve tulevaisuudessa* [Language choices and the need for interpreting services for deaf children and young people with cochlear implants.]. Helsinki: Kansaneläkelaitos [Social Insurance Institution of Finland].



Dr Elina Tapio is a Principal Lecturer at Humak University of Applied Sciences, Finland. She is doing ethnographic research on signed interaction with a particular interest in (English) language learning, multimodality, space/place, and multilingualism within the framework of ethnography and Mediated Discourse Analysis.

Recent publications include:

- Tapio, E. Accepted. A moment of self-revelation as a turning point in understanding language learning. In S. Bagga-Gupta et al. (Eds.), *Revisiting identities*. Springer.
- Kelly, R., Dufva, H. & Tapio, E. 2015. Many languages, many modalities: Finnish Sign Language signers as learners of English. In T. Jakonen, J. Jalkanen, T. Paakkinen & M. Suni (Eds.) *Kielen oppimisen virtauksia. Flows of language learning*. AFinLA Yearbook 2015. Publications de l'association finlandaise de linguistique appliquée (AFinLA) 73. Jyväskylä, Finland, 113–125.
- Tapio, E. 2014. The marginalisation of finely tuned semiotic practices and misunderstandings in relation to (signed) languages and deafness. *Multimodal Communication*. 3:2, 131–142.
- Tapio, E. 2013. *A nexus analysis of English in the everyday life of FinSL signers: a multimodal view on interaction*. PhD Thesis. University of Oulu: Finland.
- Tapio, E. & Takkinen, R. 2012. When one of your languages is not recognized as a language at all. In J. Blommaert, S. Leppänen, P. Pahta & T. Virkkula (Eds.) *Dangerous multilingualism - northern perspectives on order, purity and normality* (pp. 284–308). Basingstoke: Palgrave Macmillan.
- Keski-Levijoki, J., Takkinen, R. & Tapio, E. 2012. Two Finnish Sign Language study programmes in tertiary education. In L. Leeson. & M. Vermeerbergen, (Eds.) *Working with the Deaf Community: Deaf Education, Mental Health & Interpreting*. Dublin: Intersource Group Publishing.



Robyn K. Dean³, CI/CT, PhD, has been a nationally certified signed language interpreter for over twenty-five years with particular service in the field of healthcare. Her scholarship in decision-making and ethics in community interpreting is recognized internationally. Robyn has over twenty publications, all of which focus on the theoretical and pedagogical frameworks used to advance the practice of community interpreters. Robyn recently completed her doctorate from Heriot-Watt University in Edinburgh, Scotland. Her thesis studied the ethical reasoning skills of signed language interpreters in the United States. She is currently an Assistant Professor at the Rochester Institute of Technology, where she is the lead instructor on the institute's graduate degree in healthcare interpreting. Robyn also teaches and consults on postgraduate degrees for signed language interpreters in Europe.

Recent publications include:

- Dean, Robyn K. and Pollard, Robert Q. 2013. *The Demand Control Schema: Interpreting as a Practice Profession*. North Charleston, SC: CreateSpace Independent Publishing Platform.
- Dean, Robyn K. and Pollard, Robert Q. 2011. "Context-based ethical reasoning in interpreting: A demand control schema perspective." *Interpreter and Translator Trainer*, 5 (1): 155-182.
- Graybill, Patrick, Aggas, Julie, Dean, Robyn K., Demers, Susan, Finigan, Elizabeth and Pollard, Robert Q. 2010. "A community-participatory approach to adapting survey items for deaf individuals and American Sign Language." *Field Methods* 22 (4): 429-448.
- Dean, Robyn K., and Pollard, Robert Q. 2009. "Effectiveness of observation-supervision training in community mental health interpreting settings." *REDIT E-journal on the Didactics of Translation and Interpreting* 3: 1-17.
- Pollard, Robert Q, Dean, Robyn K., O'Hearn, Michael A. and Haynes, Sharon L. 2009. "Adapting health education material for deaf audiences." *Rehabilitation Psychology*, 54 (2): 232-238.

³ Although Robyn is not a member of staff at any of the three partner universities, her input within the reflective practice component during EUMASLI 2.0, while she completed her doctoral studies at Heriot-Watt University, were regarded so highly by students that the EUMASLI consortium asked her to continue her involvement as an external member of the teaching team.

- Dean, Robyn K. and Pollard, Robert Q. 2005. "Consumers and service effectiveness in interpreting work: A practice profession perspective." In *Interpreting and Interpreter Education: Directions for Research and Practice*, Mark Marschark, Rico Peterson and Elizabeth Winston (eds), 259-282. New York: Oxford University Press.
- Dean, Robyn K. and Pollard, Robert Q. 2001. "Application of demand-control theory to sign language interpreting: Implications for stress and interpreter training." *Journal of Deaf Studies and Deaf Education* 6 (1): 1-14.

4. Background

The three institutions and the main collaborators in the project have a long-standing record of cooperation in the academic training of sign language interpreters. The partnership between Magdeburg-Stendal University of Applied Sciences (Germany), Humak University of Applied Sciences (Finland) and Heriot-Watt University (Scotland) to develop the European Master in Sign Language interpreting was formalised in 2006 through a curriculum development project, funded within the EU Socrates Programme, Erasmus Selection 2006 (Project No. 29972-IC-I-2005-1-DE-ERASMUS-PROGUC-3) and coordinated by Prof. Dr. Jens Hessmann of Magdeburg-Stendal University of Applied Sciences. The EUMASLI development project aimed at providing significant input to the professional field of interpreting between Deaf and hearing people in Europe. The EUMASLI development project was built around a series of workshops attended by project members from all partner institutions.

Outcomes of the EUMASLI curriculum development project were evaluated by external experts and stakeholders in the field of deafness, sign language, and sign language interpreting in 2007 and 2009. After the necessary legal and institutional framework had been established and study modules had been worked out in detail, delivery of the programme started in January 2009 with an international group of 16 sign language interpreting professionals from 8 countries (Germany, the UK, Finland, the Netherlands, Belgium, Austria, Greece, and the USA). All students successfully completed the programme with graduations in 2011 in Finland and Germany, and June 2012 at Heriot-Watt University. A coordinator, Dr Svenja Wurm, now Assistant Professor at Heriot Watt University, was employed between January 2009 and December 2010 by Humak University of Applied Sciences.

The first cohort's Master's dissertation projects were presented as part of the annual conference of EFSLI (European Forum of Sign Language Interpreters) in Vietri sul Mare, Italy, in September 2011. Here, as elsewhere, the programme's success was evidenced in the many positive comments we received by representatives from the field, including internationally recognised academics, practitioners, representatives of the profession as well as community members who attended the event. Student evaluations further confirmed their positive learning experience and enthusiasm for the programme, particularly stressing the quality of the academic and practice-oriented content, commitment and support of teaching staff, and perhaps most importantly the immense benefits of working together with an international student group of professional sign language interpreters.

After the success of the first round of EUMASLI, plans to continue the delivery of the programme were substantiated. Initial discussions happened with representatives of all partner universities in Vietri sul Mare, Italy, in September 2011. Drawing on student feedback, and acknowledging the apparent international interest in the programme, the programme was revised in order to accommodate not only European students but to target a more international market, as well as Deaf translators and interpreters.

Representatives of all three partner institutions met in Berlin in May 2012, where the decision was made to go ahead with the planning of a second round. Since then, partners have met in regular online meetings. After a substantial curriculum review, addressing identified weaknesses and changes, and building on the strengths of the first delivery, revised study and examination regulations were contractually agreed upon in February 2013. Another face-to-face meeting, involving all three Study Directors as well as teaching staff took place in May 2013 at Heriot-Watt University and focussed on the application of curriculum revision and content development. A second cohort was recruited for another round of EUMASLI, which was delivered from September 2013 to December 2015. MA theses were presented again at a public event in Antwerp, Belgium, on 2-4 December 2015, and 17 participants, five deaf and twelve hearing, from seven different countries graduated in 2016.

Subsequently, the EUMASLI consortium met in Edinburgh in February 2016 for an intensive curriculum review meeting. The decision was made to recruit another cohort for a third round of EUMASLI beginning in January 2017.

5. Programme Management and Regulations

5.1 The Nature of the Collaboration

EUMASLI is organised and delivered in collaboration between Magdeburg-Stendal University of Applied Sciences, Heriot-Watt University and Humak University of Applied Sciences. Magdeburg-Stendal University of Applied Sciences acts as lead university. The nature of the collaboration is outlined in further detail in a collaborative agreement signed by all partner universities (see Appendix A). The collaborative agreement makes reference to detailed Study and Examination Regulations (see appendix B), as well as Selection Regulations (see appendix C). All three documents have been under review, involving all three partner universities, since they were created during the EU-funded development project and were adopted and signed by all partners in February 2014. The agreement was renewed and signed again by all partners in October 2016.

The programme was initially intended to lead to the acquisition of a master's degree jointly issued by the three participating universities. After extended negotiations, this aim had to be modified in order to comply with national regulations. Each of the three universities now issues a different academic title, i.e. "Master of Arts" (University of Applied Sciences Magdeburg-Stendal, Germany), "Master of Humanities" (Humak University of Applied Sciences, Finland) and "Master of Science" (Heriot Watt University, UK). However, the three academic titles are mutually recognised by all three universities. This may be of particular relevance for students who want to continue work done in the Master programme at PhD-level: While the German and Finnish universities of applied sciences are not in a position to offer such a perspective, Heriot-Watt University could be a place to carry on 'third cycle' academic work.

Each university enrolls one third of the student cohort, selected through a joint selection procedure. It is each university's responsibility to deal with the administrative procedures of enrolment and payment of student fees. Academic content is developed and delivered jointly by all three partners in collaboration. Students enrolled at all three universities are treated as one joint cohort, participating in the programme together. Module coordination and teaching responsibilities are clearly stated and distributed evenly between project partners. This is realised as the 'one country, one module' principle; module coordination is assigned to one partner university, with each partner being responsible for three modules across the programme. Teaching teams may, however, involve members of different, sometimes all universities.

5.2 Programme Management and Responsibilities



- The Collaborative Agreement names one **study programme director** for each of the three university partners. Directors are in charge of the overall academic implementation of the programme, serve as authorised contact persons and are accountable to their universities. Together, they form the **Board of Studies**, which meets at least once every semester to monitor the academic content and structure of the programme.
- A joint **programme coordinator** is in charge of the day to day management of the programme. The programme coordinator plans and communicates relevant dates and serves as a contact person for students and staff. He or she prepares meetings, draws up minutes and disseminates information to all the participants.
- For each study module, a **module coordinator** is in charge of planning, implementing and assuring the quality of the respective module. Module coordinators represent the university in charge of the respective module. Module coordinators monitor and support the work of the academic staff involved in teaching and assessing

in the module. They keep the study directors informed of the implementation of the module and report student results to the Board of Examiners.

- The **Board of Examiners** organises examinations and implements the tasks prescribed in the Study and Examination Regulations (see Appendix B, § 13). The Board of Examiners consists of one member of the faculty of each participating university, a student representative and an external board member with a suitable academic qualification. The Board of Examiners meets regularly to ensure proper implementation of all exams.
- A **student representative** and an additional student representative proxy will be nominated by the student cohort at the beginning of the programme. It is the student representatives' task to represent the student body and liaise with members of staff, as appropriate. Student representatives will join the Board of Examiners.

5.3 Entry Qualifications and Selection Procedure

During each cycle of the programme, up to 24 students are recruited across the universities. Each university enrolls around one third of the cohort. The details of the recruitment policy are specified in the Selection Regulations, see Appendix C. Entry requirements for participation in the programme are:

- a first-level academic degree
- a minimum of three years' professional experience.
- sufficient English skills to participate in an academic programme of this kind (i.e., level B2 of the Common European Framework, corresponding to level 6.5 of the International English Language Testing System IELTS)

Applicants apply at one of the three partner universities of their choice, using the standard application form at place at that university, and are asked to state secondary choices of universities. A joint selection procedure between the three partners ensures that the allocation of places is spread across the three universities according to student choices and university capacities. The selection procedure consists of a short-listing of all applications. Short listed candidates are invited to attend an online interview in front of an interview panel. The interview process involves the testing of aptitude:

- to communicate with Deaf people in an international context using signed communication (tested in the form of a signed interview normally with a Deaf member of the teaching team)
- to participate in a Masters programme in this kind in which the main language of tuition is English
- to reflect upon and critically discuss theoretical ideas (tested through submission of a short written text and discussion in English)

The interview panel, including at least one member from each partner university and a

representative from professional practice, comes to a joint decision. Applicants are ranked according to the above skills as well as details provided in the application form. Offers are made to the most successful candidates. First choices of universities will be respected as much as possible; however, if places have been filled at a particular university, successful applicants may get the opportunity to receive an offer at one of the partner universities instead, should their places not yet be filled.

Partner universities jointly approve commencement of the programme for each cycle following consideration of proposed recruitment figures. In consideration of resources available at each of the partner universities, it is envisaged that there will be a biennial intake of students, ensuring that teaching input is only required for one cohort at a time (although there may be overlap of a dissertation period of one cohort and teaching of the next cohort).

Students are registered by the institution accepting their application at the commencement of the programme and will sign the undertakings relating to adherence to the relevant statutes, ordinances, regulations and rules of that institution. Each institution is responsible for creating and maintaining detailed student records for the students it enrolls in accordance with its normal procedures and agrees to reasonably share this information with all participating institutions upon request.

5.4 Fees

Due to university regulations and national legislation, it was unfortunately impossible to harmonise the fee situation between the different universities. The situation regarding tuition fees varies, depending on the university with which students enrol.

- Magdeburg-Stendal University of Applied Sciences: 1500 € for the study programme per semester plus a general university fee of 63 € per semester (for all students);
- Heriot-Watt University: £1830 for Home and EU students (per semester); £3890 for Overseas students (per semester);
- Humak University of Applied Sciences: 1050 € per semester for non-EU/EEA students plus an application fee of 100 € for applicants with a qualification completed outside the EU/EEA –area. Study programme is free for EU/ETA students.

In addition to the fees, students are expected to finance travel to and accommodation during block-seminars and other events themselves.

5.5 Evaluation and Accreditation

Outcomes of the EUMASLI curriculum development project (see section 4), were evaluated by outside experts and stakeholders in the field of deafness, sign language, and sign language interpreting in 2007 and 2009. Progress within the EUMASLI programme is monitored by the Board of Studies and at additional workshops involving an extended group of staff members. The study programme adheres to guidelines for evaluation established at the partner institutions. This entails continuous student evaluation of teaching methods and learning outcomes after each semester, elicited through specifically designed questionnaires. Students will be asked to provide feedback in conclusion sessions and through the student representatives. Student feedback is taken extremely seriously by teaching staff and management alike, and is continuously taken into account in the revision of content, structure and organisation.

The original project proposal foresaw that the study programme would be evaluated as a whole in a single accreditation procedure by an internationally recognized quality assurance agency during the life time of the EU project. The German cultural ministry in charge of study programmes at the University of Applied Sciences Magdeburg-Stendal, approved of the programme under condition that a formal accreditation was implemented at a later stage. This process was started in 2013, and the German accreditation agency ACQUIN (<http://www.acquin.org/en/index.php>) was commissioned to carry out the accreditation process. In the summer of 2014 the accreditation agency ACQUIN formally accredited the programme.

6. Programme Structure

EUMASLI leads to the acquisition of 90 ECTS-credit points (= 2,700 student working hours) to be obtained within 2.5 years or 5 semesters. While the first four semesters require part-time study, the final semester in which students produce the MA Thesis requires full-time study.

6.1 Block Seminars and Self-Study Phases

The programme is built around a series of block seminars with preceding and succeeding self-study phases. Over the course of the 2.5 year long programme, students travel together as one cohort to attend six block seminars, two at each of the three universities, as well as two additional shorter events in semesters 4 and 5. In **Semester 1**, students get the opportunity to visit each campus for one week, while completing self-study before and after each block. In the subsequent three semesters, **semesters 2-4**, students attend one two-week block seminar at one of the partner institutions per semester. Students are required to attend an additional 2-3-day event at the end of **semester 4**. During the **final semester**, the only semester that requires full-time study, students work independently, yet under supervision, on their MA Theses. Semester 5 is completed with the final event of the programme, a 2-3 day colloquium where students present their MA Theses to a public audience.

Semesters conform to the following pattern: An initial self-study period (phase A) is followed by contact time in the international block seminar (phase B), followed by subsequent individual or group work (phase C). This will normally be followed by a concluding event, which will often involve media-based interaction through video or online conferences, or instead involve travelling to an additional event which may happen at one of the partner universities or elsewhere (phase D).

Sem 1 Jan-July	A1	B1: HW block 20-24 / 2 2017	A2	B2: MD block 20-24 / 3 2017	A3	B3: Humak 15-19 / 5 2017	C	D
Sem 2 Aug-Dec	Phase A: Preparatory Self-Study		B: MD block 11-22 / 9 2017		Phase C: Post self-study		D	
Sem 3 Jan-July	Phase A: Preparatory Self-Study		B: HW block 19/2-2/3 2018		Phase C: Post self-study		D	
Sem 4 Aug-Dec	Phase A: Preparatory Self-Study		B: Humak block 27/8-7/9 2018		Phase C: Post self-study		D Nov 18	
Sem 5 Jan-Sept	Self-Study, MA Thesis 18/1-14/6 2019						D Sept 19	

Attendance at block seminars and other scheduled events is compulsory. Students must ensure that they are available to attend from beginning to end. Partner universities will provide guidance and information on travel and accommodation, but it is the student's responsibility to organise attendance of events and block seminars.

6.2 Teaching, Learning and Assessment

The EUMASLI programme builds upon previous academic, linguistic and professional experience of the students. In particular, students should critically reflect on their practical experience of working in the field of sign language interpreting in a theoretically informed manner so as to be able to formulate and pursue relevant research questions and prepare for taking up higher-level functions in the professional field. The national diversity of student backgrounds is considered as an asset that is to be made productive. Students from different national backgrounds are encouraged to interact and learn from comparing divergent social, political, legislative and professional conditions. Taking part in this programme should prepare them for both, professional activities at an international level and an informed practice in their home countries.

In order to support individual development of personal and professional skills, the programme will offer a variety of teaching and learning modes. Teaching styles are varied throughout modules and block seminars, involving lecture, seminar, workshop and tutorial elements. Substantial parts of the programme consist of self-study work done by individual students or groups of students. Efforts will be made to support student work during self-study periods through the provision of specifically designed study and exercise materials, access to online discussion forums or individual feedback by tutors. During the course of the programme, students will have to produce written work, but they will also have to present their work in signed and/or spoken communication modes to other students as well as wider audiences. They will engage in group work, undertake project work, document findings in portfolios, give feedback to the work of others and take part in online and video conferences. Student work will be continuously assessed in order to provide clear feedback on individual progress in the programme.

Each module includes assessment, as specified in module outlines (see Section II). Details will be provided at the beginning of the semester or during block seminars, as appropriate. For the assessment and grading of student work, different national traditions needed to be harmonised between partners. It was decided to use the German grading system as the basis for marking throughout the programme (see Study and Examination Regulations, § 23, in Appendix B). A conversion table, establishing equivalents of marks between the three partners' systems, was developed, following common European university practices and respecting specific national traditions (see Appendix D). Based on this conversion table, students will receive German marks, converted into British and Finnish marks, for each piece of assessment.

6.3 Learning Resources and Facilities

Access to Facilities and Infrastructure

Partner universities agreed that all students enrolled in the programme may use any study-related infrastructure, such as access to IT resources, library, etc., at no additional cost (s. Cooperation Agreement, § 3 (3), in Appendix A). This is particularly relevant for the duration of the block seminars that take place at all the participating universities. Library and computing facilities are as required for a programme of this nature. Differences in terms of resources available at each of the partner institutions are taken into account and, where possible, compensated for. Thus, for instance, not all the relevant literature is available at each of the university libraries, and not all students have access to the same kind of technology. Efforts are being made in order to ensure comparable learning experiences for all the participants.

Virtual Learning Environment

EUMASLI uses Heriot-Watt University's Blackboard-based Virtual Learning Environment (VLE), called VISION. Each module will have a space on the VLE and teaching staff will use this space to post class materials, such as presentations, reading lists, details of assignments or announcements. VISION also offers the possibility to upload written work through Turnitin, a plagiarism detection programme, which allows you and teaching staff to detect instances of unreferenced citation. Once students have registered at Heriot-Watt University and have their usernames and passwords, they can access VISION here: <http://vision.hw.ac.uk>.

Virtual Meeting Room

Video-conferencing technology needed in parts of the programme is available at all partner institutions and has been tested and used with considerable success in the development project as well as the study programme. In addition, the partners have access to the online conferencing software Adobe Connect Professional, a tool which allows up to 100 participants to attend an online meeting. Video-conferencing will enable participation in online activities on campus and remotely for staff and students alike. As a pilot, continuous access to a virtual meeting room using the Adobe Connect Professional software is made available to all students and staff at: <https://webconf.vc.dfn.de/eumasli/>.

6.4 Referencing Conventions and Plagiarism

In all produced work (written and oral) students are required to cite and reference ideas and words produced by other people appropriately. Unless otherwise specified, the referencing system used in EUMASLI adheres to the APA Referencing guidelines. Referencing conventions will be introduced in semester 1. It is the student's responsibility to ensure that all work is cited appropriately. Failure to do so results in plagiarism and will be penalised.

Plagiarism is the act of taking the ideas, writings or inventions of another person and using these as if they were your own, whether intentionally or not. Plagiarism occurs where there is no acknowledgement that the writings, or ideas, belong to or have come from another source. Academic misconduct is taken extremely seriously and plagiarism is an act of academic misconduct. All alleged instances of plagiarism and the consequences of misconduct in examinations and any other form of assessment are severe will be investigated. Detection of plagiarism could result in disciplinary action being taken against you.

Heriot-Watt University provides further information about plagiarism: <https://www.hw.ac.uk/students/doc/plagiarismguide.pdf>

6.5 Communication Philosophy

- The 'official' language of EUMASLI is English. English is used to deliver the curriculum. This was a very conscious decision, as English is the lingua franca used in academia at the moment, as well as in many professional and academic Sign Language Interpreting contexts. We strongly believe that EUMASLI students should work towards becoming confident and able to communicate in English (spoken and/or written, as appropriate), and participation in this international programme promotes development of English skills particularly in academic contexts.
- With the participation of Deaf students, we will do our best to provide interpreting services during block seminars and face-to-face meetings, and will provide regular updates on to what extent this is possible. Normally, interpreting will be provided for communication between English and International Sign (IS), but individual arrangements may be made between Deaf participants and the three institutions taking into account preferences and feasibility. Interpreting may also be necessary and provided when IS or a national sign language is used for the delivery of a seminar.
- Students and staff alike shall ensure that communication is accessible to all participants and members of staff, whether Deaf or hearing, at all times. This may be through interpreters or, in group or individual situations, through direct use of International Sign or a national signed language as appropriate.
- Whereas English skills are a requirement to enter the programme as specified in the programme regulations, in the handbook and on the website, this is not the case for

IS. The teaching of IS, and translation and interpreting between English and IS, are part of the EUMASLI curriculum. However IS constitutes only one area of EUMASLI alongside developing research skills and engaging in discussion on the development of the profession. It is important that students (and staff) are able to engage in these discussions, as far as possible, in the language that best permits them to develop and convey their thinking. Students are thus encouraged to use English as the main mode of communication where appropriate to ensure maximum opportunity to engage in discussion of often complex and challenging ideas. Students are not expected to be able to communicate using IS from the outset of the programme.

- We recognise that working in IS is not without problems. Communicating complex information in a communication system that is not widely considered a language, that lacks a standard version, that is flexible, adjusts and develops in contact situations, and which does not have any native speakers, is a challenge. Interpreting between IS and English, especially in situations where highly complex information is communicated and in which both languages are frequently produced by non-native speakers, is therefore particularly challenging.
- We aim to provide an appropriate environment for all interpreters who work as part of EUMASLI. This includes collegial behaviour and trust in the work of the employed interpreters. Working in situations where the majority of participants are practising interpreters themselves can add to the pressure. These challenges need to be considered by staff and students; allowances should be made (e.g. preparation material should be made available to interpreters in advance where appropriate, timings of sessions should include consideration of interpreting requirements). During the time of their involvement, we regard working interpreters as part of our team. We expect all participants to treat all EUMASLI events sensitively and professionally, which includes treating communication issues confidentially and keeping discussions within non-public fora.
- Communication has been part of our discussions since the implementation of EUMASLI. This document is based on the parameters that were established around EUMASLI from the beginning, as well as reviews of practices and feedback from students, staff and interpreters. We will continue to review communication issues during the programme on a regular basis taking into account feedback from students, staff and interpreters.

7. Programme Content

The programme is developed around three interconnected themes: sign language and interpreting skills; policy development and management of the profession; and research, reflecting the strengths of the participating universities. Each university participates in the delivery of each theme. These three themes feed into a series of modules spread across the programme, outlined in further detail in section 7.2 below.

Modules generally have a size of 5 or 10 ECTS credits. As appropriate for part-time study, per semester students take modules of 15 ECTS credits in total. Note that in the final semester, the completion of a dissertation counts towards 30 ECTS, and is thus the only semester requiring full-time commitment from students.

Semester 1 provides a foundation to the programme, covering:

- linguistic aspects (enabling students to acquire first-hand knowledge of the national sign languages of the three partner countries, FinSL, DGS, and BSL, providing opportunities for making first steps in the use of International Sign, and securing a common basis in sign language linguistics)
- cultural aspects (providing the relevant conceptual and theoretical underpinning necessary to discuss issues relating to Deaf Studies with reference to the Deaf communities of the three partner countries);
- academic and personal study skills (substantiating students' academic writing, communication and study skills needed for postgraduate study, taking into account the diversity of the student group, and familiarising students with the resources available)

Semesters 2-4 include one predominantly practically oriented module, focusing on signing in international contexts (2.1, 3.1, 4.1), as well as one module which is either geared towards the consolidation of research skills and/or a focus on developing the profession (2.2, 3.2, 4.2). The latter modules include a reflective practice strand, in which students will learn and apply advanced mechanisms of professional reflection. The introduction of the reflective practice strand was a major consequence of the first delivery of the study programme, where it was felt that more time and guidance should be afforded for the continuous reflection of the students' professional work. Consequently, 2 ECTS in each of module 2.2, 3.2, and 4.2 are set aside for the purposes of reflective practice (see module outlines for further details).

During **Semester 5**, students work on their dissertation, supervised by two members of staff, which will be members of staff from two of the partner institutions. The dissertation includes a compulsory colloquium.

7.1 Module Overview

Semester	ECTS	Modules		
1	15	1.1: Similarity and Diversity in European Sign Languages (5 ECTS) DE	1.2: Similarity and Diversity in European Deaf Communities (5 ECTS) FI	1.3: Personal Development and Academic Skills (5 ECTS) UK
2	15	2.1: Introducing International Sign (5 ECTS) DE	2.2: Interpreting and Translation Studies (incl. Developing Reflective Practice I) (10 ECTS) UK	
3	15	3.1: Translating Between International Sign and English (5 ECTS) FI	3.2: Developing the Profession (incl. Developing Reflective Practice II) (10 ECTS) UK	
4	15	4.1: Interpreting Between International Sign and English (5 ECTS) FI	4.2: Research Methods: Sign Language Interpreting and Translation as Profession and Performance (incl. Developing Reflective Practice III) (10 ECTS) DE	
5	30	MA Thesis (30 ECTS) UK/DE/FI		

7.2 Skills Development

The module structure outlined above relates to three major areas of study:

(a) A substantial part of the programme is devoted to the acquisition of **International skills** (see modules 1.1, 1.2; 2.1; 3.1; 4.1). This affords opportunities for applying and strengthening linguistic, translation and interpreting skills. A multilingual approach is implemented: in particular, participants will acquire some basic skills in each of the sign languages, i.e., Finnish Sign Language (FinSL), British Sign Language (BSL) and German Sign Language (*Deutsche Gebärdensprache*, DGS). International Sign (IS) is afforded a special place in the programme. In part, this reflects possible uses of IS in transnational communication, including transnational interpreting assignments, but there is a further rationale: While an international study programme of the kind proposed here cannot easily concentrate on developing skills in the individual national sign languages represented in the programme, it is expected that experience in IS will reflect positively on the use of each participant's national sign language and allow for discussion of and reflection on wider linguistic, translation and interpreting aspects of relevance to the professional lives of the student cohort.

Working with International Sign (as is the focus in modules 2.1, 3.1, 4.1) will not only prepare students for working in international contexts thereby extending their professional profile, but will also encourage further development in working with their respective national signed language.

More generally, the international dimension is fundamental to the nature of the programme and is therefore threaded overtly through the entire programme, from the international collaborative nature of the management of the programme, the predicted international nature of the student cohorts, and the locations of the study-blocks to the programme's content. As mentioned in the introduction, the programme has been evaluated by international colleagues in the field prior to initiation.

(b) A second major study area is concerned with various aspects of ***Developing the profession***. Results from interpreting and translation studies have a place here (module 2.2), but this part of the programme is predominantly concerned with individual aspects of working as a professional interpreter (particularly the Reflective Practice strand in modules 2.2, 3.2, and 4.2) as well as social and political dimensions of working as a professional interpreting practitioner (module 3.2).

(c) The third major study area of the programme is to lead up to and implement ***Doing research***. Starting out from essential academic skills (module 1.3), module 2.2 introduces major approaches and theories in the field of Translation and Interpreting Studies. Treatment of relevant research methods and critical reflection of research as practised in the field in module 4.2 prepare students for carrying out their own study in the context of producing a Master thesis to conclude the programme. The significance of the final research work is reflected in the number of credits allocated to the Master thesis.

More generally, research-informed learning skills are seen as fundamental to the programme, since the development of research underpinnings for the profession is a core aim of the programme.

7.3 Delivery of Content

Semester 1 is organised around three one-week block seminars, one to take place in each partner country. The practical component of module 1.1 will be taught across all three block seminars, while the theoretical part of module 1.1 will predominantly feature in the second block seminar in Magdeburg; modules 1.2 and 1.3 will be predominantly spread across the first block seminar in Edinburgh and the third block seminar in Helsinki.

The two-week block seminars that are central in semester 2–4 (i.e., DE in semester 2, UK in semester 3, and FI in semester 4) are organised roughly as follows: One half of the two weeks of teaching is devoted to the 'International skills' module; the second half is dedicated to the other module. Note that effort hours for the 'international skills' modules will involve further contact time, whereas other modules include an increased

amount of self-study time. Delivery of these modules may involve the attendance of teachers from partner countries. That is, in semester 2, for example, the block teaching for all modules in the semester will be conducted in Germany, with the UK module requiring visiting staff from Heriot-Watt University going to Germany to teach their respective modules.

As outlined above (section 6.1), each module conforms to the following pattern: An initial self-study period (phase A) is followed by contact time in the international block seminar (phase B), followed by subsequent individual or group work (phase C). This will normally be followed by a concluding event, which will often involve media-based interaction through video or online conferences, or instead involve travelling to an additional event which may happen at one of the partner universities or elsewhere (phase D).

II. Module Outlines

1.1	Similarity and Diversity in European Sign Languages	
DE	Coordinator: Prof Dr Jens Hessmann	
Year 1	Semester 1	
5 ECTS (150 h)	60 h contact time (40%)	90 h self-study (60%)
<i>Aims</i>		
<p>This module provides an introduction to the the international skills strand of the study programme by enabling students to acquire first-hand knowledge of the national sign languages of the three partner countries (FinSL, DGS, and BSL), providing opportunities for making first steps in the use of International Sign, and securing a common basis in sign language linguistics. The overall aim is to lead students to reflect upon similarities and differences between various systems and forms of sign language use.</p> <p>Practical language sessions will focus on highlighting significant lexical and grammatical aspects of FinSL, DGS, and BSL, respectively, using International Sign as a mode of communication and discussion. Practical language sessions will also provide opportunities for learning about the linguistic communities of Deaf people in Finland, Germany, and the UK.</p> <p>Accompanying readings and seminars will clarify descriptive key concepts of sign linguistics and establish a shared ground for reflecting similarities and differences in the various sign languages involved and brought to the programme.</p> <p>By providing first-hand experience with and guided theoretical reflection upon different sign languages as well as allowing for a practical encounter with International Sign, the module introduces a comparative linguistic perspective that paves the way for the development of international skills in modules 2.1 (“Introducing International Sign”), 3.1 (“Translating between International Sign and English”) and 4.1 (“Interpreting between English and International Sign”). Students will be made aware of formal and functional aspects shared by many sign languages as well as identifying language specific differences, and they will acquire the conceptual tools necessary to refer to and describe relevant linguistic similarities and differences.</p>		
<i>Syllabus</i>		
<i>Contents</i>		
<ul style="list-style-type: none"> – Significant lexical and grammatical aspects of FinSL, DGS, and BSL – Basic communication skills in International Sign – Basic facts about the history, culture, and social situation of the Finnish, German, and British Deaf communities 		

- General aspects of sign linguistics as an academic discipline
- Levels of linguistic description: The phonology, morphology, and syntax of signed languages
- Key concepts for the analysis of sign language morphology and syntax
- Linguistic similarities and differences between FinSL, DGS, and BSL in selected areas of morphology and syntax

Teaching methods

- In Phase A (40 h), students will do preparatory reading. Key texts to be read will focus on (a) the development and current status of sign languages and sign language linguistics and (b) on the systemic levels of phonology, morphology, and syntax as applied to signed languages. There will be questions and tasks to guide reading, and students will be expected to bring the results of their reflections to the block seminar.
- Phase B is partly spread out over all three block seminars: Each block seminar in Semester 1 will include practical language sessions (3 x 12 h = 36 h). These will introduce students to significant aspects of FinSL, DGS, and BSK use and provide opportunities for learning to apply sign language skills in situations of international communication. Interactive application of communication skills and practical receptive and productive language use will be emphasised. Exercises and practice materials will relate to the history, culture, and social situation of the respective Deaf communities. Following on from each of the three sets of practical language sessions, students will have to complete an assignment which will focus on the relationship between the relevant national sign language and International Sign (assessed submissions).
- The remainder of Phase B (24 h) will take place during the German block seminar and deals with linguistic issues from a more theoretical point of view. On the basis of the preparatory reading, seminars will initially focus on the evolution and variation of visual communication systems and introduce sign language linguistics as an academic discipline. General systemic aspects will be discussed next (“How do the concepts of phonology, morphology, and syntax apply to sign languages?”). The second half of the block seminar will then focus on selected topics in the morphology (such as plurality, tense, verb agreement, aspect, pronouns, classifiers) and syntax (for instance, noun phrases, sentence types, negation, constructed action) of sign languages. Throughout, the focus will be on clarifying analytically relevant key concepts and comparing how these apply to different sign languages.
- During Phase C (50 h) students will work in pairs. Students in each pair should be users of different sign languages. Each pair chooses one morphological or syntactic issue to work on. Students will be asked to
 - (a) clarify the chosen concept (e.g., tense, plurality, negation) with reference to

spoken and signed languages, taking into account relevant approaches in the linguistic literature;

(b) discuss and compare how the chosen concept is manifested in the two sign languages, taking note of similarities and differences in language use;

(c) present their findings in a joint paper of 2.500–3.000 words that adheres to standard academic conventions (assessed submission).

- There is no separate Phase D in this module, but efforts will be made to share student findings, e.g. by posting abstracts of students papers or otherwise making papers available to each other.

Learning outcomes

Subject mastery

- Students will have knowledge of significant lexical and grammatical aspects of FinSL, DGS, and BSL.
- Students will have basic factual knowledge concerning the three Deaf communities involved.
- Students will have an initial understanding of how to apply sign language skills to situations of international communication.
- Students will be familiar with the history and current status of sign language linguistics.
- Students will be aware of basic systemic aspects of sign languages.
- Students will know key concepts in the morphology and syntax of sign languages.
- Students will be aware of significant similarities and differences between different sign languages.

Personal abilities

- Students will have increased their language awareness by noting similarities and differences between different sign languages.
- Students will have acquired a basis for developing skills in International Sign.
- Students will have improved their abilities in target-oriented academic collaboration.
- Students will have improved their skills in academic writing.

Assessment methods

- (1) Three language tasks: Applying International Sign to FinSL, DGS, and BSL sources (3 x 15%); reassessment: resubmission of language task
- (4) Coursework submission: academic paper (55%); reassessment: resubmission of

academic paper with changed topic

Assessment criteria:

- Language tasks: Understanding of FinSL/DGS/BSL source (50%); adequate application of International Sign (50%) %).
- Academic paper: Exposition of linguistic topic under consideration (20%); use of the linguistic literature (20%); analysis and comparison of two sign languages (40%); structure and organisation of the paper (10%); appropriate use of academic conventions (10%).

The three language tasks relate to the stated learning outcomes that concern practical language skills and language awareness. The coursework submission relates to the stated learning outcomes that refer to linguistic knowledge, the application of linguistic concepts, language awareness, target-oriented collaboration and academic writing.

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Brentari, D. (ed.). 2010. *Sign Languages*. Cambridge Language Surveys. Cambridge: Cambridge University Press.

Liddell, S. K. 2003. *Grammar, Gesture, and Meaning in ASL*. Cambridge: Cambridge University Press.

Napier, J., and L. Leeson. 2016. *Sign Language in Action*. Basingstoke: Palgrave Macmillan.

Nijen Twilhaar, J., and B. van den Bogaerde. 2016. *Concise Lexicon for Sign Linguistics*. Amsterdam und Philadelphia: John Benjamins.

Pfau, R., M. Steinbach and B. Woll (eds). 2012. *Sign Language: An International Handbook*. Berlin: Mouton de Gruyter.

Sandler, W., and D. Lillo-Martin (2006), *Sign Language and Linguistic Universals*. Cambridge: Cambridge University Press.

1.2	Similarity and Diversity in European Deaf Communities	
UK	Coordinator: Päivi Rainò	
Year 1	Semester 1	
5 ECTS (150 h)	20 h contact time (13%)	130 h self-study (87%)
Aims		
<p>The aim of this module is to introduce students to the basic cultural, historical, social and political developments of concern to the Deaf communities of the partner countries, with reference to relevant developments in the European Union and international contexts. In addition, the course focuses on providing theoretical knowledge of current theories of Deaf Studies and ability to reflect upon and discuss issues of relevance to Deaf communities, providing the foundation for reflection on working within contact situations between Deaf and Hearing communities.</p> <p>The module aims to provide students with:</p> <ul style="list-style-type: none"> – A critical understanding of the principal theories and concepts used to conceptualise deafness and Deaf communities. – A critical awareness of current issues in the field of Deaf studies. – Detailed and critical knowledge and understanding in one selected area relating to their 'home' Deaf community informed by developments at the forefront of the discipline. – Familiarity with a significant range of materials which are associated with investigating this intellectual territory. – Enhanced skills in planning and executing a project relating to a selected issue concerning their 'home' community. 		
Syllabus		
<p>Contents</p> <p>The module will cover topics such as:</p> <ul style="list-style-type: none"> – Current theories of conceptualising deafness, Deaf culture and Deaf communities. – Points of contact and comparison in the historical, social and political development of Deaf communities. – 'Deaf policy' at national and international levels. – The (changing) structures of Deaf communities. – The history of Deaf communities and the future of Deaf heritage. 		

- How historical and cultural developments shape Deaf communities.
- From Deaf Studies theory and scholarship to community action.

Teaching methods

The module is delivered over four Phases (A–D), with preliminary readings and 20 hours of face-to-face contact during the Heriot-Watt and Humak block seminars (February 2017).

Students will be provided with required readings, which will be used in conjunction with learning activities throughout the study period.

In Phase A (40h), students will do preparatory reading. Reading is not a passive activity. Effective academic reading demands reader response, so you should expect to spend almost as much time writing – albeit in note form at this stage – as you spend reading.

The Block Seminars (Phase B, 20h) will review developments in Deaf Studies over the last half-century, taking a broadly decade-by-decade approach in order to chart trajectory of key ideas, concepts and principles internationally over the years. We will i. review and contextualise preliminary reading from Phase A, ii. identify and unpack key notions driving scholarship (from 'disability' and 'culture' via 'audism' and 'sign language recognition' to 'Deafhood' and 'Deaf Gain') during the relevant period, and iii. build an awareness of the web of connections among and between academic thinking and community developments, nationally and internationally.

Phase C (80h) will use the United Nations Convention on the Rights of People with Disabilities as a site within which to interrogate the value, significance and impact of Deaf Studies scholarship. Students will work in corresponding pairs (or exceptionally, triads) to produce comparative analyses reflecting on the UNCRPD as it pertains to their countries. The process will involve preparation, individual theoretical and applied analysis, structured comparison and collaborative synthesis.

Finally, Phase D (10 h) will (at the 'conclusion' to Semester One) essentially be formative in nature, requiring agreement on a joint summary of the collaborative synthesis derived from Phase C, and presentation of this summary to the whole staff/student group for informal review. Students will compare and contrast their own and other pairs' conclusions, and identify key issues to carry forward from this module into their forthcoming activities, especially in module 3.2.

Learning outcomes

Subject mastery

By the end of the module, students should expect to be able to:

- Demonstrate a knowledge and understanding of Deaf history and culture.
- Appreciate the pattern and texture of the development of international scholarship in

these fields.

- Demonstrate an awareness of current social and political developments in a range of Deaf communities.
- Show the ability to apply a systematic and critical assessment to material from a variety of sources.
- Display the ability to identify and analyse key historical theories, concepts and principles in Deaf history, society and culture
- Use advanced skills associated with academic discourse (data selection, argumentation, referencing, editing) and apply these to discussion regarding the contemporary Deaf world.

Personal abilities

- be able to gather, process and reflect upon information
- be able to present gathered information at an appropriate academic level
- be able to use a range of software to support and enhance work at this level.

Assessment methods

Students will be required to complete one assessment task..

1) Analysing implementation of the UNCRPD through a Deaf Studies lens (100%)

The UNCRPD is recognised as a key document by the world's major Deaf organisations, led by WFD. It will be introduced in the first block seminar, after which students will be expected to interrogate documentation in their home countries which addresses the national response, across diverse organisations, to the Convention. Whilst conducting preparatory and follow-up reading around the Edinburgh block seminar, students will be invited actively and consistently to reflect upon the relationship (or lack of it) between the UNCRPD and the conceptual and theoretical apparatus formulated in Deaf Studies scholarship.

During Phase C, students should write an account of this relationship. Does and should the Convention draw upon the Deaf Studies canon? Does the academic literature have anything to say that should inform the Convention's impact or enactment? If so, what and how?

This writing task is a solo activity: however, students will be grouped into twos or threes from different countries and expected to interact throughout the process of preparation and delivery of this task. Their task is not to co-author, but to offer one another critique and a point of comparison and cross-reference to at least one other specific country's efforts with the UNCRPD. They will read different texts and with different eyes, and are expected to share insights with one another, exploring the process of trans-national collaboration and the cooperative generation of knowledge – sometimes from radically divergent experiences, assumptions and perspectives – which has always been integral

to the ethos of EUMASLI.

In Phase D, students will reach agreement on a joint summary which offers a collaborative synthesis of the issues they have individually recorded in their written work from Phase C, identifying common ground and divergences. They will present this summary to the whole staff/student group for informal review. This is not a summative (i.e. assessed) task, but one in which the primary rationale is to reflect upon lessons learned and how their impact should transfer forward to the next Semester. Students will therefore compare and contrast their own and other pairs' conclusions, and identify key issues to carry forward from this module into their forthcoming activities.

The required word/page-count will correspond to the programme's standard expectations in relation to the ECTS value of the module. Please refer to APA guidelines for referencing. All submissions should have: 1.5 line-spacing, be set in 12-point font, and have a margin of at least 2.5cm all the way around the page.

Assessment criteria

1. Effective communication (20%)
2. Critical analysis of issues highlighted by the module (40%)
3. Use of literature (20%)
4. Appropriate adoption of academic conventions (10%)
5. Structure and organisation of presentation (10%)

A more detailed task description will be provided.

This assessment task relates to all of the stated learning outcomes.

Bibliography

Baker, Charlotte and Battison, Robin. 1980. *Sign Language and the Deaf Community: Essays in Honor of William Stokoe*. Washington: National Association of the Deaf.

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University Press.

Ladd, Paddy. 2003. *Understanding Deaf Culture – In Search of Deafhood*. Clevedon: Multilingual Matters.

Lahtinen, Inkeri & Rainò Päivi (Eds.) 2016. *Deaf People in Albania in 2015. A survey study*. Tirana: United Nations Development Programme & Republic of Albania, Institute of Statistics & Finnish Association of the Deaf & Albanian National Association of the Deaf.

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Maher, Jane. 1996. *Seeing Language in Sign: The Work of William C. Stokoe*. Washington, D.C.: Gallaudet University Press.

Monaghan, Leila, Nakamura, Karen, Schmalting, Constanze and Turner, Graham H. (eds). 2003. *Many Ways to Be Deaf: International Variation in Deaf Communities*. Washington, D.C.: Gallaudet University Press.

Padden, Carol and Humphries, Tom. 1988. *Deaf in America*. Cambridge, M.A.: Harvard University Press.

Senghas, Richard J. and Monaghan, Leila. 2002. "Signs of their times – Deaf Communities and the Culture of Language". *Annual Review of Anthropology* 31: 69-97.

Turner, Graham. 1994. "How is Deaf Culture?". *Sign Language Studies* 83: 103-126.

Turner, Graham H., Dodds, Jen K. and Richardson, Lisa. 2002. *"Always the Last to Know": Institutionalised Audism and Linguistic Exclusion of Deaf People from Workplace Communities*. Preston: University of Central Lancashire.

Wilcox, Sherman (ed.). 1989. *American Deaf Culture. An Anthology*. Silver Spring, MD: Linstock Press.

1.3	Personal Development and Academic Skills	
UK	Coordinator: Dr Svenja Wurm	
Year 1	Semester 1	
5 ECTS (150 h)	28 h contact time (19%)	122 h self-study (81%)
<i>Aims</i>		
<p>Taking into account the diversity of the student group, this module provides the necessary foundation for students to cope with academic work at post-graduate level and to participate effectively in this international and multicultural programme. By the end of this module, students will have acquired knowledge and skills for coping with academic work at this level, in relation to effective reading, critical analysis and English writing skills in academic contexts. The module also provides information on the organisation and practices of the EUMASLI programme itself and provides introductions to resources and study tools used throughout the programme. The module thereby provides the necessary transferrable skills needed throughout the programme and beyond.</p>		
<i>Syllabus</i>		
<i>Contents</i>		
<p>Sessions will focus on topics such as:</p> <ul style="list-style-type: none"> - Academic reading and critical engagement with literature - Academic writing and English in academic contexts - Referencing conventions - Study resources available across the three partner universities and beyond - Introduction to Vision, the Blackboard-based virtual learning platform used throughout the programme - Data and literature search and using relevant resources available on- and off-campus - Project and time management 		
<i>Teaching methods</i>		
<p>Sessions in relation to this module will take place at each semester 1 block seminar, followed by preparatory self-study phases.</p> <ul style="list-style-type: none"> - In phase A1 (22hs), students will undertake a number of self-study tasks, including i. 		

- the creation of an introductory poster; ii. a reading task, iii. keeping an academic journal.
- Phase B1 (12hs) will take place at the first block seminar at Heriot-Watt University. Students will take part in a series of lectures and workshops that will introduce aspects of academic reading and writing at an advanced level as well as study and learning resources available throughout the programme.
 - During phase A2 (15hs), the self-study time between the Heriot-Watt and Magdeburg block seminars, students will produce two entries of an Annotated Bibliography.
 - During phase B2 (4hs), students will attend sessions at the Magdeburg block seminar, where feedback on submitted annotated bibliographies will be provided in the form of group tutorials and local resources will be introduced.
 - During phase A3 (35hs), students will produce further four entries of an Annotated Bibliography.
 - Phase B3 (12 hours), will complete the taught component of the module at the Humak block seminar. Sessions on academic writing and reading, as well as project and time management, will build up on sessions taught during phase B1. Additionally, students will be introduced to local resources.
 - Phase C (50hs) completes the module. Drawing on feedback provided on the submitted annotated bibliographies, students will produce a literature review on a specific topic.
 - (There is no phase D planned for this module).

Learning outcomes

Subject mastery

By the end of the module, students will:

- be familiar with the programme structure and its practices.
- be familiar with a range of tools and resources available on- and off-campus.
- have acquired knowledge and skills for coping with academic work at PG level.
- developed advanced skills in academic writing and reading.
- be able to engage critically with academic literature.
- be able to produce texts that are perceived as acceptable within the academic discourse community.
- Use a significant range of the principal skills, techniques, practices and materials in order to carry out academic work at this level.

- Apply a range of standard instruments and techniques of enquiry in order to carry out academic work at this level.
- Demonstrate originality or creativity in the application of knowledge and understanding.

Personal abilities

By the end of the module, students will:

- have acquired the necessary academic writing, reading and study skills required at postgraduate level and to participate in the EUMASLI programme.
- be familiar with a range of tools and resources available.
- have acquired knowledge and skills to cooperate transnationally within the programme and beyond.

Assessment methods

Several tasks are assessed for this module. In Magdeburg (2nd block seminar), a brief evaluation session is planned to see if students are on track with their assessments and whether the academic standards are in place. In Helsinki (3rd block seminar), every student will be provided with feedback on their academic writing based on their written tasks.

Formative (i.e. non-assessed) preparatory tasks:

Preparatory task for the 1st block seminar (Edinburgh):

1. Preparation of an academic poster to introduce yourself
2. Reading task to identify elements of academic registers:
 - Lim, M. S. C., Hellard, M. E., & Aitken, C. K. (2006). *The case of the disappearing teaspoons: longitudinal cohort study of the displacement of teaspoons in an Australian research institute*. *British Medical Journal*, 331, 1498-1500.
 - Napier, J. (2011). "Signed language interpreting". In K. Windle & K. Malmkjaer (Eds.), *The Oxford Handbook of Translation Studies* (pp. 353-372). Oxford: Oxford University Press.
3. Academic journal

Summative (assessed) tasks:

1. Annotated bibliography (40%); 2 entries to be submitted before the Magdeburg block seminar; 4 entries to be submitted before the Humak block seminar; reassessment:

annotated bibliography with a different topic.

4. Literature review (1500 words +/- 10%) (60%); reassessment: literature review (1500 words +/- 10%) with a different topic.

All tasks will be introduced during block seminars, where further guidelines and assessment criteria will be provided.

Bibliography

Preparatory Reading

Lim, M. S. C., Hellard, M. E., & Aitken, C. K. (2006). *The case of the disappearing teaspoons: longitudinal cohort study of the displacement of teaspoons in an Australian research institute*. *British Medical Journal*, 331, 1498-1500.

Napier, J. (2011). "Signed language interpreting". In K. Windle & K. Malmkjaer (Eds.), *The Oxford Handbook of Translation Studies* (pp. 353-372). Oxford: Oxford University Press.

Recommended books

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Useful resources on annotated bibliographies:

<http://guides.library.cornell.edu/annotatedbibliography/>

<http://writingcenter.unc.edu/handouts/annotated-bibliographies/>

<http://owl.english.purdue.edu/owl/resource/614/03/>

Useful resources for academic writing:

<http://writingcenter.unc.edu/handouts/>

<http://guides.library.ucsc.edu/howdoi>

2.1	Introducing International Sign	
DE	Coordinator: Prof Dr Jens Hessmann	
Year 1	Semester 2	
5 ECTS (150 h)	45 h contact time (30%)	105 h self-study (70%)
<i>Aims</i>		
<p>This module builds upon students' reflection upon different national sign languages and their initial encounter with international signed communication in module 1.1. Students will be introduced to and reflect upon International Sign (IS). They will acquire linguistic skills that will enable them to engage more fully in transnational signed communication. They will reflect on the unique potential of IS as a communicative practice in the international Deaf community as well as its limitations. Students will apply linguistic concepts learned in module 1.1 to the analysis of IS and become aware of its structure. They will also be aware of the controversies concerning the political and linguistic status of IS.</p> <p>The module provides skills and insights to be built upon in subsequent modules of the international skills strand of the study programme, in particular, modules 3.1 ("Translating between International Sign and English") and 4.1 ("Interpreting between English and International Sign").</p>		
<i>Syllabus</i>		
<i>Contents</i>		
<ul style="list-style-type: none"> – History of international signed communication – Function and uses of international signed communication across Deaf communities – Status of IS in relation to other contact languages (Pidgins, Creoles) – Structure and variation in IS – Comparison between morphological and syntactic features of national sign languages and IS – Introduction of lexical items commonly used in IS – Practicing structural features and communication strategies in IS 		
<i>Teaching methods</i>		
<ul style="list-style-type: none"> – In <u>Phase A</u> (40 h), students will do preparatory reading. Key texts to be read will focus on (a) the history, status and use of IS and (b) essential structural features of IS. There will be questions and tasks to guide reading, and students will be expected 		

to bring the results of their reflections to the block seminar. Students will also be asked to watch uses of IS on the internet (for instance, <http://www.h3.tv>), and draw up a list of initial observations concerning specified criteria, to be discussed in the block seminar.

- The block seminar (Phase B; 35 h) will comprise a series of seminars that take up and elaborate upon the questions raised with reference to the preparatory reading and students' initial observations (23 h). Particular emphasis will be paid to the clarification and comparison of structural elements of IS with reference to known features of DGS, BSL, FinSL, and other relevant national sign languages. The seminar will also cover essential aspects of sign language transcription, making reference to the application of glossing conventions in the context of using a tool like ELAN (<http://tla.mpi.nl/tools/tla-tools/elan/>).

The block seminar will further be devoted to practical applications of IS (12 h), which will focus on lexical items commonly used in IS and on structural features and communication strategies typically used in IS. The emphasis is on language use and interaction in relevant communicative contexts.

- Phase C (65 h) consists of individual student work. Students will deal with the following set of tasks:
 - (a) application of descriptive linguistic concepts in the analysis of a sample IS text (transcription & analytical comments);
 - (b) comparison of IS with national sign language use with respect to selected morphological or syntactic features (linking back to the assessment in module 1.1);
 - (c) production of an IS text (video; 4–5 minutes).

Results of tasks (a) to (c) are to be collected in an electronic portfolio (assessed submission).

- Phase D (10 h) consists of online activities: Students will prepare contributions in IS on a topic relevant to the international Deaf community. These will be presented and discussed in encounters with Deaf IS users.

Learning outcomes

Subject mastery

- Students will be aware of the history, status and use of IS.
- Students will know essential features of the structure of IS.
- Students will be aware of structural differences between their national sign languages and IS.
- Students will be able to apply relevant linguistic concepts to the analysis of IS.
- Students will be able to use basic tools and conventions for the transcription of sign

language.

- Students will know lexical signs and communicative strategies commonly used in IS communication.

Personal abilities

- Students will be able to communicate in IS at an advanced beginner level.
- Students will be able to participate in the global discourse of Deaf people about matters that concern Deaf people internationally.

Assessment methods

- (1) Submission of electronic portfolio (75%; reassessment: revised portfolio)
- (2) Contribution to IS online activities (25%; reassessment: individual interview)

Assessment criteria:

- Electronic portfolio:
 - (a) Analysis: Precision and clarity of transcription (40%); use of transcription conventions and tools (20%); clarity and appropriateness of analytical comments (40%).
 - (b) Comparison: Clarity and appropriateness of comparison (60%); use of literature (20%); use of academic conventions (20%).
 - (c) Production: Clarity and appropriateness of IS use (lexicon, grammar, communicative strategies; 100%)

Each part of the portfolio will account for 25% of the overall assessment.
- IS contribution: Clarity and appropriateness of IS use (80%); appropriateness and relevance of chosen topic (20%).

The assessments relate to the stated learning outcomes in a transparent way: Part (c) of the portfolio and the IS contribution relate to the stated learning outcomes that refer to language awareness and use. Parts (a) and (b) of the portfolio relate to stated learning outcomes that refer to the analysis of IS, the application of linguistic concepts, and the use of transcription tools and concepts.

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2.2	Interpreting and Translation Studies	
UK	Coordinator: Dr Svenja Wurm	
Year 1	Semester 2	
10 ECTS (300 h)	35 h contact time (12%)	265 h self-study (88%)
<p>This module has two parts:</p> <p>A. Interpreting and Translation Studies</p> <p>B. Developing Reflective Practice I</p> <p>Part B will be continued in module 3.2 and module 4.2.</p>		
Part A: Interpreting and Translation Studies (8 ECTS; 240 h)		
<i>Aims</i>		
<p>Building on students' existing knowledge and in preparation for the research modules 4.2 and 5, the aim of this module is to provide students with an overview and an enhanced understanding of theoretical issues in Translation and Interpreting Studies (T&IS). Students will develop an awareness of the development of the field of T&IS and an advanced knowledge of selected influential studies of the discipline, as well as the ability to critically reflect on existing research in discussions and written texts. Students will be expected to express their theoretical understanding and demonstrate their ability to critique academic theories in the form of a written essay according to appropriate academic standards. They will be further expected to communicate their ideas and give constructive feedback in peer groups. Overall, this module will prepare students to have the theoretical knowledge to produce further work at an academic level.</p>		
<i>Syllabus</i>		
<i>Contents</i>		
<p>This module focuses on theoretical issues in translation and interpreting studies, offering students the opportunity to discuss, critically reflect upon and further develop theories of translation and interpreting. A number of pertinent theories in the field will be addressed, providing an outline of the scholarly history of the discipline as well as introducing cutting-edge research. The course will cover wider 'mainstream' theories focusing on written/spoken languages as well as those developed particularly with a view to signed language interpreting. A connection to translating and interpreting involving at least one signed language and/or translation involving deaf and hearing people, however, will be maintained throughout.</p>		

Classes will cover topics such as the following:

- Overview of Translation Studies
- Functionalist views of translation
- Translation and ideology
- Social and political issues in Translation and Interpreting Studies
- Multimodality and Translation
- Translation and deconstruction
- Overview of Interpreting Studies
- Early views of interpreting: *theorie du sssense* and cognitive approaches to interpreting
- The pragmatics of interpreting
- Interpreting as interaction
- Ethics in an interpreting context
- Approaches to performance and the profession

Teaching methods

In an initial period of self-directed learning (phase A, 40 h), students will undertake compulsory preparatory reading of texts from Translation, Interpreting and Sign Language (Translation and) Interpreting Studies, which will be discussed later in phase B. A literature list including background reading and a number of selected key texts will be made available to students prior to the beginning of the module. The background reading of two key texts, Munday's *Introducing Translation Studies* (2016) and Pöchhacker's (2004) *Introducing Interpreting Studies*, will give students the necessary overview of the fields to follow the discussions in class and support their understanding of the discussed theories. Other key texts are treated as examples of the discussed theories and should be read intensively and with critical reflection. Students' reading will be further guided by monitoring questions provided in advance.

During the block seminar (= Phase B, 25 h), a series of sessions will be held, all of which will include lecture as well as seminar elements. A number of theoretical approaches within T&IS will be presented by the lecturer and reflected upon within plenary and group discussions.

Phase C & D (175h) will contain further self-study, monitored by the lecturers and accompanied by discussions with peers in online discussion groups, and the submission of an essay. Students will be asked to choose one of several possible essay questions, provided during phase B. The task is to explore one topic area in further depth, critically engaging with literature and current debates in the field of T&IS, in response to a specific question.

Learning outcomes

Subject mastery

By the end of the module students will be able to

- demonstrate an understanding and awareness of the developments, main theoretical approaches, concepts and principles relating to T&IS
- demonstrate an advanced knowledge of selected pertinent theories in the field, including certain topics discussed within the wider field of Translation, ‘mainstream’ Interpreting Studies and/or Sign Language (Translation and) Interpreting Studies

Personal abilities

By the end of the module students will be able to:

- identify, select and apply theoretical ideas to set questions
- communicate and present their critical reflections and ideas to an appropriate academic standard
- critically review and consolidate knowledge and theoretical approaches in T&IS
- demonstrate some originality and creativity in dealing with professional level issues in Translation Studies
- use a range of software and academic tools (e.g. libraries, literature databases) to support and enhance work at this level.
- communicate with peers, colleagues and specialists about issues relevant in T&OS.

Assessment methods

Coursework (100%; reassessment: resubmission of coursework with changed topic)

For further information, see above, phase C and D. More detailed guidelines and assessment criteria will be provided during phase B of the module.

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Module 2.2 Part B: Developing Reflective Practice I (2 ECTS; 60 h)

Part B of the module begins a series of reflections on the professional practice of the students. This reflective strand, which runs through modules 2.2, 3.2 and 4.2, provides students with enhanced tools for skills in reflecting on professional practice.

Aims

The aim of this strand, Developing Reflective Practice, is for students to improve and deepen their self-reflection skills. By increasing self-reflection, students will also improve their self-awareness and the ability to regulate their behaviour in interpreting practice. This strand is centred on the need for practitioners to maintain professional integrity in their work decisions that are in line with broader theories from the field of professional ethics. The particular aim of this course is to introduce students to the applicable theories both within and outside of interpreting and to begin to apply them in their current practice as interpreters. This course begins this discussion with a critique of various ethical codes.

Syllabus

Contents

In this course, the focus is on the individual's practice and how theories of ethics and effective work can be applied to their own work.

Topics include:

Normative & non-normative ethics

Values-based decision making

Cognitive biases and their impact on moral sensitivity and moral motivation

Four component model

Teaching methods

There will be 10hs of contact time during the block seminar. In addition, students will

spend 50 hours on self-study before and after the block seminar.

Learning outcomes

Subject mastery

By the end of the module students will be able to:

- List the reasons for the use of reflective practice in professions and why it is a desirable component of one's professional development in interpreting.
- Identify some major theories from moral development and professional ethics.
- Explain Aristotle's concept of incommensurable values and the contribution it has made to teleology.
- Describe the ways that the interpreting profession has used both a deontological and teleological approach to interpreting ethics.

Personal abilities

By the end of the module students will be able to:

- Demonstrate improved facility in identifying the values inherent in service settings and how those might conflict with the values of community interpreting.
- Demonstrate improved proficiency at reflecting on their own interpreting work through the lens of theories from this course and others.

Assessment methods

The Developing Reflective Practice is not assessed.

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3.1	Translating between International Sign and English	
UK	Coordinator: Liisa Halkosaari	
Year 2	Semester 3	
5 ECTS (150 h)	35 h contact time (23%)	115 h self-study (77%)
<i>Aims</i>		
<p>This module builds on the modules “Similarity and diversity in European sign languages” (module 1.2) and “Introducing International Sign” (module 2.1); by offering a comparative perspective, it lays the foundations for dealing with International Sign (IS) and English texts in translation and interpreting settings. The module exploits the existing knowledge and skills of students and their actual experience as practitioners and professionals with the aim of providing students with knowledge and skills in translation between IS and English.</p> <p>Additionally, this module introduces students to a range of theories relevant to signed language translation, in order to build on “Interpreting and Translation Studies” (module 2.2). Discussion of translation theories related to spoken and signed language translation will be incorporated into activities focusing on the application of these theories to the practice of translation between English and IS. The premise is to explore the process of translation and interpreting from a functional linguistic perspective. The unit facilitates the identification of linguistic and cultural problems in sign language translation, and examines various perspectives of these problems. Students will be expected to work individually and with peers to produce, analyse and evaluate translations between English and IS.</p> <p>The module aims to provide students with:</p> <ul style="list-style-type: none"> – an enhanced awareness of contrasts in structure between IS and national signed and spoken languages – an enhanced awareness of the linguistic potential and limitations of IS – the ability to communicate in IS beyond a basic level, employing appropriate general, structural and communicative features – the ability to articulate and put into practice strategies in translation for exploiting and responding to the linguistic potentials and limitations of IS – the ability to undertake basic English-IS and IS-English translation – the ability to reflect in an informed way upon their own and others’ translation processes and products where IS is involved) 		

Syllabus

Contents

The module covers topics such as the following:

- Reinforcing and extending IS skills
- Reviewing descriptive notions of equivalence and non-equivalence in communication between signed and spoken language
- Tools and processes for identifying communicative contrasts between languages and texts (contrastive analysis)
- Contrasting national signed and spoken languages
- Re-examining IS as a contrasting form of communication: does it present unique challenges for interpreters/translators?
- Identifying the linguistic potential and limitations of IS
- Strategies for analysing and re-casting meaning to respond to the characteristics of IS
- Employing familiar strategies to deal with IS-English and English-IS translation
- Developing extended strategies (i.e. in recognition of any unique challenges) to address IS translation
- Using familiar tools and techniques for reviewing and critiquing existing IS translations
- Applying these tools to one's own and peers' IS translations.

Teaching methods

The module is delivered in blended mode over 4 Phases (A, B, C and D), with weekly readings, online discussion, and 35 hours of face-to-face contact that will take place during the block seminar in Phase B.

Students will be provided with required readings, which will be used in conjunction with learning activities throughout the semester. The block seminar will focus on providing examples and further explanation of theories, as well as providing practical translation practice.

- In Phase A (40 h), students will do preparatory reading and will also work on translations (English–IS and IS–English), of texts selected by module tutors, to be brought to the block seminar for presentation and discussion.
- In the Block Seminar (Phase B, 35 h), IS skills are reinforced and extended (5 h). Ideas about equivalence and difference in language are developed and applied to students' languages, including IS (5 h). Characteristics of IS and issues arising when working from and into IS in translation are explored (10 h) and strategies for IS

- translation developed (10 h). IS translations will then be reviewed and critiqued (5 h).
- Phase C (60 h) will involve the collaborative development of team translations from IS into English, and also individual translations from English into IS. The process will involve preparation, translation, production, and self and peer analysis and critique of the translations.
 - Finally, Phase D (15 h), will focus on a group evaluation of the translation processes, and reflections on what has been learned throughout the module. Conclusions focus on lessons the students intend to carry forward from this module into their forthcoming IS (conference) interpreting tasks in module 4.1.

Learning outcomes

Subject mastery

- articulate and put into practice strategies in translation for exploiting and responding to the linguistic potentials and limitations of IS
- reflect in an informed way upon their own and others' translation processes and products where IS is involved
- demonstrate critical understanding of contrasts in structure between IS and national signed and spoken languages
- demonstrate critical understanding of the linguistic potential and limitations of IS
- demonstrate a critical understanding of the key principles relating to the comparison and translation of IS and English.
- demonstrate a critical awareness of current issues in the practice of translating between spoken/written and signed languages in international settings.
- communicate in IS beyond a basic level, employing appropriate general, structural and communicative features
- undertake basic English-IS and IS-English translation
- begin to use a significant range of the principal skills and techniques which are associated with translating IS and English.
- begin to demonstrate originality or creativity in the translation between IS and English.

Personal abilities

- be able to reflect and evaluate one's own translations critically
- be able to gather, process, and present information at an appropriate academic level
- be able to work in a team of translators
- be able to use software to support and enhance work at this level

Assessment methods

Students will be required to complete two major assessment tasks (total 80%) and a series of minor tasks (total 20%).

- (1) Individual translation (English-IS) and critique (30%; reassessment: resubmission)
- (2) Team translation (IS-English) and critique (50%; reassessment: resubmission)
- (3) Online postings (x 4) (20%; reassessment: resubmission)

1) Individual translation: English-IS (30%)

At the block seminar students will be provided with an English source text and a corresponding 'translation brief' which should inform their translation. Students will be required to complete an individual IS translation of the English text, and will be given the opportunity to begin a draft of the translation during the block seminar. All students must then work on a polished translation once they return home.

Drawing on translation theories, students must then write a critique of their individual English-IS translation, discussing the challenges of the translation process and how they dealt with them, but ultimately they are to evaluate the effectiveness of the translation. Students should discuss specific examples from the translation, which draw on issues raised in the module readings. The selection of examples for discussion should enable students to develop a cohesive argument, rather than a list of challenges. Word limit: Min. 500, max.1,000 words.

Assessment criteria

1. Clarity of message
2. Faithfulness of TT message
3. Adheres to TL norms appropriate to context
4. Satisfies requirements of translation brief
5. Translation critique

2) Team translation: IS-English (50%)

At the block seminar students will be allocated to a 'translation team' and provided with an IS source text and a corresponding 'translation brief' which should inform their translation. Students will be required to complete an English translation of the IS text, and will be given the opportunity to begin a draft of the translation during the block seminar. All students must then work on a polished translation as a team once they return home.

Drawing on the translation theories, students must then write an individual critique of their team IS-English translation, discussing the challenges of the team translation process and how they were dealt with, and ultimately to evaluate the effectiveness of the

translation. Students should discuss specific examples from the translation, which draw on issues raised in the module readings. The selection of examples for discussion should enable students to develop a cohesive argument, rather than a list of challenges. Word limit: Min. 500, max. 1,000 words.

Assessment criteria

1. Clarity of message
2. Faithfulness of TT message
3. Adheres to TL norms appropriate to context
4. Satisfies requirements of translation brief
5. Translation critique
6. Team work

3) On-line postings (20%)

Throughout the semester each student is required to submit 4 x online postings. In the appropriate week you will be provided with reflection questions, which will guide your comments. Each posting should be a maximum of 250 words.

Assessment criteria

For each posting, the possible maximum score is 10 marks, allocated as follows:

1. Demonstrated understanding of theories and application to practice
2. Evidence of reflection & critical analysis
3. Discussion is clearly articulated

Assessment tasks 1–3 relate to the stated learning outcomes. On-line postings (assessment 3), in particular, afford opportunities to demonstrate critical awareness of current issues in the practice of translating between spoken/written and signed languages in international settings.

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3.2	Developing the profession	
FI	Coordinator: Prof Jemina Napier	
Year 2	Semester 3	
10 ECTS (300 h)	35 h contact time (12%)	265 h self-study (88%)
<p>This module has two parts:</p> <p>A. Developing the Profession</p> <p>B. Developing Reflective Practice II</p>		
Part A: Developing the Profession II (8 ECTS; 240 h)		
<i>Aims</i>		
<p>This module focuses on the development of the profession of sign language interpreting, exploring it in a larger social context. Essentially, the module explores principles and practices of being a sign language interpreter, giving consideration to linguistic, cultural, professional and ethical dynamics involved in the interpreting process and also in relation to interpersonal relationships in the Deaf community. The fact that interpreting is a professional service bringing together and mediating between different social groups is a particular focus. The profession of sign language interpreting and, increasingly, sign language translation is faced with divergent customer expectations that are often hard to reconcile. The module will provide a forum for review of development of the profession, future directions, and reflections on how to deal with such and other current expectations and developments in the field.</p>		
<i>Syllabus</i>		
<i>Contents</i>		
<ul style="list-style-type: none"> – Historical development of the sign language interpreting profession – Sign language interpreting service structures – Sign language interpreting as a changing profession – Traditional conceptions of the “role” of sign language interpreters vs. “the scope of practice” – Inter-personal and inter-professional relationships – National and international institutions of relevance to policy making in the field of sign language interpreting – Networking and strategy development 		

- Lobbying and policy making

Teaching methods

- Preparatory tasks in Phase A (50 h) including preparatory readings and interview with an expert in the field
- During the block seminar (Phase B; 25 h), content areas listed above will be presented and discussed in a series of lectures and workshops. Based on the key questions that arise in tutored and peer discussions, transnational working groups will be established, each focussing on one of the main content areas of the module, e.g. 'service structure', 'sign language interpreter profession in change', 'networking and policy-making', 'the role of sign language interpreter and customer conflicts'. At the end of the block seminar, each group will present an agenda to be pursued for the rest of the module.
- In Phase C (150 h), transnational working groups established in the block seminar will undertake a project studying structural similarities and differences between their respective countries.
- The module concludes (Phase D; 10 h) with a series of online conferences where *group work is presented* and discussed.

Learning outcomes

By the end of the module, students have deepened their understanding of the overall process of sign language interpreting/translation service production, structure, management and development. Students have gained critical understanding of the different bodies of society that are linked to sign language interpreting and translation services. Students have deepened their understanding of mechanisms that are available for developing the profession and how to participate in collective policy making.

Subject mastery

- Students have developed extensive, detailed and critical understanding of the sign language interpreting profession in its wider social context and recognize various social groups related to the profession of sign language interpreting.
- Students are aware of the structures and practices underlying the management and development of the sign language interpreting profession in national and international contexts.
- Students have developed extensive, detailed and critical understanding of national and international bodies associated with regulation of the profession.
- Students are aware of current issues of relevance to the sign language interpreting profession.

Personal abilities

- Students are able to critically review knowledge and skills of relevance to the profession of sign language interpreting
- Students are able to develop original and creative responses to problems and issues to the management of the SLI profession.

Assessment methods

Task 1: Writing a report based on students' personal interviews with experts in Sign Language Interpretation. (25%); reassessment: resubmission.

Task 2: Group presentation and individual report. (75%); reassessment: resubmission and presentation

Detailed guidelines and assessment criteria will be provided at the beginning of the semester.

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Module 3.2 Part B: Developing Reflective Practice II (2 ECTS; 60 h)

This part of the module continues and extends the reflective practice strand begun in Part B of module 2.2.

Aims

The aim of this strand, Developing Reflective Practice, is for students to improve and deepen their self-reflection skills. By increasing self-reflection, students will also improve their self-awareness and the ability to regulate their behaviour in interpreting practice. This strand is centred on the need for practitioners to maintain professional integrity in their work decisions that are in line with broader theories from the field of professional ethics. *The particular aims of this course are for students to improve on their abilities to see*

theory as it frames their understanding of their and others' professional practice. This course also critiques the approaches traditionally taken in community interpreting compared to those evident in other service-based professions. The students will use demand control schema as a work analysis tool.

Syllabus

Contents

In this course, there is a shift from individual practice to that of their peers and in their pedagogy. Students will be expected to choose some theories studied in 2.2 and find avenues to disseminate information and advance discussions on the topic of ethics and reflective practice.

Topics include:

- Ethical dilemmas, situated practice and moral sensitivity
- Deriving ethical material from observations and Think Aloud Protocols
- Case presentation and theory-based analysis (videotaped cases)

Teaching methods

There will be 10hs of contact time during the block seminar. In addition, students will spend 50 hours on self-study before and after the block seminar.

Learning outcomes

Subject mastery

By the end of the module students will be able to

- Use prediction skills to identify demand categories as outlined in demand control schema (DC-S)
- Explain the limitations of scenario based or ethical dilemma approached in ethical development
- Identify the three tacit moral schemas as developed by neo-Kohlbergians.

Personal abilities

By the end of the module students will be able to:

- Apply a teleological analysis to work decisions
- Critique interpreting cases through the application of relevant theories
- Present an interpreting case to their peers

Assessment methods

The Developing Reflective Practice is not assessed.

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4.1	Interpreting between International Sign and English	
FI	Coordinator: Liisa Halkosaari	
Year 2	Semester 4	
5 ECTS (150 h)	50 h contact time (33%)	100 h self-study (67%)
<i>Aims</i>		
<p>This module builds upon the skills in International Sign (IS) students developed in modules 2.1 and 3.1 and further draws on the skills developed as part of the Developing Reflective Practice strand in modules 2.2, 3.2 and 4.2. Conference interpreting is introduced as a relevant context for the application of skills in IS. Students will practise interpreting between English and IS in conference settings at entry level and will explore IS interpreting practices in community settings. The course exploits the existing knowledge and skills of students and their actual experience as practitioners and professionals with the aim of providing students with knowledge and skills in interpreting between IS and English. The module focuses on the application of interpreting theories to the practice of interpreting between English and IS.</p>		
<i>Syllabus</i>		
<i>Contents</i>		
<p>The module will cover topics such as:</p> <ul style="list-style-type: none"> – History and definition of conference interpreting – Transnational conferences as an interpreting setting: constraints, demands and challenges – Preparing assignments and team interpreting – Usage of IS in conference interpreting – Practical applications I: Interpreting from English to IS – Practical applications II: Interpreting from IS to English – Reinforcing and extending IS skills – Identifying the linguistic potential and limitations of IS in interpreting process. 		
<i>Teaching methods</i>		
<p>The module is delivered in blended mode over four Phases (A–D), with preliminary readings and face-to-face contact in the block seminar (FI) and a concluding event.</p>		

Students will be provided with required readings, which will be used in conjunction with learning activities throughout the study period.

It is recommended that students attend a conference during self-study time of this module. See for example efsli's conference in September.

Phase A (50 h) – reading and practising

Reading: In the period of self-directed learning (phase A, 40 h) students will read key texts on conference interpreting. There will be questions focusing on conference interpreting, preparing assignments and team interpreting. Students will prepare a **presentation** for the block seminar (phase B, 30 h).

Practising: Students will practise interpreting (English-IS, IS-English). Through practice students will gain necessary background information to reflect their reading experiences. Practice can take place in authentic seminar contributions or authentic community settings (Deaf immigrants visiting authorities, for example). However, students may also practise in non-authentic, set-up situations, such as video sources.

Students will document their experiences in a **learning diary**. Minimum of diary entries 6; 3 of which in English (written or spoken) and 3 in IS. Students will focus on improving the use of language (English and IS) both as an interpreting tool and documenting thoughts.

Phase B (30 h) – the block seminar

The block seminar (Phase B, 40h), will include lecture as well as seminar elements. There will be tutor-led and student-led elements, as well as problem/task based learning in the seminar. The theoretical framework for the description of features of conference interpreting will be presented by lecturers and reflected in group discussions.

During the block seminar, students' contributions conducted in phase A (English – IS – English) will be discussed. The conclusions of learning outcomes of phase A will be processed. Students clarify ways of preparing for conference interpreting assignments.

During the block seminar students will work together in transnational groups, preparing and carrying out small scale interpreting tasks. Results will be videotaped, discussed and evaluated. Discussion and evaluation of interpreting will be continued and self-development targets set up.

Assessment: One of the interpreting tasks will be assessed with a mark.

Phase C (50 h) – self-analysis and preparation

Students will deepen and elaborate interpreting skills in conference settings and reflect upon the differences between the outcomes of translation and interpreting processes.

- 1) Team preparation and practising. Transnational groups of students will work together online preparing for the interpreting tasks of concluding event (phase D). The task will be to interpret each other's presentations of research plans prepared

for module 4.2. Presentations in English will be interpreted into IS and vice versa. Members of the group must get organized, prepare coming interpreting event and predict challenges for conference settings. Presentations should be provided for the interpreting team in written text but also videotaped and available online so the students will have a chance to practise actual source text beforehand.

- 2) Self-analysis and discussion. After the experiences in phase B, and during the teamwork in phase C students must monitor their cooperation as individuals. They must reflect upon their own and others' interpreting processes. All members of the group will produce self-analysis of the cooperation, preparation techniques and interpreting practises. The group will compare the different outcomes and discuss their experiences. Translation and interpreting theories from other modules will be used. After discussion and interpreting experiences & evaluation in phase D, students will further work with their self-analysis before giving it in.

Assessment: Self-analysis will be assessed with a mark.

Phase D (20 h) – interpreting and self-assessment

In Phase D students will act as interpreters in the concluding workshop of module 4.2. Thus, contributions to the workshop as well as the subsequent discussion will be interpreted by students into IS and English, respectively. After the interpreting assignment there will be group discussion and evaluation of interpreting.

On the basis of discussion in Phase C and interpreting in phase D, each team will review and revise what is done. They will provide a summary of experiences in team work, preparation and interpreting during the module.

Assessment: Interpreting will be assessed with a mark.

Learning outcomes

Subject mastery

By the end of the module students will

- know the specific demands of conference interpreting
- know how to prepare assignments and team interpreting
- have experienced and reflected upon interpreting between English and IS in conference settings
- have acquired a basis for developing their ability for interpreting in conference settings further
- acquired a basis for developing their ability to apply IS skills in relevant interpreting contexts

Personal abilities

By the end of the module students will

- have improved and extended their preparation and interpreting skills
- have reflected on conference interpreting
- have experienced professional collaboration at an international level
- have enhanced reflection skills of team work and interpreting processes
- have enhanced skills to co-operate with the presenter
- have enhanced skills to have control over one's work and interpreting assignments

Assessment methods

Student interpretations (60%), self-analysis (40%).

Accepted fulfilment of phase A (presentation & learning diary) is required to attend phases C and D of the module.

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Additional reading

Street Leverage (www.streetleverage.com), specially article *Conference Interpreting – There Are Rules of Engagement?!* (07/2011)

The International Association of Conference Interpreters <http://aiic.net/>

AIIC Webzine aiic.net/webzine/

Efsli www.efsl.org/

WASLI www.wasli.org/ and wasli.org/your-wasli/publications

Other conference interpreting related publications

4.2	<i>Research methods: Sign language interpreting and translation as profession and performance</i>	
DE	Coordinator: Prof Dr Jens Hessmann	
Year 2	Semester 4	
10 ECTS (300 h)	60 h contact time (20%)	240 h self-study (80%)
<p>This module has two parts:</p> <p>A. Developing the Profession</p> <p>B. Developing Reflective Practice III</p>		
Part A: Developing the Profession (8 ECTS; 240 h)		
<i>Aims</i>		
<p>The aim of this module is to provide students with a critically engaged outlook towards research and policy texts which have the professional structure and the performance of sign language interpreting and translation as their topic.</p> <p>Students will develop an understanding of relevant social and linguistic research methodology and be given tools with which to make informed assessments concerning the validity of research findings through analyses of published texts from relevant fields of practice and scholarship.</p> <p>This module will guide students towards developing small-scale, pilot research projects in areas relating to (a) the profession of sign language interpreting and translation and (b) the performance of practitioners in the field, including the analysis of language output. One of these projects will be undertaken (at an appropriate – i.e. small-scale, pilot – level) and evaluated.</p> <p>The module prepares students for module 5. In particular, projects developed here may serve as the starting point for the MA theses to be written in semester 5.</p>		
<i>Syllabus</i>		
<i>Contents</i>		
(1) Preliminaries		
<ul style="list-style-type: none"> – Description & Prescription – Quantitative & Qualitative – Empiricism, Validity & Reliability: Relations Between Methods and Outcomes – Ethics & Empowerment: ‘On, For and With’ 		

(2) Sources

- Identifying, accessing and reviewing appropriate literature (including 'grey' literature)
- Identifying, eliciting and accessing appropriate data

(3) Approaches

- Surveys and Questionnaires
- Case Studies
- Interviews & Focus Groups
- Ethnographic Approaches
- Linguistic and Cultural Approaches

(4) Handling Data

- Transcribing Data
- Data Analysis

(5) Models and 'anti-models'

- Reviewing Major Trends in Translation & Interpreting Studies Research
- Profession questions
- Performance questions

Teaching methods

- In Phase A (70 h), two sets of reading tasks lead up to the subsequent block seminar:
 - (a) Students will read texts on empirical research, introducing relevant epistemological concerns, theoretical approaches and empirical methods. Active reading will be encouraged by providing opportunities to discuss reading experiences and questions.
 - (b) Each student will read two samples of research work, one related to the profession strand of the module, the other related to the performance strand of the module. These sample studies are to be reviewed critically from a methodological point of view. Thus, students are asked to elucidate the methods used in each case, weighing benefits and shortcomings with reference to the aims and results of the study under consideration.
- The block seminar (Phase B; 25 h) will start with the clarification and discussion of general issues of empirical research ('Preliminaries', 'Sources', 'Approaches' and 'Handling of Data'). It will then concentrate on discussing the set of sample studies reviewed by the students as models or, possibly, anti-models for research into the profession or performance of sign language interpreters. At the end of the block

seminar students will be in possession of a list of relevant research questions to be directed towards the field of sign language interpreting, each related to a specific set of empirical methods appropriate to the question at hand.

- For the remainder of the module (Phase C; 125 h), each student will be affiliated to two tutors from two of the partner institutions. Assisted by their tutors, students will decide about (a) a profession type of research question and (b) a performance type of research question that they want to pursue in subsequent studies. Decisions about both research questions have to meet a deadline set in advance. Students will then pursue both research questions by working out the details of the proposed study. One of the proposed studies will be carried out as a small-scale pilot study; for the other proposal, detailed specifications of relevant literature, hypotheses, data, methods and anticipated results are expected. Student work will thus result in one report on a pilot study on either of the two types of research questions and one detailed outline of a proposed study on the other type of research question.
- To conclude the modul, results of individual student work will be made available and discussed in two ways (Phase D; 20 h):
 - (a) Outlines of proposed studies will be published online. Students are encouraged to comment upon each others' publication.
 - (b) Each student will present the report on his or her pilot study at a concluding two-day workshop. Presentations will be commented upon in IS by invited experts. The workshop thus gives occasion for student interpretations into and from IS (= conclusion of Module 4.1).

Learning outcomes

Subject mastery

- be able to demonstrate, through the selection and design of small-scale, pilot research projects, an awareness of the significance of fundamental issues in research design (including the primacy of empiricism and descriptivism, the relationship between methods and outcomes, the necessity of ethical reflection and the nature of fundamental branches of social scientific methodology)
- be able to produce and evaluate at least one robust analysis of a pilot-scale set of data relating to the profession or performance of sign language interpreting and translation.

Personal abilities

- be able to critique published texts from relevant fields of practice and scholarship, identifying methodological strengths and weaknesses in light of relevant theoretical frames of reference
- have developed initial competence in identifying, eliciting and accessing data

appropriate for specific research purposes

- have developed competence in selecting and substantiating research methods appropriate for addressing specific empirical questions

Assessment methods

- (1) Coursework submission and presentation of pilot study (80%; reassessment: resubmission of coursework with changed topic)
- (2) Coursework submission of outline (20%; reassessment: resubmission of coursework with changed topic)

Each student will, with tutor guidance, choose (a) a profession type of research question and (b) a performance type of research question to pursue for assessment. For each question, the detailed design of a proposed study must be prepared; one of the proposed studies is to be carried out as a small-scale pilot study. The presentation of the above work will occur in two ways. Each student will (a) publish the outline of his or her proposed study online and (b) present the report on the pilot study carried out (in English or IS) at a concluding two-day workshop.

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Module 4.2 Part B: Developing Reflective Practice III (2 ECTS; 60 h)

This part of the module continues and extends the reflective practice strand begun in Part B of modules 2.2 and 3.2.

Aims

The aim of this strand, Developing Reflective Practice, is for students to improve and deepen their self-reflection skills. By increasing self-reflection, students will also improve their self-awareness and the ability to regulate their behaviour in interpreting practice. This strand is centred on the need for practitioners to maintain professional integrity in their work decisions that are in line with broader theories from the field of professional ethics. The aim for this particular course is to improve the teaching and application of the skills developed in this course with practitioners in students' home countries. Students will be expected to engage their colleagues in one of more of the theories or approaches used throughout this strand.

Syllabus

Contents

This final course in the reflection practice strand broadens the topic to investigate what can be done at a policy or profession-level that might elicit advancement in the area of work effectiveness ethics and reflective practice in students' home countries.

Topics include:

- Ethical codes, standards of practice, and advancing ethical thought and processes
- Intermediate ethical concepts
- Improving interpreter training and professional development
- Advancing post-conventional reasoning in ethical content material

Teaching methods

There will be 10hs of contact time during the block seminar. In addition, students will spend 50 hours on self-study before and after the block seminar.

Learning outcomes

Subject mastery

By the end of the module students will be able to

- Explain all of the theories explored throughout the strand
- Identify the values inherent in ethical content material
- Define intermediate ethical concepts

Personal abilities

By the end of the module students will be able to:

- Identify areas of improvement in professional development in their home country
- Use the discourse of interpreter practitioners to engage them in dialogue about work ethics
- Create the necessary teaching materials suited for their particular application of the course aims

Assessment methods

The Developing Reflective Practice is not assessed.

Bibliography

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Cokely, D. 2000. 'Exploring ethics: A case for revising the Code of Ethics', Journal of Interpretation, 25-60

Dean, R. K. and Pollard, R. Q. 2012. 'Beyond "interesting": Using demand control schema to structure experiential learning', in MALCOLM, K. and SWABEY, L. (eds.) In our Hands: Educating Healthcare Interpreters, Washington, DC: Gallaudet University Press.

Dean, R. K. and Pollard, R. Q. 2013. The demand control schema: Interpreting as a practice profession, North Charleston, SC: CreateSpace Independent Publishing Platform.

Rest, J. R., Narvaez, D., Bebeau, M. J. and Thoma, S. J. .1999. Postconventional moral thinking: A neo-Kohlbergian approach, Mahwah, NJ: Lawrence Erlbaum Associates.

Schön, D. 1983. The Reflective Practitioner New York: Harper and Collins.

5	MA-Thesis	
DE/FI/UK	Coordinator: Dr. Svenja Wurm	
Year 3	Semester 5	
30 ECTS (900 h)		
Aims		
<p>The module builds upon work done in research module 4.2. It provides an opportunity for students to undertake independent study related to the professional structure and/or the performance of sign language interpreting and translating. Students will be expected to demonstrate an ability to develop and sustain a logical and consistent argument in relation to the analysis of relevant issues. This must be accomplished with due regard for the validity of available evidence and methods of enquiry.</p>		
Syllabus		
<i>Contents</i>		
<p>Contents relate to either the profession or the performance aspect of sign language interpreting and translating. Specific contents depend on the topics chosen by the students.</p>		
<i>Teaching methods</i>		
<p>After registering their topic for their MA thesis, students have 20 weeks to write their MA thesis. During this time, students work independently under supervision from two tutors from two partner countries. Students are encouraged to choose one of the areas of research dealt with in module 4.2 as a topic for their MA thesis. The MA thesis may thus follow up, elaborate upon or expand previous work.</p> <p>At the end of the module, student work will be presented and discussed publically at a colloquium.</p> <p>For further information, see Appendix B, "Study and Examination Regulations", section III. <i>Master's degree</i>.</p>		
Learning outcomes		
<p>By completing their master thesis students will demonstrate</p> <ul style="list-style-type: none"> (a) an awareness of issues of current or potential significance for the development of the field of sign language interpreting and translation (b) an awareness of issues pertinent to carrying out empirical research (c) the ability to formulate research questions for an independent study and develop an 		

appropriate methodological design

(d) the ability to gather, analyse and interpret relevant data

(e) the ability to present the results of an independent study in a coherent form according to established scientific standards

Assessment methods

1. Submission of MA thesis (75%)

2. Colloquium (25%)

Detailed guidelines will be provided and introduced at the end of semester 4. For further information, see Appendix B, "Study and Examination Regulations", section III. *Master's degree*.

Bibliography

Reading will depend on topics chosen by the students. For general references see module 4.2.

III. Appendices

Certified translation

Cooperation Agreement

Magdeburg-Stendal University of Applied Sciences
Breitscheidstr. 2
39114 Magdeburg
Germany

represented by the Rector, Professor Dr. Anne Lequy,

HERIOT-WATT University of Riccarton
Edinburgh
EH14 4AS
United Kingdom

represented by the Secretary of the University, Ann Marie Dalton,

Suomen Humanistinen Ammattikorkealkoulu Oy (Humak)
University of Applied Sciences (Ltd.)
Ilkantie 4
00400 Helsinki
Finland

represented by the President, Dr. Tapio Huttula,

with reference to the existing cooperation, agree to the following:

§ 1

Subject, terms

- (1) The partners jointly run the European Master's in Sign Language Interpreting study programme, in Finland also referred to as Degree Programme in Sign Language Interpreting, to begin in the winter semester of 2016/2017, on the basis of the study and examination regulations for the European Master's in Sign Language Interpreting study programme enacted by the Department of Social Work, Health and Media of the Hochschule Magdeburg-Stendal, University of Applied Sciences, on 01 July 2016, and their appendices, "Standard curriculum and examination schedule" and the conversion table for German, British and Finnish grades (see appendix 1). The study programme is implemented on condition that each partner has the necessary financial means to be able to implement it and cover all of the associated costs that are incurred.
- (2) The partners expressly agree that Magdeburg-Stendal University of Applied Sciences will function as the lead institution in the context of this agreement. The lead institution will act where no other partner's express responsibility is invoked.
- (3) Furthermore, the partners expressly declare their active commitment to the programme. In particular, they will contribute to continuous communication between partners, an

intensive exchange of information and prompt execution of any actions that may be necessary and beneficial for the successful implementation of the European Master's in Sign Language Interpreting study programme.

- (4) The partners further declare their commitment to actively contributing to the quality assurance and further development of the European Master's in Sign Language Interpreting study programme in any way that is advisable and possible, including commitment to reviewing the quality of academic content. Following their regulations and procedures, the partners will ensure that significant changes to academic content is validated by the relevant bodies at their institutions and that each institution will be informed of any changes to academic content.

§ 2

Study programme directors

For the academic implementation of this agreement, the following persons are nominated by the respective partners as directors of the study programme and authorised contact persons. Together they shall form the Board of Studies.

Magdeburg-Stendal University of Applied Sciences
Prof. Dr. Jens Hessmann
Tel. No.: +49 391 886 4450
E-mail: jens.hessmann@hs-magdeburg.de

HERIOT-WATT University
Dr. Svenja Wurm
Tel. No.: +44 131 4514229
E-mail: S.B.Wurm@hw.ac.uk

HUMAK University of Applied Sciences
Dr. Päivi Raino
Tel. No.: +358 400 349 298
E-mail: paivi.raino@humak.fi

§ 3

Organisation and structure of the study programme

- (1) On the basis of the study and examination regulations for the European Master's in Sign Language Interpreting study programme enacted by the Department of Social Work, Health and Media at the Magdeburg-Stendal University of Applied Sciences (see appendix 1), the partners will ensure that, in addition to the study programme director specified in § 2, for each module one person will be nominated to take charge of planning, implementing and assuring the quality of the respective module. In addition, the Board of Studies is responsible for carrying out an annual review and monitoring the academic content and structure of the programme. Furthermore, the partners will nominate a joint coordinator of the study programme and form a joint examination board. The corresponding details are derived from the study and examination regulations for the European Master's in Sign Language Interpreting study programme enacted by the Department of Social Work, Health and Media at the Magdeburg-Stendal University of Applied Sciences (see appendix 1).
- (2) On the basis of the study and examination regulations for the European Master's in Sign Language Interpreting study programme enacted by the Department of Social Work,

Health and Media at the Magdeburg-Stendal University of Applied Sciences (see appendix 1), the partners will also implement a coordinated admission procedure. Further details derive from the regulations on implementation of the assessment procedure to determine eligibility for the European Master's in Sign Language Interpreting study programme enacted by the Department of Social Work, Health and Media at the Magdeburg-Stendal University of Applied Sciences on 28 November 2012. The partners will strive for an even distribution of student admissions.

- (3) In order to ensure optimal study conditions, the partners will allow incoming students who are registered for the study programme at one of the other partner universities the use of any study-related infrastructure, such as access to IT resources, library, etc., at no additional cost for the duration of their mandatory stay.
- (4) With regard to student complaints, appeals and misconduct of an academic or non-academic nature not covered by the study and examination regulations for the European Master's in Sign Language Interpreting study programme enacted by the Department of Social Work, Health and Media at the Magdeburg-Stendal University of Applied Sciences (see appendix 1), the national regulations of a student's home university shall apply.

§ 4 Financing

Each partner shall ensure that the financial means necessary for the implementation of the European Master's in Sign Language Interpreting study programme are available. The corresponding details shall be determined by each partner independently in accordance with the respective national regulations.

§ 5 Duration of agreement

This agreement is valid for the duration of the implementation of the European Master's in Sign Language Interpreting study programme to begin in the winter semester 2016/2017, i.e. a normal duration of 2.5 years in accordance with the terms of the relevant study and examination regulations (see appendix 1), and additionally any relevant national regulations. The agreement may be renewed before each subsequent intake of students.

§ 6 Data protection

The partners shall ensure that relevant national prescriptions and regulations concerning data protection will be adhered to.

§ 7 Confidentiality

The partners agree to treat confidentially any study related information, including relevant know-how as well as their trilateral exchange of information and all information they gain from their partners in the context of the cooperation regulated by this agreement. Any such information will not be used beyond the purposes of the present agreement without the written consent of the other partners.

**§ 8
Liability**

The partners are liable to third parties only for actual fault. In the case of claims raised against one of the partners, the partner will inform the other partners of this fact and will indemnify them inter partes against these claims.

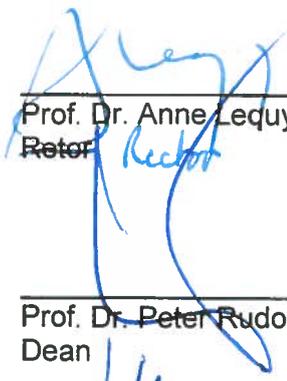
**§ 9
Written form, other business**

- (1) Changes, additions, and subsidiary or additional agreements to this agreement shall be invalid unless made in writing. In particular, this applies to any revocation of the requirement to use the written form.
- (2) Should any clause in this agreement be or become invalid, this will not affect the validity of the remaining clauses. The parties to this agreement shall replace the invalid clause with a valid clause that complies with the content and aim of the invalid clause as closely as possible.
- (3) The partners expressly agree to try to resolve any possible disagreement extrajudicially. Should this fail, they will initiate arbitration proceedings. This agreement is subject to the laws of the Federal Republic of Germany.

Magdeburg, 05. OKT. 2016

Edinburgh,

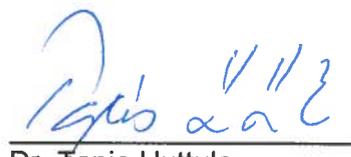
Helsinki,



Prof. Dr. Anne Lequy
Rector



Ann-Marie Dalton
Secretary of the University



Dr. Tapio Huttula
President

Prof. Dr. Peter Rudolph
Dean

Prof. Dr. Jens Heßmann
Study programme director

End of translation.

This is to certify that the above translation of a Cooperation Agreement from the attached document in German is a faithful and accurate rendition of the original.

*Michael Lorenz, sworn translator for the English and Russian language
Magdeburg, 22 September 2016*

**Study and Examination Regulations
for the
Europäischer Master in
Gebärdensprachdolmetschen
(European Master's in
Sign Language Interpreting)
in the Department of
Social Work, Health and Media
at
Hochschule Magdeburg-Stendal Uni-
versity of Applied Sciences
dated 28 November 2012**

These Study and Examination Regulations have been amended by:

- 1. Statute regarding amendments to the Study and Examination Regulations for the Master's degree programme "European Master's in Sign Language Interpreting) in the Department of Social Work, Health and Media at Hochschule Magdeburg-Stendal University of Applied Sciences dated 01.07.2016.

The current statute text is as follows:

**Study and Examination Regulations
for the
Europäischer Master in
Gebärdensprachdolmetschen
(European Master's in
Sign Language Interpreting)
in the Department of
Social Work, Health and Media
at
Hochschule Magdeburg-Stendal Uni-
versity of Applied Sciences
dated 28 November 2012**

Based on Art. 9, paragraph 7, Art. 13, paragraph 1, Art. 67, paragraph 3, subparagraph 8 and Art. 77, paragraph 2, subparagraph 1 of the Higher Education Act of Saxony-Anhalt (HSG LSA) as promulgated in the amended version of the HSG LSA of 14 December 2010 (GBBl. LSA pp. 600 et seq.), Hochschule Magdeburg-Stendal University of Applied Sciences has enacted the following Study and Examination Regulations:

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- § 8 Structure of the course
- § 9 Types of courses
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- § 11 Individual study plans
- § 12 Individual part-time studies

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Appendix 1

Standard curriculum and examination schedule

I. General Provisions

§ 1

Scope of application

(1) The present examination regulations provide the framework for the “European Master’s in Sign Language Interpreting” programme (abbreviated as EUMASLI; in Finland, also referred to as “Degree Programme in Sign Language Interpreting”) in the Department of Social Work, Health and Media at Hochschule Magdeburg-Stendal University of Applied Sciences. The Master’s programme is run jointly by Hochschule Magdeburg-Stendal University of Applied Sciences, Humak University of Applied Sciences (Helsinki/Kuopio, Finland) and Heriot-Watt University (Edinburgh, United Kingdom), hereafter referred to as “the participating universities”. The main language of instruction of the Master’s programme is English.

(2) This Master's programme is a continuing education degree programme categorised as having a "practice-oriented" profile. It is structured as a part-time programme with on-campus teaching in the participating universities as well as private study phases.

(3) In the absence of special national regulations to the contrary, tuition fees are payable for this course. For students enrolled at Hochschule Magdeburg-Stendal University of Applied Sciences, fees for the Master’s programme are to be paid in accordance with the resolution governing the charging of fees for the “European Master’s in Sign Language Interpreting” programme.

§ 2

Programme objective

The objective of the programme is for students to acquire key professional knowledge and the ability to work independently in accordance with scientific methods, to familiarize themselves independently with fields of employment relating to practice, research and teaching and to deal with the frequently changing array of tasks in the working world. Professional expertise is taught in the field of sign language interpreting. Students will acquire competence in the areas of research, management and development of sign language interpreting.

§ 3

Academic title

Upon successful completion of the Master's examination, the participating universities will award graduates the academic title of "Master of Arts", abbreviated "M.A." (Hochschule Magdeburg-Stendal University of Applied Sciences, Germany), “Master of Humanities” (Humak University of Applied Sciences, Finland) and “Master of Science in Sign Language Interpreting (EUMASLI)”, abbreviated: “M.Sc.” (Heriot-Watt University, United Kingdom).

§ 4

Admission to the course

(1) The prerequisite for admission to the Master's degree programme is an internationally recognised first academic degree from a university or university of applied sciences.

(2) Additional admission requirements for this continuing education Master's degree are as follows:

- Applicants must demonstrate substantial professional experience in the field of sign language interpreting, i.e. they must have worked as sign language interpreters for at least three years by the time of admission to the programme.
- Knowledge of English at level B2 of the Common European Framework of Languages (corresponding to level 6.5 of the International English Language Testing System IELTS), to be demonstrated in the entrance examination, as specified in paragraph 3.

(3) Admission to the programme is dependent on successful participation in the entrance examination. Full particulars are set out in the “Regulations on implementation of the assessment procedure to determine eligibility for the Europäischer Master in Gebärdensprachdolmetschen (European Master’s in Sign Language Interpreting)” study programme.

(4) Applicants to the programme apply to one of the participating universities and take part in the entrance examination. Places on the degree programme will be distributed among the participating universities according to a quorum to be decided upon before commencement of the entrance examination. As a rule, places on the programme should be shared out equally among the participating universities. For each cycle of the degree programme,

the maximum total number of student places is 24.

§ 5

Length of studies, commencement

The course of studies is organised in such a way that, including the Master's thesis and colloquium, it can be successfully completed within the standard period of study of 5 semesters.

The course is scheduled to begin in semester 1 of the academic year (winter semester).

§ 6

Organisation of the course of studies

(1) The course of studies is divided into modules. At least one examination must be taken for each module. Module examinations are made up of one or more assessments. Examinations are held at intervals during the programme of studies, during or at the end of the respective module or sub-module.

In accordance with the European Credit Transfer System (ECTS), a certain number of credits will be awarded at the end of each successfully completed module.

(2) The scope of mandatory and mandatory elective modules during the entire course of studies amounts to 470 hours of instruction. The student's course load for this period of time amounts to 90 credits. For this reason, it is necessary to pass all of the mandatory and mandatory elective modules. Students may also complete additional elective modules if they wish. Further information on the modules, examinations and accreditation of the individual modules can be obtained from the appended Standard Curriculum and Examination Schedule (appendix 1).

(3) As long as proof can be provided that the requirements for admission to participate in the examinations have been satisfactorily met, the module examinations may be taken before the end of the semester indicated in the Standard Curriculum and Examination Schedule.

(4) The Master's examination comprises the module examinations and the Master's thesis with colloquium.

§ 7

Programme contents

(1) The required modules and module examinations necessary for successful completion of the study programme, and the recommended distribution of the modules over the semesters, are detailed in the Standard Curriculum and Examination Schedule appended to these regulations. Examinations are held over the course of the study programme.

§ 8

Structure of the course

(1) The course programme includes mandatory modules, mandatory elective modules and elective modules. Within the regulatory framework, each tutor is responsible for determining the balance of specialist content and teaching methods of each of the modules on offer.

(2) The designation "mandatory modules" applies to all modules that are required for successful completion of the course of studies in accordance with the Examination and Study Regulations.

(3) The designation "mandatory elective modules" applies to modules set out in the Standard Curriculum and Examination Schedule that, upon application by the student to the Board of Examiners and in consultation with the study director, may be replaced by equivalent modules from the range of modules offered by the participating universities.

(4) The designation "elective modules" applies to modules which the students may choose from among the modules offered at the participating universities in addition to the mandatory and mandatory elective modules that are required for their programme of study. Students are free to take examinations in the elective modules. The results of such examinations will not be taken into consideration when determining the final grade. If desired, a certificate of attendance will be issued.

(5) Registration for a specific elective module must take place at the respective participating university no later than four weeks after the beginning of the respective semester. Students at Hochschule Magdeburg-Stendal University of Applied Sciences register in the Dean's office of the Department of Social Work, Health and Media. If the minimum number of participants in a module as specified by the host university is not met, the module in question will be cancelled and students will be required instead to select one of the remaining modules. Variations of this provision are possible for good cause.

§ 9 Types of courses

(1) Teaching on the degree programme takes the form of international block seminars, local workshops and private study phases.

(2) International block seminars are run jointly at one of the participating universities for all participating students. Block seminars permit a concise introduction, analysis and evaluation of theoretical and applied topics in the field of studies. For this purpose, a range of different types of instruction are used (lectures, seminars with presentations, oral presentations, discussions, work in small groups etc.).

(3) Local workshops take place in each country for the group of students enrolled at each of the participating universities. Their purpose is to introduce module topics or to present and discuss the results of project work and private study phases. Local workshops can be supplemented or replaced by events based on electronic media that enable participation and interaction (e.g. video conferencing, online conferencing).

(4) Private study phases permit students to study relevant specialist literature, work on specific assignments, carry out individual or group project work, etc. Private study phases are supported by study materials, media-based interaction and individual supervision.

§ 10 Departmental academic counselling

The participating universities offer departmental academic counselling, especially concerning the progression of studies, switching of modules, and any problems that could lead to

significant transgression of the standard period of study.

§ 11 Individual study plans

(1) In principle, individual study plans are possible upon approval by the academic director/academic advisor.

(2) Individual study plans facilitate the successful completion of the degree programme within the standard period of study.

In particular, individual study plans are offered to those students who, in spite of fulfilling admission requirements, still lack prior knowledge in one or more modules.

(3) The academic director/academic advisor is the contact person for students interested in developing their own individual study plans.

§ 12 Individual part-time studies

No provision is made for individual part-time study programmes.

II. Provisions specific to the examinations

§ 13 Board of Examiners

(1) A Board of Examiners, comprised of members from the participating universities, will be formed in order to organise the examinations and implement the tasks prescribed in these Examination Regulations. In general, the board is to be comprised of at least five members, one member of the faculty of each of the participating universities, one student representative and one external examination board member holding a suitable academic qualification. The members of the Board of Examiners are elected by the relevant body in each of the participating universities. At Hochschule Magdeburg-Stendal University of Applied Sciences, this is the Departmental Council for the Department of Social Work, Health and Media. The chairperson or vice-chairperson of the Board of Examiners must be a professor. The student member is a non-voting board member, and will not be involved in confidential examination issues. One proxy may be appointed for the student representative and the external examination board member, respectively.

Representatives of the participating universities may attend the Board of Examiners' meetings in a consultative capacity; Art. 13, paragraph 8 applies accordingly.

(2) The Board of Examiners ensures proper implementation of the exams. Further, the board enforces compliance with the terms set out in these examination regulations. The board reports to the department on a regular basis regarding the development of examinations and study periods, and makes suggestions on reforms to these Study and Examination Regulations. Special emphasis is placed on compliance with the standard period of study and with examination deadlines.

(3) The Board of Examiners makes its decisions based on a majority vote. Abstentions are not permissible. In the case of an even split, the chairperson or, when absent, his or her deputy, shall have the casting vote. The Board of Examiners is quorate when the majority of its members, among them at least two faculty representatives from the participating universities, are present. The Board of Examiners may reach its resolutions by correspondence if its members cannot be assembled for a meeting. Meetings may take place using video conference or online technology.

(4) The term of office of the members of the Board of Examiners is four years, with student incumbency limited to one year. Members may be re-elected.

(5) Minutes are to be taken of each session of the Board of Examiners. The essential aspects of the motions and decisions of the board are to be recorded in writing. If the board reaches resolutions by correspondence, these must be documented accordingly. Minutes of the Board of Examiners' meetings shall be made available to the participating universities, and they will be given the opportunity to comment.

(6) If necessary, the Board of Examiners may delegate strictly defined and revocable power of authority to the chairperson or his or her deputy. The chairperson prepares and executes the resolutions of the board, and regularly informs board members as to his or her activities.

(7) The members of the Board of Examiners have the right to participate as observers during the examinations.

(8) The members of the Board of Examiners are obliged to maintain confidentiality. As long as they are not government employees, members must make a pledge of secrecy to the chairperson.

§ 14 Examiners and assessors

(1) The Board of Examiners appoints the examiners and assessors. Only members and associates of the participating universities or another university who possess the necessary qualifications to teach independently within the examination module's area of expertise are authorised to be examiners. If necessary, adjunct professors as well as other qualified vocational or academic professionals can be appointed as examiners. People may only be appointed as examiners and/or assessors if they possess a similar or higher qualification than that which is subject to examination.

(2) Examinations at the university are normally to be assessed by at least two examiners. The oral examination is to be conducted by several examiners or by one examiner in the presence of one expert assessor. The assessor is to be consulted before a final grade is given. If the Board of Examiners determines that, having considered all those authorised to be examiners or assessors pursuant to paragraph 1, the additional burdens arising from appointment as an examiner for a particular examination date would have an unreasonable impact on their other duties, or if two examiners are not available, it can thereupon resolve that the written examinations may be marked by one examiner only. The resolution must be communicated to the student when registering for the examination.

(3) Two examiners from two of the participating universities must be appointed for the assessment of the written Master's thesis.

(4) Students may propose examiners for the oral examination and the Master's thesis. This proposal shall, however, not be legally binding.

(5) The examiners are independent in their duties.

(6) The Board of Examiners is to ensure that students are informed in good time as to the names of the examiners.

(7) Art. 13, paragraph 8 applies to examiners and assessors accordingly.

§ 15

Recognition of periods of study, academic achievements and examination results

(1) Upon written application, the Board of Examiners will decide on the recognition of prior periods of study, academic achievements and examination results. The application is to be addressed to the Board of Examiners within four weeks from the beginning of the relevant programme of studies. For purposes of recognition, students must present the necessary original documents or certified copies thereof. If this was not issued in either German or English, a certified German translation must be provided.

(2) Prior periods of study, academic achievements and examinations (qualifications) from other universities (in Germany and abroad) will be recognised provided that there is no essen-

tial difference in terms of content, scope or standard between the previously completed academic achievements and those that they are intended to replace. Rather than being based on a schematic comparison, they shall be considered and assessed holistically. Conditional recognition is possible. The university bears the burden of proof. If recognition is denied, the university must state the reason.

For the recognition of periods of study completed and university qualifications obtained at universities outside the Federal Republic of Germany, due regard must be given to the Lisbon Convention of 11 November 1997, and - in the case of Hochschule Magdeburg-Stendal University of Applied Sciences - the equivalence agreements approved by the Standing Conference of the Ministers of Education and Cultural Affairs of the German Länder and by the German Rectors' Conference, and agreements reached in the context of university partnerships. As long as it is already being applied by both parties, the basis of valuation is the European Credit Transfer System (ECTS).

A Master's thesis produced as part of a degree programme that has already been completed shall not be taken into account as a Master's thesis for the European Master's in Sign Language Interpreting.

(3) Where grading systems are comparable, grades will be adopted in accordance with § 23 and used in calculating the cumulative grade in accordance with § 31.

(4) Knowledge and skills acquired outside of higher education may be taken into account for a university degree, if

1. the requirements applicable for access to university have been met and
2. the knowledge and skills to be taken into account are equivalent to the academic and examination achievements that they are supposed to replace.

In total, knowledge and skills acquired outside of higher education may not replace more than 50% of the university course content. The Board of Examiners shall adjudicate regarding such accreditation upon written request. Using the documentation submitted, the Board shall consider if, and to what extent, the content and level of the qualifications are equivalent to parts of the course and thus if and to what extent they may replace them.

§ 16 Internship semester(s)

The course of studies does not include any internship semesters.

§ 17 Study phases abroad

Throughout the programme, on-campus phases are held at each of the participating universities in rotation (block seminars). Students are required to take part in these block seminars; part of each student's programme will therefore take place abroad. Full particulars can be found in the module descriptions.

§ 18 Mid-term evaluations

In accordance with the standard curriculum and examination schedule, no mid-term evaluations must be taken.

§ 19 Types of examinations during the programme

(1) The following types of examinations may be held during the programme:

1. Written examination (WE) (para. 2)
2. Oral examination (OE) (para. 3)
3. Academic paper (APa) (para. 4)
4. Portfolio (PF) (para. 5)
5. Academic project (APr) (para. 6)
6. Oral presentation (OP) (para. 7)
7. Translation/Interpretation (T/I) (para. 8)

(2) In a written examination that is invigilated and taken in a time-limited session with limited aids, students are required to demonstrate their comprehension of standard methodology and problem recognition and solving skills within their specific fields. A written examination shall last for a minimum of 60 minutes and not longer than 180 minutes.

(3) In an oral examination, students should be able to demonstrate their capacity to recognise and classify complex issues from the specific topic under examination.

The oral examination is conducted either as an individual examination or a group examination (whereby up to

3 students may form a group). In general, the length of the examination for each student is 20 minutes. Oral examinations may be held in an appropriate sign language. The essential points of the examination and its evaluation must be recorded in writing. This record must be signed by the examiners and the assessors. The results of the examination are to be made known to the student directly following the presentation of the oral exam.

(4) An academic paper requires an experimental, empirical or theoretical approach to some specific subject matter from within the field of study. The task should be set in such a manner that it can be completed within four to eight weeks. Students are free to propose topics and task assignments for their papers. However their proposals shall not be legally binding. If required, the academic paper may be presented orally in a manner suitable to the vocational field in question. If students are more overburdened than normal with other examination work, the completion time can be extended only once by up to one-half. In doing so, due consideration must be given to compliance with the standard period of study.

(5) A portfolio is a collection of individual student responses to tasks set to address and reflect upon specific subjects and problems from within the field of study, often drawing upon practical experience. Portfolios help to encourage independent student work and personal development. Results of individual portfolio work will often be presented orally, either in English or, where appropriate, in a relevant sign language.

(6) By working on a joint academic project, students demonstrate their capacity to produce scientific work independently as well as to work in a team. Individual contributions to a project must be clearly discernible. Project results are presented and discussed in an appropriate form.

(7) An oral presentation encompasses:

- an independent and thorough written examination of a problem from within the context of the course of studies which takes into account and evaluates relevant literature, as well as
- presentation of the work and communication of the results in an oral presentation and in the ensuing discussion. The presentation and discussion may take place in English or an appropriate sign language.

In general, the assignment should be set in such a manner that it can be completed within a period of three to six weeks.

(8) Translations and interpretations involve the production of a target text in one language on the basis of a source text in another language. Such productions may be prepared in advance (translations) or done in the immediate context of the source text production (interpretations). Translations and interpretations will often involve reflection on the outcome of the production process.

(9) The examiners are to determine the task assignment for the examinations. If the examiners cannot come to an agreement, the Board of Examiners will take over the responsibility. At the beginning of each semester, the Board of Examiners specifies the examination schedule for the oral and written examinations.

(10) Group projects are also an admissible form of examination. The contribution of each individual student must meet the examination requirements and be clearly discernible and assessable on the basis of sections, pages or other objective criteria. The group size is limited to 3 students.

(11) The type and scope of individual module examinations can be found in the Standard Curriculum and Examination Schedule appended to these regulations.

§ 20 Compensation for disadvantages, statutory protection periods, compensation possibilities

(1) As long as the student can provide credible evidence (a medical certificate) that, due to a prolonged or permanent illness or disability, or a pregnancy, they are incapable of entirely or partially fulfilling the examination requirements in the prescribed way or time-frame, the Board of Examiners shall be obliged to provide the student with the possibility of extending the time allowed to complete the examinations or of completing equivalent examinations in a different form.

(2) The protective provisions pursuant to Articles 3, 4, 6 and 8 of the Maternity Protection Act and, in accordance with the time limits set out by the Federal Child-Raising Allowance Act as to parental leave, are to be strictly adhered to and promoted in applying these Study and Examination Regulations, especially in terms of the calculation of time limits. The Board of

Examiners must make a ruling based on the facts of the case.

During a leave of absence granted on the grounds of family responsibilities, students are free to continue with their studies and examinations. Upon written application to the Board of Examiners, the repetition of a failed examination during the leave of absence is admissible. These regulations apply to German students and shall be applied to students of other nationalities accordingly.

(3) For students of Hochschule Magdeburg-Stendal University of Applied Sciences with caring duties, possibilities for compensation should be made available. Students with caring duties include, in particular, those with children under the age of 18 and students undertaking caregiving for relatives or other close associates. The involvement of the student in the caregiving must be certified by a doctor or nursing service.

(4) In accordance with paragraphs 1 to 3, for students of Hochschule Magdeburg-Stendal University of Applied Sciences, possibilities for compensation for disadvantages are available whilst retaining the content-related requirements regarding examination achievements. Proof of eligibility shall be provided by the pass for compensation of particular pressures (ComPass). This is covered in greater detail by the regulations governing the compensation of particular pressures for students at Hochschule Magdeburg-Stendal University of Applied Sciences.

§ 21 Public access to oral examinations

As long as they themselves are not registered to take the same exam, students of this programme who have yet to successfully complete the respective examination may be present at the oral examinations as observers (Art. 19, paragraph 3). This, however, does not include the counselling and notification of the student as to his or her examination results. Pursuant to subparagraph 1, a student may apply to exclude observers from his or her examination.

§ 22

Admission to participate in examinations during the programme

(1) All students who are enrolled at one of the participating universities and, where applicable, have paid the fees charged for the master's study programme, may be admitted to take part in the examinations.

(2) In any semester, students will be automatically registered for the examinations set out in the Standard Curriculum and Examination Schedule. The possible forms of examination for each module will be as specified in the approved Standard Curriculum and Examination Schedule. Students who do not yet wish to take part in an examination must declare their withdrawal within the stipulated time frame and in the form established by the Board of Examiners. Without a declaration of withdrawal, an examination that has not been taken will be regarded as taken and failed.

In the case of withdrawal, the student must register for a later examination date within the

stipulated time frame and in the form established by the Board of Examiners.

(3) Generally, the teaching staff of the module in which the examination is to be taken will serve as examiners, provided they are authorised pursuant to article 14. In other cases, the Board of Examiners will ensure that the names of the examiners will be made known to the students in good time.

§ 23

Assessment of examination results and determination of module grades

(1) Each examination is evaluated and graded by the respective examiners. For written examinations, grades should be announced no later than four weeks after the examination has been taken.

(2) The following grades are to be used for the assessment of examinations:

Grade		
1	very good	an outstanding performance
2	good	a performance which is significantly above average
3	satisfactory	an average performance
4	sufficient	a performance which, in spite of its shortcomings, is considered to be sufficient
5	insufficient	a performance which, because of substantial shortcomings, does not meet the requirements

For the sake of greater differentiation, individual grades may be rounded up or down by 0.3; this does not apply to the following grades: 0.7, 4.3, 4.7 and 5.3.

(3) An examination is considered to have been passed if a minimum grade of "sufficient" is awarded. If an examination is graded by more than one examiner, it is considered to have been passed if all examiners award at least a grade of "sufficient". In this case, notwithstanding the regulation stipulated in paragraph 2, the grade awarded for the examination corresponds to the arithmetic average to one decimal place of the individual grades determined by the examiners.

(4) A module examination is considered to have been passed when all required examinations have at least been awarded a grade of "sufficient".

If a module examination comprises only one exam, the grade for the module corresponds to the grade awarded for the examination.

If a module examination comprises several exams, notwithstanding the regulation stipulated in paragraph 2, the grade awarded for the examination corresponds to the arithmetic average to one decimal place (and if necessary weighted) of the grades awarded by the individual examiners.

The weightings applied to the individual modules can be found in the appended Standard Curriculum and Examination Schedule or derived from the relative share of credits attributable to the respective module.

(5) When arriving at a grade by means of averaging, only the first decimal place will be taken into account; all other decimal places will be disregarded.

Grading structure:

For a grade average of	Grade
up to and including 1.5	very good
from 1.6 up to and including 2.5	good
from 2.6 up to and including 3.5	satisfactory
from 3.6 up to and including 4.0	sufficient
from 4.1	insufficient

(6) In accordance with HRK recommendations, the German grades are to be complemented with an ECTS grade.

(7) Generally, the German grading system applies to the programme. The conversion of German grades into British and Finnish grades follows common European university practices. Equivalences between the grading systems are to be announced by the Board of Examiners before the start of the programme.

§ 24

Repetition of examinations during the programme

(1) Examinations that are failed or deemed to have been failed may be repeated once. Unless the student is granted a grace period for specific objective reasons, an examination may be repeated within 12 months after notification is received of having failed the examination. Art. 23 applies to the assessment accordingly.

If the time limit is not observed, the examination shall be deemed to have been irrevocably failed. Thus, in this case, no further repetition is possible.
Article 31 paragraph 4 applies accordingly.

(2) A second repetition of an examination, generally held on the subsequent regular examination date, is admissible in justifiable, exceptional cases and as long as there is sufficient likelihood of the examination being passed. Upon written application, the Board of Examiners may determine an earlier date in agreement with the student. A second repetition is only admissible for a maximum of two examinations during the entire duration of the programme of studies.

(3) The second repetition of an examination is to be applied for and justified before the Board of Examiners in written form within the six-week cut-off period immediately following notification of having failed the first repetition.

(4) An exceptional case in terms of paragraph 2 is constituted by undue burdens or health limitations if these caused the student to fail the first repetition of the examination.

(5) If an examination during the programme is passed at the second repetition, it will be graded "sufficient".

(6) Unsuccessful attempts at passing an exam from the same or a comparable course of studies at another university will be counted towards the total permissible number of repetitions.

(7) It is not possible to repeat an examination that has already been passed.

§ 25

Free attempt

There is no provision for a free attempt at any examination.

§ 26

Supplementary examinations

(1) Students also have the opportunity to take examinations in modules other than those prescribed in the Standard Curriculum and Examination Schedule appended to these regulations.

(2) Upon request of the student, the results of supplementary examinations will be included in the academic transcript or in certificates. The results of supplementary examinations are not taken into consideration when calculating grade point averages and when determining the cumulative grade.

III. Master's degree

§ 27

Registration for the Master's thesis

(1) The Master's thesis is an independent academic work which is to be submitted in writing and defended orally. Only those persons will be admitted to register for a Master's thesis who are enrolled on the European Master's in Sign Language Interpreting degree programme at one of the participating universities and have successfully passed the module examinations of the Master's exam, and who have also demonstrably accumulated at least 55 credits. The decision on exceptions rests with the Board of Examiners.

(2) Students are to make a written application to the Board of Examiners for admission to write the Master's thesis. Elements to be included in the application for the Master's thesis are:

- a proposal for the field from which the topic of the Master's thesis is to be taken,
- if necessary, an application for permission to carry out the work in a team
- as well as proposals for examiners.

(3) Before the beginning of the completion period, it is possible to withdraw the application to register for a Master's thesis. In the event of withdrawal, a new application must be made to write the thesis at a later date.

§ 28

Setting of the topic, submission and appraisal of the Master's thesis

(1) The Master's thesis should demonstrate that students are capable of working independently and in a scientific manner within a given time frame on a specific subject in their chosen field of studies. The topic and task assignment of the Master's thesis must correspond to the purpose of the examination as well as the required period of time. The type of assignment and the definition of the problem must be ascertained upon the issuing of the topic.

(2) The topic for the Master's thesis will normally be issued at the beginning of the fifth semester. The Master's thesis topic must be issued with sufficient time to enable it to be finished within the standard period of study. The Master's thesis must be written in the English language. Only upon application to the Board of Examiners or the course director and with their approval are other languages permissible. Any such application shall not result in a legal entitlement.

Students should be given the opportunity to make proposals for the topic and the definition of the problem that the Master's thesis is to examine. Whenever possible, a student's proposal should be accommodated, but there is no legal entitlement to this.

(3) Following a joint hearing with the student and consultation with the second examiner, the first examiner will determine the topic of the thesis. Upon application, the Board of Examiners will ensure that students receive a topic for their thesis in a timely manner. Once the thesis topic has been issued, the first examiner (who set the topic) and the second examiner shall be officially appointed. During the writing of the thesis, students will be advised by both examiners. Details of the topic, the assessors and the completion time must be officially recorded. In other respects Art. 14 paragraph 3 applies.

(4) The Master's thesis topic may be determined by any academically qualified member of the teaching staff at the participating universities who teaches on the programme. With the approval of the Board of Examiners, the same applies to persons of equivalent academic rank from universities other than the participating universities. Pursuant to Art. 14, paragraph 1, other examiners or assessors may also be chosen. In this case, the second examiner must be an academically qualified member of

one of the participating universities and belong to the programme's regular teaching staff.

(5) The Master's thesis may be completed in the form of a group project. The contribution of each individual student must be clearly discernible and assessable on the basis of sections, page numbers or other objective criteria, and meet the examination requirements as per paragraph 1. The group size is limited to 3 students.

(6) The topic, problem definition and scope of the Master's thesis are to be delimited in such a way as to allow completion within the stipulated time period. The completion time for the Master's thesis is 20 weeks. An exception to this deadline is possible if the student can provide proof of illness or equivalent adverse personal circumstances. In this case, the completion time is extended in accordance with the length of the illness or equivalent adverse personal circumstances. As a rule, the extension should not be longer than ten weeks.

An attempt abandoned because of unduly long illness or equivalent adverse personal circumstances will not count towards the permissible number of repetitions.

On application by the student, the completion time may be extended for reasons beyond the student's control. As a rule, the extension should not be longer than ten weeks. The application shall be decided upon by the Board of Examiners.

The topic may only be returned once and only within the first third of the completion time in accordance with sentence 2.

(7) Upon submission of their Master's theses, students must guarantee in writing that their thesis – or their identified section in the case of a group thesis – has been written individually and that no sources or tools have been used other than those cited in the bibliography.

(8) Three copies of the Master's thesis are to be handed in within the established time frame to the Examinations Office of the university at which the student concerned is enrolled. The date and time of submission must be put on official record. In the event that the Master's thesis is submitted by post, the date on the post mark shall be deemed to be the date of submission. In addition, an electronic copy of the Master's thesis must be submitted within the established time frame; more detailed regulations regarding this shall be set out by the Board of Examiners and communicated to the students when they register their Master's thesis.

If it is intended that the Master's thesis should be archived or published, the regulations and conventions of the relevant participating university are to be observed.

(9) Examiners should appraise and grade the Master's thesis within four weeks of the date on which it is handed in. Art. 23, paragraphs 3 and 5, apply accordingly.

(10) 30 credits will be awarded for successful completion of the Master's thesis and colloquium.

(11) 75% of the module grade will be made up of the grade from the Master's thesis and 25% from the grade given for the colloquium.

§ 29 Colloquium

(1) The colloquium for the Master's thesis is the student's opportunity to demonstrate that they are capable of defending the results of independent, scientific work in an academic debate within their chosen field of studies.

(2) Conditions for admission to the colloquium are having passed the module examinations of the Master's examination and having received a minimum grade of "sufficient" from both examiners for the Master's thesis.

(3) The colloquium on the Master's thesis will be held as an individual or group examination by the Master's thesis examiners. The colloquium may take the form of a video-conference or it may be conducted as part of a subject-specific conference. The Board of Examiners can appoint additional examiners. If the presence of both examiners cannot be arranged, one of the examiners may be replaced by an additional examiner. In general, the length of the colloquium for each student is 30 minutes, and no longer than 45 minutes. Art. 23 applies to the assessment of the colloquium accordingly.

(4) The colloquium has been successfully completed if the examiners award a minimum grade of "sufficient". If a grade of "insufficient" is awarded, repetition is possible in accordance with the provisions of Art. 30.

(5) In other respects Art. 21 and Art. 28, paragraphs 10 and 11 apply accordingly.

§ 30 Repetition of the Master's thesis and colloquium

(1) A Master's thesis may be repeated once if it has been, or is deemed to have been, graded as "insufficient".

(2) If a Master's thesis is repeated, returning a topic is only admissible if no use was made of this possibility the first time.

(3) The new topic of the Master's thesis will be issued in a timely manner, generally within three months.

(4) A second repetition is not permitted.

(5) Repetition of a successfully completed Master's thesis is not permitted.

(6) The Master's thesis colloquium may be repeated once if it has received a grade of "insufficient" or is deemed to have been graded "insufficient".

(7) A second repetition of the colloquium is not permitted.

(8) Repetition of a successfully completed colloquium is not permitted.

§ 31 Overall grading of the Master's examination

(1) The Master's examination shall be deemed to have been passed if all mandatory and mandatory elective module examinations and the Master's thesis and colloquium have been awarded a minimum grade of "sufficient". In addition, Students registered at Humak University of Applied Sciences must have passed a "Maturity Test", in accordance with Finnish regulations.

(2) Notwithstanding the regulation stipulated in Art. 23, paragraph 2, the cumulative grade of the Master's examination is derived, where applicable, from the weighted average of the grades for the module examinations and the module grade of the Master's thesis and colloquium. Art. 23, paragraph 5 applies accordingly.

The weightings for the individual modules are to be taken from the appended Standard Curriculum and Examination Schedule or derived from the relative share of credits attributable to the respective modules.

(3) If the average of the cumulative grade is better than 1.3, then the overall result

"passed with distinction"

will be awarded.

(4) A Master's examination shall be deemed to have been irrevocably failed when a mandatory examination or a Master's thesis and colloquium has received a grade of "insufficient" or is deemed to have been graded "insufficient" and no further repetitions are permitted.

§ 32

Academic transcripts and certificates

(1) Academic transcripts are to be completed without delay, if possible within four weeks of the Master's examination having been passed. The transcript bears the date on which the last examination was completed. It is to be signed by the chairperson of the Board of Examiners and a representative of the university at which the respective student is enrolled. In the case of Hochschule Magdeburg-Stendal University of Applied Sciences, this is the Dean of the department. The transcript is to be furnished in the standard style of the relevant university, and must be recognised by all the participating universities.

(2) Together with their transcripts, students receive a Diploma Supplement.

(3) If the Master's examination has been failed or is deemed to have been failed, then the Board of Examiners will present the student with a written notification which also provides information as to whether and to what extent it is possible to repeat examinations. Notification of an irrevocably failed Master's examination must be furnished with instructions on the right to appeal.

(4) If students choose to leave the university or change their programme of studies, upon application they will be issued with a certificate showing the examinations taken and grades achieved. In the case of paragraph 3, a certificate will be provided without the need to submit an application. It indicates the examinations remaining to be completed as well as the fact that the Master's examination has been failed or irrevocably failed. Upon application, in

the case of paragraph 3, students will receive a notification which simply indicates those examinations which have been successfully completed.

§ 33

Degree certificate

(1) In accordance with the customs and regulations of their home university, students shall receive a degree certificate detailing the academic title as specified in § 3 and a transcript. At Magdeburg, students receive a degree certificate showing the same date as the academic transcript. The degree certificate confers the title of Master upon the holder.

(2) The certificate will be signed by the Dean of the department or by an equivalent representative of the university at which the student is enrolled, and by the Rector or an equivalent representative of the relevant university, and furnished with the university's seal. The certificate must be recognised by all of the participating universities.

IV. Final provisions

§ 34

Accessing the examination files

(1) Following completion of each module examination and the Master's examination and within a respective cut-off period of one month after notification of the results, students may, upon written application to the Board of Examiners, be granted access to the written examinations, corresponding appraisals of the examiners, and the examination protocols.

(2) The written application is to be submitted to the Board of Examiners within a cut-off period of three months after having received the transcripts. The chairperson of the Board of Examiners will determine the time and place for reviewing the documents.

(3) Upon written application, students will be informed of partial results before the completion of a module examination.

§ 35

Non-attendance, withdrawal, cheating, breach of regulations

(1) An examination will be deemed to have been graded "insufficient" when students, for no good reason:

- do not attend on a mandatory examination date,
- withdraw from the examination after it has already begun,
- or do not retake an examination within the established time frame.

(2) The justifications provided for any withdrawal or non-attendance must be credible and immediately presented to the Board of Examiners. Otherwise, the examination will be graded as "insufficient". In case of illness, a medical report must be presented. Unless the Board of Examiners resolves otherwise, upon recognition of the reasons for non-attendance or withdrawal, the examination must be taken on the next regular examination date.

(3) An examination will be graded "insufficient" if a student attempts to alter the results through deceit or the use of other unauthorised means. Examiners and supervisors are authorised to exclude any student who disrupts the orderly conduct of the examination from further participation. If this is the case, the examination will be graded as "insufficient". In extreme cases, the Board of Examiners is authorised to exclude the student from any further examinations. Further disciplinary processes may apply as stipulated in the student's home university's regulations.

(4) An examination will be graded as "insufficient" if the student does not provide sufficient reason for not having respected the submission deadline for an assessment. Paragraph 2 applies accordingly.

§ 36

Invalidity of examination results

(1) If a student has cheated in an examination and this becomes known after the degree has been awarded, the Board of Examiners is authorised to declare an examination to have been failed either partially or in its entirety.

(2) If the conditions for admission to the examination were not met but without any intentional deception, and this only becomes known

after the degree has been awarded, the deficiency is deemed to have been righted if the examination was passed. If a student has deliberately used unfair means to gain admission, the Board of Examiners, taking into consideration relevant legal regulations, will decide as to the revocation of unlawful administrative deeds.

(3) Prior to such a decision, the affected student is to be given the opportunity to make a statement on the matter to the Board of Examiners.

(4) An incorrect transcript is to be revoked and replaced with a corrected transcript or certificate in accordance with Art. 32. Once a period of five years has elapsed from the date the transcript is issued, a decision pursuant to paragraphs 1 and 2 may no longer be made.

§ 37

Decisions, appeal procedure

(1) All decisions made in accordance with these examination regulations and which constitute an administrative deed are to be justified in writing and furnished with instructions on appeal in compliance with Art. 41 of the Administrative Procedures Act of Saxony-Anhalt (VwVfG LSA) or equivalent national provisions, as stipulated in the institution's regulations. An appeal can be submitted to the Board of Examiners within one month of receipt of the decision.

(2) The Board of Examiners will decide as to the validity of the appeal. If the appeal involves a grade, the appeal will be sent to the examiner or examiners for their review. The Board of Examiners will declare the objection to have been remedied if the grade is changed in accordance with the appeal. Otherwise, the Board of Examiners shall only review the decision in terms of

1. whether or not the examination procedures were properly conducted,
2. whether or not the examiner relied on unfounded facts or circumstances,
3. whether or not generally valid principles of grading were applied,
4. whether or not the examiner was influenced by immaterial considerations.

If the Board of Examiners does not remedy the objection, it will be forwarded for a decision to the responsible body at the university at which

the student is enrolled. In the case of Hochschule Magdeburg-Stendal University of Applied Sciences, this is the Departmental Council.

(3) A final decision as to the validity of the appeal should take place within a period of one month. If the objection is not remedied, the relevant authority of the university at which the student concerned is enrolled will inform the appellant. In the case of Hochschule Magdeburg-Stendal University of Applied Sciences, this is the Rector.

§ 38 University-wide announcements by the Board of Examiners

Decisions and other measures relating to these Study and Examination Regulations, especially with regard to admission to examinations, refusal of admission, examination and registration dates and deadlines as well as examination results, will be made known university-wide in the institution's customary manner. In doing so, data protection regulations will be observed.

§ 39 Transitory provisions

These study and examination regulations apply to all students beginning their studies in semester 1 of the academic year 2016/2017 (winter semester 2016/2017).

§ 40 Effective date of regulations

The entry into effect of these Study and Examination Regulations is dependent upon written declarations of consent to these regulations being made by Humak University of Applied Sciences (Finland) and Heriot-Watt University (United Kingdom). Following approval by the Rector, these regulations will take effect the day after their university-wide announcement in the Official Notices of Hochschule Magdeburg-Stendal University of Applied Sciences.

Issued pursuant to the resolutions of the Department of Social Work, Health and Media Departmental Council of 01 July 2016 and the Hochschule Magdeburg-Stendal University of Applied Sciences Senate of 20 September 2016.

The Rector

Abbreviations used in the examination schedule:

T	= Type of course
h	= Hours of instruction (on-campus time)
E	= Examination
C	= Credits
B	= International block seminar
W	= Local workshop
PS	= Private Study
APa	= Academic paper
PF	= Portfolio
APr	= Academic project
OP	= Oral presentation
TI	= Translation/Interpretation
MA	= Master's thesis
C	= Colloquium

Appendix 1

Standard Curriculum and Examination Schedule

Mandatory and mandatory elective modules		Semester 1				Semester 2				Semester 3				Semester 4				Semester 5				Σ
		T	h	E	C	T	h	E	C	T	h	E	C	T	h	E	C	T	h	E	C	C
1.1	Similarity and Diversity in European Sign Languages	B,W	70	APa/M	5																	
1.2	Similarity and Diversity in European Deaf Communities	B,W	30	APr	5																	
1.3	Personal Development and Academic Skills	B,W	30	PF	5																	
2.1	Introducing International Sign					B,W	50	APa/M	5													
2.2	Interpreting and Translation Studies					B,W	60	APa	10													
3.1	Translating Between International Sign and English									B,W	50	PF/TI	5									
3.2	Developing the Profession									B,W	60	APr	10									
4.1	Interpreting Between International Sign and English *													B,W	60	TI	5					
4.2	Research Methods: Sign Language Interpreting and Translation as Profession and Performance													B,W	60	APa/OP	10					
5.1	Master Thesis																	PS		MT,C	30	
Σ Mandatory and mandatory elective modules			130		15		110		15		110		15		120		15				30	90

- This is a mandatory elective module in accordance with Art. 8 paragraph 3, which, upon application by the student to the Board of Examiners and in consultation with the study director, may be replaced by equivalent modules from the range of modules offered by the participating universities.

End of translation.

This is to certify that the above translation of Study and Examination Regulations from the attached document in German is a faithful and accurate rendition of the original.

*Michael Lorenz, sworn translator for the English and Russian language
Magdeburg, 22 September 2016*

Certified translation into English

**Regulations on implementation of the
assessment procedure to determine
eligibility for the
Europäischer Master in
Gebärdensprachdolmetschen
(European Master's in
Sign Language Interpreting)
in the Department of
Social and Health Sciences
at
Hochschule Magdeburg-Stendal
University of Applied Sciences
dated 28 November 2012**

On the basis of Art. 27 paragraph 7 of the Higher Education Act of Saxony-Anhalt (HSG LSA) as promulgated in the amended version of the HSG LSA of 14 December 2010 (GBBI. LSA pp. 600 et seq.), Hochschule Magdeburg-Stendal University of Applied Sciences has enacted the following regulations:

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§ 1	Scope of application
§ 2	Purpose of the assessment
§ 3	Examination committee for the assessment procedure
§ 4	Implementation of the assessment procedure
§ 5	Scope and organisation of the assessment procedure
§ 6	Assessment criteria and mode of evaluation
§ 7	Overall result of the procedure
§ 8	Exclusion from the assessment procedure, withdrawal, revocation of admission decisions
§ 9	Validity period
§ 10	Transitory provisions
§ 11	Effective date of regulations

**§ 1
Scope of application**

(1) The present regulations govern the implementation of the assessment procedure to determine eligibility (entrance examination) for the "European Master's in Sign Language Interpreting" programme (abbreviated as EUMASLI) in the Department of Social and Health Sciences at Hochschule Magdeburg-Stendal University of Applied Sciences in accordance with Art. 4 (3) of the Study and Examination Regulations for that degree programme. The assessment procedure is implemented jointly by the participating universities as defined in Art. 1 (1) of the Study and Examination Regulations for the Master's programme, in the manner set out in the present regulations.

(2) Evidence of participation in an assessment procedure for degree programmes at another university is not eligible for recognition.

**§ 2
Purpose of the assessment**

(1) The purpose of the assessment procedure is to demonstrate the professional experience and linguistic skills required for admission to the European Master's in Sign Language Interpreting study programme, over and above the prerequisites for admission specified in Art. 4 (1) and (2) of the Study and Examination Regulations.

(2) In the assessment procedure, applicants must prove that they

- possess knowledge of English at level B2 of the Common European Framework of Languages (corresponding to level 6.5 of the International English Language Testing System IELTS);
- possess sign language skills stipulated as a prerequisite for participation in the modules of the Master's programme, with particular regard to sign language-based communication in international settings;
- understand how to reflect appropriately on their professional experience as sign language interpreters.

§ 3

Examination committee for the assessment procedure

(1) A joint examination committee will be formed by the participating universities in order to organise the assessment procedure and carry out the tasks set out in these regulations. The members of the examination committees will be determined by the Board of Examiners formed in accordance with Art. 13 (1) of the Study and Examination Regulations. Each participating university must be represented on the examination committee by at least one member of its faculty. Furthermore the examination committee should include one representative from professional practice. The examination committee will elect a chairperson.

(2) The examination committee formed in accordance with para. (1) will organise and implement the assessment procedure, set the assessment tasks and evaluate candidates' performance under the assessment procedure. The examination committee will consult and make decisions at meetings held in private.

§ 4

Implementation of the assessment procedure

(1) The assessment procedure will be carried out in good time before the start of the first semester of the European Master's in Sign Language Interpreting programme, normally in the period from March to May. The precise dates will be announced by the examination committee. The examination pursuant to Art. 5 (1) may be undertaken online using appropriate electronic media.

(2) All applicants who satisfy the general admission requirements set out in Art. 4 paras. (1) and (2) will be admitted to the assessment procedure. Applicants will be notified in writing no later than 2 weeks before the scheduled date of their participation in the assessment procedure and the examination date and mode of access.

§ 5

Scope and organisation of the assessment procedure

(1) The assessment procedure consists of a written examination and an oral examination.

The written examination also incorporates a follow-up discussion ('feedback'). The two parts of the examination are normally held on one day.

(2) For the written part of the examination, applicants must respond in English to a question from the specialised academic field of sign language interpreting. The task must be completed in a maximum of 90 minutes. A monolingual English dictionary is permissible as a reference tool. The follow-up discussion normally lasts 15 minutes and makes reference to the written response of the applicant. It is conducted in English; in the case of deaf applicants, an appropriate sign language may be used.

(3) The oral examination consists of an interview which normally lasts 20 minutes and takes place in signed communication. The interview topics concern social, cultural and political issues surrounding deafness internationally.

(4) The examination is not held in public. A record of the assessment procedure is kept, which is signed by the chairperson of the examination committee. The approval of all members of the examination committee is to be documented in an appropriate fashion. The record of the assessment procedure must include, in addition to the identities of the candidates, details of:

1. the examination date and mode of participation,
2. the members of the examination committee,
3. the duration and content of the examination,
4. the evaluation and results.

(6) Before the start of the examination, the identity of participants will be verified. Candidates will be notified of permissible reference tools when they are invited to attend the examination.

§ 6

Assessment criteria and mode of evaluation

(1) The written and oral parts of the examination pursuant to Art. 5 (1) will be carried out and assessed separately according to the following criteria:

1. Assessment of skills in English according to the specifications in § 2 (2). This relates to the written examination,

including the follow-up discussion, pursuant to § 5 (2).

2. Assessment of specialist expertise and quality of theoretical reflection on issues relevant to professional practice. This relates to the written examination, including the follow-up discussion, pursuant to § 5 (2).
3. Assessment of quality of sign language skills with regard to their application in settings of international communication. This relates to the oral examination pursuant to § 5 (3).

(2) Skills in English according to para. (1) no. 1 are graded as “passed”, “passed with reservations” or “failed”. Applicants receiving a “failed” grade are eliminated from the procedure. In the case of applicants graded “passed with reservations”, the examination committee will decide whether they may undergo the remainder of the procedure, taking into account assessments pursuant to para. (1) nos. 2 and 3.

(3) For the evaluation according to para. (1) nos. 2 and 3, the university’s usual scheme of grades (see Study and Examination Regulations) is to be used.

An overall grade will awarded based on the arithmetic average of the results of the two individual examinations. Only the first decimal place will be taken into consideration; any further decimal places will be disregarded without rounding.

(4) Applicants eliminated from the assessment procedure due to insufficient skills in English pursuant to para. (2) will be informed in writing of the outcome of the procedure and of the reasons for their elimination.

§ 7

Overall result of the procedure

For each of the participating universities, applicants will be ranked in a list according to the cumulative grades they have achieved. In case of identical cumulative grades, length of professional experience shall be the decisive factor in respect of the candidates’ rankings on the list. The ranking list shall be conveyed in writing to the relevant university’s registration office. On the basis of this ranking list, candidates will be admitted in accordance with Art. 4 (4) of the Study and Examination Regulations.

§ 8

Exclusion from the assessment procedure, withdrawal, revocation of admission decisions

(1) An applicant may be excluded from the assessment procedure by the invigilator if she or he tries to influence the result through deceit, threat, bribery or the use of unauthorised means of assistance. Upon exclusion, the assessment procedure shall be deemed to have come to an end.

(2) If a reason for exclusion comes to light after the assessment procedure has ended, decisions reached under the assessment procedure and the resulting admission to the degree programme may be revoked within a six week period from the date on which the reason becomes known.

(3) If an applicant withdraws for no good reason after the start of the examination pursuant to Art. 5 or misses the scheduled appointment without good reason, the assessment procedure shall be deemed to have come to an end.

(4) Applicants must be informed in writing of adverse decisions, which must be justified in writing and furnished with instructions on the right of appeal.

§ 9

Validity period

The result of the assessment procedure is valid only for the admission procedure in the semester for which it was carried out.

§ 10

Transitory provisions

These regulations on implementation of the assessment procedure to determine eligibility apply to all students beginning their studies from semester 1 of the academic year 2013/2014 (winter semester 2013/2014).

§ 11

Effective date of regulations

The entry into effect of these regulations is dependent upon written declarations of consent to these regulations being given by

Humak University of Applied Sciences (Finland) and Heriot-Watt University (United Kingdom). Following approval by the Rector, these regulations will take effect the day after their university-wide announcement in the Official Notices of Hochschule Magdeburg-Stendal University of Applied Sciences.

Issued pursuant to the resolutions of the Department of Social and Health Sciences Departmental Council of 28 November 2012 and the Hochschule Magdeburg-Stendal University of Applied Sciences Senate of XX XX XXXX.

The Rector

End of translation.

This is to certify that the above translation of regulations from the attached document in German is a faithful and accurate rendition of the original.

*Michael Lorenz,
sworn translator for the English and Russian
language*

Magdeburg, 4 February 2013

Marking conversion table between German, Finnish and UK marks to be used as part of EUMASLI

Table A – Individual Assessment and Course marks

		Germany		Finland	UK	
FAIL	insufficient		5	1-	0-49	D-F
PASS	Sufficient	4	4.0	1	50	C
			3.7	1.5	52	C
	satisfactory	3	3.3	2	55	C
			3.0	2.5	57	C
			2.7	2.5	60	B
	Good	2	2.3	3	63	B
2.0			3.5	65	B	
1.7			4	67	B	
DISTINCTION (better than 1.3)	very good	1	1.3	4.5	70	A
			1.0	5	100	A

The marking conversion table reflects EUMASLI and individual university regulations.¹

As stipulated in the EUMASLI exam regulations §23 (5), the German marking system will be used as the basis for provision of all marks, i.e. all assessments will be given a German mark first, which will then be translated into a Finnish mark and a UK mark according to the prepared table. All calculations of marks for final course results and eventually programme results will also be based on the German system, i.e. the average will be calculated on the basis of German marks only and then translated into Finnish and UK systems; no averages will be calculated based on Finnish or UK marks.

Please note that for individual assessments no other marks are given according to the German system; all individual (German) marks should be end in .3, .0 and .7.

Where averages are calculated, for example at the end of a module with more than one assessment, please use the more detailed conversion table for calculation of marks is used, which corresponds to the above table.

For an insufficient mark (German mark "5"), assessors will provide an additional percentage mark, giving students further indication of the quality of their work, e.g. "5: 45%" or "5: 0%". (Further information about progression and award details can be found in EUMASLI exam regulation §24; students need to pass all modules in order to progress and receive the Master's award). The overall percentage for any "insufficient" mark of overall course marks and dissertation marks to be recorded on the students' transcripts is to be decided by the Board of Examiners.

¹ **Marking conversion table – rationale:** Following university regulations, in addition to minimum (5 = 1- = 0%) and top marks (1.0, 5, 100%), there are two fixed points on the marking scale: 4.0 (D) = 1 (FI) = 50% (HWU), specified as the minimum pass mark; 1.3 (D) = > 4.5 (FI) = 70% (HWU) (a mark better than 1.3 is specified as the minimum mark for award of Master with distinction). These marks served as the basis for the design of the conversion table. Marks in between and beyond pass and distinction marks were then calculated accordingly to match the number of marks of the German system.

Table B – Detailed marking conversion table for dissertation and award marks

		Germany		UK		FI
FAIL	Insufficient	5	5.0	0	F	1-
			5.0	5	F	1-
			5.0	10	F	1-
			5.0	15	F	1-
			5.0	20	F	1-
			5.0	25	F	1-
			5.0	30	E	1-
			5.0	35	E	1-
			5.0	40	D	1-
			5.0	45	D	1-
PASS	sufficient	4	4.0	50	C	1
			3.9	51	C	1
			3.8	51	C	1.5
			3.7	52	C	1.5
			3.6	53	C	1.5
	satisfactory	3	3.5	54	C	2
			3.4	54	C	2
			3.3	55	C	2
			3.2	56	C	2
			3.1	57	C	2.5
			3.0	57	C	2.5
			2.9	58	C	2.5
			2.8	59	B	2.5
			2.7	60	B	2.5
			2.6	60	B	3
	good	2	2.5	61	B	3
			2.4	62	B	3
			2.3	63	B	3
			2.2	63	B	3
			2.1	64	B	3.5
2.0			65	B	3.5	
1.9			66	B	3.5	
1.8			66	B	4	
1.7			67	B	4	
1.6	68	B	4			
very good	1	1.5	69	A	4.5	
		1.4	69	A	4.5	
DISTINCTION (better than 1.3)			1.3	70	A	4.5
			1.2	80	A	5
			1.1	90	A	5
			1.0	100	A	5