



EUMASLI: European Master in Sign Language Interpreting

**Programme Handbook
Version 3 (August 2013)**



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I. General aspects

1. Introduction

This is the third version of the handbook that outlines an international study programme at master level in the area of Sign Language Interpreting. The European Master in Sign Language Interpreting (EUMASLI) study programme is intended to contribute to the development of the professional field of interpreting between Deaf¹ and hearing people in Europe. Information on the programme is available at www.eumasli.eu.

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 resulting postgraduate programme was jointly delivered by the three partners for the first time from January 2009 to November 2011.

The EUMASLI development project was built around a series of workshops attended by project members from all partner institutions. Collaboration continued after the development phase, and regular meetings involving all project partners were held in different locations. Additionally, the partners meet in regular, normally at least bi-monthly, video conferences.

Outcomes of the EUMASLI curriculum development project were evaluated by outside 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 a lecturer at Heriot Watt University, was employed between January 2009 and December 2010 by Humak University of Applied Sciences.

The students' Masters dissertation projects were presented as part of the annual conference of EFSLI (European Forum of Sign Language Interpreters) in Vietri sul

¹ Following a widely used convention, uppercase *Deaf* refers to people who, apart from their audiological condition, use sign language and share a culture. Generally, these are the primary customers of sign language interpreters.

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.²

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. 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 online meetings at least once a month. Revised study and examination regulations were contractually agreed to in February 2013. Another face-to-face meeting, involving all three Directors of the programme 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.

The current handbook thus reflects a long-standing process of programme development and delivery as well as the ongoing commitment of the three university partners to the development of the professional field of sign language interpreting.

² 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.

2. The partners

2.1 Institutional histories

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

Magdeburg-Stendal University of Applied Sciences (www.hs-magdeburg.de) was founded after the German unification in 1992. It has seven departments at two locations with a 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 Studies and Public Health since 1997. It is located in the main university campus at Magdeburg-Herrenkrug. The sign language interpreting unit has a 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 university's Department of Technical Translation, which is situated in the same building. Since October 2007, a purpose-built digital 'sign language lab' is available for teaching and practice purposes.

The sign language interpreting unit was a partner in a EU-Leonardo project from 2000 to 2003, as well as two EU-Lifelong Learning projects from 2009 to 2013. It is the coordinating institution for a third EU-LLP project, which began in January 2013. 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 three-and-a-half-year programme (210 ECTS). The programme has been accredited by a recognized German agency for the accreditation of academic study programmes. From autumn 2013 onwards, the revised BA programme will be offered as a four-year programme (240 ECTS).

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

Humak University of Applied Sciences (www.humak.edu) was founded in 1998. It operates nationwide and its structure is a network of three study programmes in 12 educational units. There are some 1,300 students at Humak and the number of personnel is about 120. Humak is the University of Applied Sciences in the fields of Civic and Youth work, Production and Administration of Cultural Activities and Sign

Language Interpretation. Humak includes a virtual campus, which makes use of modern education and information technology.

The Sign Language Interpretation degree programme consists of 160 credits (240 ECTS) today. In the beginning, the interpreter programme was provided by the Finnish Association for the Deaf in 1978. Since 1983, the interpreter training programme has been provided by the college which developed to become the University of Applied Sciences: First, the training was a one-year education, 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 are made up of the university's basic studies, programme specific basic studies, major studies, projects, work placement and final theses. 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 has been working as a project leader in several EU-projects and brings substantive international experience to the joint study programme.

(c) Heriot-Watt University, Edinburgh, Scotland

Heriot-Watt University (www.hw.ac.uk) is made up of six academic schools and two postgraduate institutes, offering over 400 programmes in a wide range of disciplines to around 8000 students with over 1500 members of staff, including ca. 480 academic and 180 research staff, on five campuses in Scotland, Dubai and Malaysia. Heriot-Watt has been named Scottish University of the Year in two consecutive years in 2011/12 and 2012/13 in the Sunday Times University Guide; it has been ranked 18th university in the UK (out of ca. 120) in the Guardian University Guide 2014, and it has been placed first in Scotland and fourth in the UK in the 2012 National Student Survey.

The Department of Languages and Intercultural Studies has a history of over 35 years and offers a range of language programmes at undergraduate and postgraduate levels with particular expertise in translation and interpreting. The department employs around thirty academic and teaching staff, including six 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, which were refurbished in 2012.

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 five members of staff, including two professors, as well as at least five PhD students in the area of sign language interpreting from 2013/14, and is currently involved in a number of national and international research projects.

2.2 Staff profiles

The following list includes the persons most closely associated with the EUMASLI project so far. All of these participated in some or all of the project workshops that have taken place so far. In addition, some workshops drew on the expertise of a small number of other colleagues from the hosting institutions.

(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 Studies and Public Health at the University of Applied Sciences Magdeburg-Stendal. 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. From 2008 to 2011, he headed a research project that focussed on genre distinctions in DGS. 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:

- Hansen, Martje and Hessmann, Jens. 2013. "Register und Textsorten in der Deutschen Gebärdensprache: Eine korpusbasierte Annäherung." *Zeitschrift für Angewandte Linguistik* 58: 133-165.
- Hessmann, Jens. 2012. "Auf einem Brette unterwegs übers Meer: Neues aus der Erforschung des Gebärdensprachdolmetschens." *Das Zeichen* 26 (92), 670–685.
- Eichmann, Hanna, Hansen, Martje and Hessmann, Jens (eds). 2012. *Handbuch Deutsche Gebärdensprache: Linguistische und anwendungsbezogene Perspektiven*. Hamburg: Signum.
- Hansen, Martje, Hessmann, Jens, and Barbeito Rey-Geissler, Patricia. 2010. "Form und Funktion von Fingerorten in unterschiedlichen DGS-Textsorten." *Das Zeichen* 24 (86): 482-501.
- Hansen, Martje and Hessmann, Jens. 2008. "Matching propositional content and formal markers: Sentence boundaries in a DGS text." *Journal of Sign Language & Linguistics* 10 (2): 145-175.

Hessmann, Jens. 2007. "EUMASLI: Projekt zur Entwicklung eines europäischen Master-Studienprogramms für Gebärdensprachdolmetschen." *Das Zeichen* 21 (75): 132.

Katja Fischer is a sign language person. Since 1999, she has been working as a free-lance trainer for Deaf people and sign language interpreters with a focus on the sociology, culture, and language of the Deaf community. In 2000, she acquired an academic qualification as a social worker. Katja joined the Magdeburg team in the sign language interpreting programme in 2005 and has been involved in the development of the EUMASLI programme from its very beginnings. Currently, she is taking part in a training programme for Deaf sign language interpreters.

Sandra Köchy graduated from the diploma programme in sign language interpreting at the University of Applied Sciences Magdeburg-Stendal in 2004. She established herself as a professional sign language interpreter before joining the Magdeburg team on a part-time basis in 2005 to teach theoretical and practical aspects of sign language interpreting. Sandra Köchy is active in professional associations of sign language interpreters and takes a keen interest in the development of the professional field.

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, 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, Chrystopher 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.

Rosenstock, Rachel. 2005. "International sign: negotiating understanding." *Research at Gallaudet* Fall-Winter: 1-4.

Rosenstock, Rachel. 2004. *An Investigation of International Sign: Analyzing Structure and Comprehension*. Ann Arbor: U.M.I. Gallaudet University Dissertation.

(b) Humak University of Applied Sciences

Marjukka Nisula has been working as a Sign Language Interpreter in Finland since 1984 and she has been involved in interpreter education since the early 1990s. Marjukka received her MA degree in Education 2001, having specialized in Adult

Education. Marjukka's basic responsibility in the sign language interpreter training programme at Humak University of Applied Sciences is interpreting as a process.

Manunen, Juha, and Nisula, Marjukka. 2009. "Sign language interpreter training in Finland." In *Signed Language Interpreter Education and Training: A World Survey*, Jemina Napier (ed.), 15-34. Washington D.C.: Gallaudet Press.

Outi Mäkelä graduated as sign language interpreter in 1994. She has received an MA degree in Education in 2001. Outi is responsible for interpreting in the training programme of Humak.

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.

Manunen, Juha, and Nisula, Marjukka. 2009. "Sign language interpreter training in Finland." In *Signed Language Interpreter Education and Training: A World Survey*, Jemina Napier (ed.), 15-34. Washington D.C.: Gallaudet Press.

Dr. Päivi Rainò is a sign linguist and from 2012 she holds a Principal Lecturer position in Interpreting Training Programme at Humak. She is currently also the Director of the research project "Signwiki, interactive online dictionary on Finnish Sign Language" (2013-2016), carried out by Humak and the Finnish Association of the Deaf. Päivi has published approximately 60 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. The topic of her PhD thesis (2004) was "The emergence and the development of the sign language community and the name sign system in Finland". Päivi is also a hearing CODA.

Recent publications include:

Raike, Antti & Kitunen, Suvi & Rainò, Päivi (in press). "Divergent thinking is essential for creative co-design of knowledge." In *Deaf Studies in the Twenty-First Century: Deaf-Gain and the Future of Human Diversity*, H. Dirksen L. Bauman and Joseph J. Murray (eds). University of Minnesota Press.

Kimmo Granqvist and Päivi Rainò (eds.). 2013. *Attrition in the Minority Languages in Finland [Rapautuva kieli. Kirjoituksia vähemmistökielten kulumisesta ja kadosta]*. Helsinki: Finnish Literature Society [SKS].

Rainò, Päivi 2012. *Language Choices and the Need for Interpreting Services for Deaf Children and Young People with Cochlear Implants*. Helsinki: Humak University of Applied Sciences. Online: <http://www.humak.fi/sites/default/files/liitteet/humak-verkko-raino-sisakorvaistute-englanti.pdf>.

Salonsaari, Maria-Elisa, Haaksilahti, Tiina, Laatikainen, Sari, Rainò, Päivi and Aunola, Ulla (eds.). 2012. *A Handbook for Sign Language Instructors. [Viiton ja ohjaan. Viittomakielen ohjaajan oppikirja.]* Helsinki: The Finnish National Board of Education [Opetushallitus].

Ruuskanen, Sirpa, Wahlström, Jarl and Rainò, Päivi. 2011. "Special characteristics of psychotherapy in Sign Language – a case study "[Viittomakielisen vuorovaikutuksen erityispiirteitä psykoterapiassa – tapaustutkimus]. *Psykologia* 4: 248–62.

- Jantunen, Tommi, Koskela, Markus, Laaksonen, Jorma and Rainò, Päivi. 2010. "Towards the automated visualization and analysis of signed language motion: method and linguistic issues". Online: <http://speechprosody2010.illinois.edu/papers/100006.pdf>.
- Rainò, Päivi 2010. *Cerad – a Cognitive Exercise Battery for Finnish Sign Language. A Guidebook and DVD*. [Cerad – kognitiivinen tehtäväsarja suomalaiselle viittomakielelle. Ohjekirja ja DVD.] Helsinki: Service Foundation for the Deaf [Kuurojen Palvelusäätiö].

(c) Heriot-Watt University

Robyn Dean, CI/CT, MA, was appointed to the faculty of the University of Rochester School of Medicine in 1999, in recognition of her scholarship in the interpreting field and leadership in the education of interpreters, medical students, and other health care professionals. She has been an interpreter for 25 years, with particular service experience in healthcare and mental health settings. Robyn holds a BA in ASL Interpreting and an MA in Theology. Her contribution to interpreter education was recognised in 2008 with the Mary Stotler Award, an award conferred every two years, conjointly, by the Registry of Interpreters for the Deaf and the Conference of Interpreter Trainers in the US. Robyn is currently a PhD Candidate at Heriot-Watt University in Edinburgh, Scotland.

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.
- 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.

Rita McDade's own language is British Sign Language and she became the first native BSL user to become Training Officer for a professional registration interpreting body in the UK and Europe when she joined the Scottish Association of Sign Language Interpreter (SASLI) in 1994. Rita also co-founded the first sign language interpreting

training programmes at Heriot Watt University in Edinburgh in 1996 which set the foundations for the new full-time MA programme introduced in 2012. She has been an interpreter trainer for 18 years. Rita has carried out much BSL/English translation work such as translations for public services website, DVDs and for government bodies. In her spare time, she acts as linguistic consultant; BSL and interpreting trainer; examiner; cultural mediator; translator, and is involved in filming, to name a few areas. Rita was also instrumental in the development and co-ordination of the first Training of Trainers (Graduate Diploma in Teaching BSL Tutors) programme. Rita worked on a European project developing a curriculum and assessments from foundation to advanced level.

Recent publications include:

Wilson, Christine W. L. and McDade, Rita, 2008. "SLIP – A tool of the trade married to an educational space: Making British Sign Language dictionaries." In *Translator and Interpreter Training, Issues, Methods and Debates*, John Kearns (ed.), 127-157. London: Continuum International Publication Group.

Wilson, Christine W. L. and McDade, Rita. 2009. "From small acorns: The Scottish experience of developing interpreter and translator training." In *International Perspectives on Sign Language Interpreter Education*, Jemina Napier (ed.), 96-123. Washington D.C.: Gallaudet University Press.

McDade, Rita. 2010. "Deaf Identity". *ITI Bulletin* (Institute of Translation & Interpreting): 24-26.

Prof. Dr. Jemina Napier is Chair of Intercultural Communication in the Department of Languages & Intercultural Studies at Heriot-Watt University in Edinburgh, UK. Prior to that she was Head of Translation & Interpreting and Director of the Centre for Translation & Interpreting Research at Macquarie University in Sydney, Australia. She is an interpreter researcher, educator and practitioner and has practiced as a signed 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. She is also a Research Associate at the University of Free State in South Africa. Jemina has published three books, an edited volume and over 40 articles and book chapters based on research on signed 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 the World Association of Sign Language Interpreters (WASLI). She is Editor of the *International Journal of Interpreter Education*. Her major research interests are related to signed language interpreting and general interpreting pedagogy, but her wider interests embrace applied linguistics, language and communication, sociolinguistics and discourse analysis.

Recent publications include:

Major, George, and Napier, Jemina. 2012. "Interpreting and knowledge mediation in the healthcare setting: What do we really mean by 'accuracy'?" In *Linguistica Antiverpiana*:

- Translation & Knowledge Mediation in Medical and Health Settings*, Vicent Montalt and Mark Shuttleworth (eds), 207-226. Antwerp: Artesius University College.
- Napier, Jemina. 2012. "Exploring themes in stakeholder perspectives of video remote interpreting in court." In *Interpreting Across Genres: Multiple Research Perspectives*, Cynthia J. Kellett (ed.), 219-254. Trieste: EUT Edizioni Università di Trieste.
- Major, George, Napier, Jemina, and Stubbe, Maria. 2012. "What happens truly, not text book!": Using authentic interactions in discourse training for healthcare interpreters." In *In Our Hands: Educating Healthcare Interpreters*, Karen Malcolm and Laurie Swabey (eds), 27-53. Washington D.C.: Gallaudet University Press.
- Napier, Jemina, Major, George and Ferrara, Lindsay. 2011. "Medical Signbank: A cure-all for the aches and pains of medical sign language interpreting?" In *The Sign Language Translator & Interpreter*, Lorraine Leeson, Myriam Vermeerbergen and Svenja Wurm (eds), 110-137. Manchester: St Jerome.
- Napier, Jemina, McKee, Rachel and Goswell, Della. 2010. *Sign Language Interpreting: Theory & Practice in Australia and New Zealand*. 2nd ed. Sydney: Federation Press.
- Napier, Jemina (ed.), 2009. *International Perspectives on Signed Language Interpreter Education*. Washington, D.C.: Gallaudet University Press.
- Bontempo, Karen and Napier, Jemina. 2009. "Getting it right from the start: Program admission testing of signed language interpreters." In *Testing and Assessment in Translation and Interpreting*, Claudia Angelelli and Holly Jacobson (eds), 247-295. Philadelphia: John Benjamins.

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:

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

Prof. Graham H. Turner is Chair of Interpreting & Translation Studies, Director of the Centre for Translation and Interpreting Studies in Scotland (CTISS) and Director of Research for the School of Management & Languages at Heriot-Watt University. Since 1988, he has been working as a researcher and educator at undergraduate and postgraduate levels in applied sign linguistics, Deaf Studies and sign language interpreting. He is on the editorial boards of the journals *Interpreting; Disability & Society*; and the *Sociolinguistics in Deaf Communities* series of collections. His research has included the application of methods and theoretical frameworks developed for the analysis of spoken language interaction to the 'bimodal', bilingual context of dialogue interpreting between spoken and signed languages, exploring issues of social exclusion arising from deaf people's linguistic access to environments such as courts, social care settings, education, and theatre.

Recent publications include:

Turner, Graham, H. (forthcoming). *A Sociolinguistic History of British Sign Language*. Palgrave: London.

Turner, Graham, H. 2006. "Why protect heritage sign languages?" *International Journal of Applied Linguistics*, 16 (3): 409-413.

Turner, Graham, H. 2006. "'I'll tell you later': On institutional audism." *Deaf Worlds: International Journal of Deaf Studies* 22 (3): 1-18.

Turner, Graham, H. 2004. "Exploring British experiences of Deafhood and language in hyper-modernity". In: *To the Lexicon and Beyond: Sociolinguistics in European Deaf Communities*, Mieke van Herreweghe and Myriam Vermeerbergen (eds), 248-263. Washington, D.C.: Gallaudet University Press.

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

Svenja Wurm grew up in Germany, but has lived in the UK since 1998. She 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 a lecturer 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. She is co-organiser of the Edinburgh-based *EdSign* lecture series and co-editor of the publication series *The Sign Language Translator and Interpreter*. 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, Svenja (in preparation). "Deconstructing translation and interpreting prototypes." *Translation and Interpreting Studies*.

Wurm, Svenja (in preparation). "Interpreter training." In: *Deaf Studies Encyclopedia*, Genie Gertz and Patrick Boudreault (eds). Thousand Oaks: Sage

Matthews, Ben and Wurm, Svenja (in preparation). "British Sign Language and written English literacy practices".

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.

Leeson, Lorraine, Wurm, Svenja and Vermeerbergen, Myriam. 2011. "Hey Presto! Preparation, practice and performance in the world of signed language interpreting and translating". In *Signed Language Interpreting: Preparation, Practice and Performance*, Lorraine Leeson, Svenja Wurm and Myriam Vermeerbergen (eds), 1-11. 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.

3. Background and aims of the programme

The rationale of the initial development project that has led to the EUMASLI study programme was that professional development of sign language interpreting in the participating countries has reached a stage where qualified input into the areas of research, development, and management is needed in order to develop the field beyond its present level of providing services to Deaf and hearing citizens. While important steps have been reached in the participating countries towards the recognition of sign language interpreting as an essential tool for allowing Deaf people to become active citizens in a hearing-speaking world, project partners agreed that it was necessary to go beyond first-level training programmes in order to provide skills and competencies that will enable the field of sign language interpreting to grow into a coherent self-organised professional body that can serve the interests of Deaf and hearing people more efficiently than it does today.

Sign language interpreting has seen a rapid development in Europe and other parts of the world over the last decades. Serious weaknesses of earlier informal support systems have been recognised for some time, giving rise to the development of professional interpreting services for deaf people and the establishment of training programmes and assessment procedures that vary greatly in content, methods, as well as quality between and within different European countries. The project partners have monitored this process closely over the past years, comparing developments in their respective countries with a view towards 'best practice' examples. Generally, there are parallels to be observed in the way the professional organisation of sign language interpreting has been approached and the kind of problems encountered in developing professional interpreting services for deaf people as well as providing social and monetary recognition and status to the field. On the other hand, each country has developed a different set of institutions, rules and regulations in relation to the specific social and legal conditions found at national and regional levels.

The EUMASLI study programme therefore reflects a stage in the development of professional sign language interpreting services in Europe whereby a number of countries can draw upon relevant experience to move towards Master's level academic education, thus encouraging developments that can be expected to spread more widely throughout Europe and beyond over the next decade or more. The project draws upon the strength of a long-standing European partnership, bringing together differing traditions in the development of professional sign language interpreting in an effort to establish the first international master-level study programme of its kind in Europe, thereby promoting more professional sign language interpreting training opportunities and services in Europe.

A first round of the programme was completed in 2011; all 16 students, forming an international cohort including 8 nationalities, completed the programme and have now graduated at one of the three partner universities. The overall success of the EUMASLI model was undisputed by students and staff alike and external colleagues across the world have positively commented on the venture. The new round draws heavily on the

experiences, reviews and feedback taken from the first round, building up on the programme's initial strength and addressing its weaknesses. Because of frequent and continuing interest in EUMASLI uttered by sign language interpreters around the world, we now aim to open up the programme and specifically target participants from within and outside of Europe, creating a programme which provides the necessary foundations for graduates to stimulate a positive and effective development of the discipline across the world and which encourages a global exchange of best practice models of the discipline.

First-level training programmes for sign language interpreters, be they academic or otherwise, focus on the acquisition of language and interpreting skills, generally building upon little or no previous experience with sign language and communication with Deaf people. To this day, in many countries in Europe, including most of the Eastern European and many of the Southern European countries, training of sign language interpreters consists of a kind of extended sign language course of limited duration, often offered by adult education centres or Deaf associations. While this is better than having no training at all, experts and practitioners agree that no less than a three to four year period of full-time training is needed to acquire basic competencies for the professional application of sign language and interpreting skills. Thus, it comes as no surprise that recently there has been a marked increase in activities aiming at the provision of more adequate training opportunities for sign language interpreters in countries such as Russia, Lithuania, Estonia, Latvia, Czech Republic, Hungary, and Greece. In contrast, the EUMASLI study programme can draw upon the strength of a long-standing European partnership in the area of academic training of sign language interpreters. It brings together differing traditions in the development of professional sign language interpreting, thereby hoping to promote a more general introduction of professional sign language interpreting training opportunities and services in Europe.

EUMASLI offers a balanced programme of professional education informed by the most recent research in the field of sign language interpreting and translation. Over a 30-month part-time study period, students develop a systematic understanding of sign language interpreting theory and practical applications, set against a context of social, cultural and linguistic appreciation of international policy and practice relating to Deaf communities and sign languages (with special reference to key European institutions). The programme has been developed with the support of the EU Socrates programme and is studied across a consortium of three European higher education institutions. It is designed to attract high calibre students, already acknowledged as expert practitioners, who seek continuing professional development opportunities to become leaders in their field at national and international levels.

The project is set within the so-called 'Bologna Process' that aims at the creation of a European higher education area by making academic degree standards and quality assurance standards more comparable and compatible throughout Europe. The EUMASLI study programme is based on a single joint curriculum shared by the participating countries. It consists of self-contained modules that are evaluated

according to the terms of European Credit Transfer System (ECTS). Terms of admission, grading systems, documentation of student achievements, methods of quality management, etc., are harmonized as much as possible between the partner institutions. As we have learned in the process, national characteristics and, sometimes, idiosyncracies are hard to overcome in some areas. It seems to us that, as yet, not even the three countries involved in this project can be said to form a fully integrated “higher education area”.

Participants in the EUMASLI study programme will be sign language interpreters who, on the basis of a first-level academic degree as well as relevant professional experience, are ready to embark on the acquisition of higher level skills and competencies in the areas of research, development, and management. The study programme will lead its participants to reflect upon their professional status in a European perspective and acquire expertise that will enable them to contribute substantially to the development of the professional field in their respective countries:

- In Germany, while the undergraduate level of imparting basic knowledge and skills is well established, reliable and well-documented research on sign language interpreting is still scarce. Furthermore, the federally based organization of social services and assessment and registration procedures has proved to be a serious obstacle to formulating coherent professional policies.
- Finland has a long-standing record of developing the field of sign language interpreting, with undergraduate training, regionally based organisations and some level of relevant research being comparatively well in place. However, shortcomings are acutely felt in the areas of continuing education, the provision of management skills and the systematic reflexion of Deaf-hearing relationships. The EUMASLI programme is set within a more general process of developing Master programmes specifically geared to the needs and conditions of Finnish universities of applied sciences, started in 2005.
- In the United Kingdom, routes for the professional development of sign language interpreters have been sought for over a decade, the Postgraduate Diploma at the University of Central Lancashire, developed by Prof. Turner before his present occupation at Heriot-Watt University in Edinburgh, being an early attempt at raising the academic and professional level of the field. The planned Master programme is expected to play a key role in establishing a research and development perspective in the profession.

Generally, the EUMASLI programme is developed with a view to addressing the following shortcomings:

- Research: While there has been a steady increase in the number of interpreters entering the field, working conditions and effectiveness of sign language interpreting have rarely been monitored. The research body to be drawn upon in reflecting the progress of the field is as yet small and highly selective.

- Continuing education: That sign language interpreters shall strive to further knowledge and skills through participation in relevant workshops, seminars, etc. is a provision in all the different versions of the Code of Ethics generally accepted in the field, and it is a demand regularly voiced by practitioners. However, so far, continuing education as a regular feature of the development of the professional field is rarely available, since relevant knowledge as well as personnel is hard to come by.
- Representation and negotiation of the interests of interpreters as well as Deaf people: There has been an on-going, at times ardent debate about how not always congruent interests of Deaf people and sign language interpreters can be combined and met. The implementation of policies and practices that advocate the interest of the professional field while being sensitive to and effectively supporting the needs and demands of Deaf people is a challenge to be met by sign language interpreters and their organizations.
- Professional self-organization and policy making: While there are professional organizations of sign language interpreters in Germany, Finland, and the UK as well as EFSLI, the European Federation of Sign Language Interpreters, coordinating interests and activities of sign language interpreters at national and international levels has proved difficult since relevant professional action is confronted with a great variety of regional and local conditions in terms of how interpreting tasks are allocated, organized, and remunerated.

It is the overall aim of the EUMASLI programme to qualify its participants in such a way that they will be able to contribute to the development of their profession. In particular, participants will have

- acquired experience and skills in conducting research and thus be enabled to contribute to the growing body of literature on sign language interpreting
- reflected their interpreting experience and gained new insights concerning specific aspects of the interpreting process
- seriously considered social, ethical, and organisational aspects of advancing their field with a view to respecting and supporting the interests of Deaf people and their communities
- acquired knowledge and skills in the areas of management and policy making, and thus be prepared to take a leading role in the development of the professional field.

4. Contents, structure, and management

4.1 Starting points

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. Students travel for intensive one- or two-week blockseminars in each country (three one-week blockseminars in Semester 1, providing one orientational blockseminar in each country; one two-week blockseminar in each of Semester 2, 3, and 4, with each partner institution hosting one of these longer blockseminars). Closely guided preparatory work precedes each blockseminar, and a menu of task requirements must be fulfilled for assessment following each blockseminar.

The study modules ensure that students develop the key skills and knowledge appropriate to this level of study. Diverse recruitment entails that the programme benefits from a strongly international flavour throughout. On entry into the programme, particular attention is paid to the development of scholarship skills, introducing professional development, employability and leadership as personal objectives, and encouraging the practice of reflective learning.

The following considerations served as starting points for the conception of the study programme:

- The programme is to be administered to an international group made up of up to 24 students. It will involve the staff and facilities of all the institutions involved and will include learning experiences in all of the three partner countries. Interaction between participants from different countries will be encouraged throughout the programme.
- Prospective students will be expected to have a first academic degree in a relevant subject, where ‘relevant’ includes, but is not limited to sign language interpreting. Secondly, students will have substantial experience as practicing professional sign language interpreters; according to pertinent Finnish regulations, ‘substantial’ will usually refer to a period of work experience of at least three years. Thirdly, students are expected to have appropriate English language to fully participate in the programme. While the programme is not specifically designed for Deaf interpreters, the participation of Deaf people who fulfil the general requirements is encouraged.
- Since the programme aims at participants who are professionally operative in the field of sign language interpreting, it is offered on a part-time basis. It is expected that a majority of the students will work part-time parallel to participating in the programme in order to finance their costs of living, programme fees, and additional, e.g. travelling, expenses.

- The programme uses blended learning techniques: In order to implement the international dimension of the programme, contact teaching will have to be rather condensed and complemented by distance-learning methods. Direct learning experiences and self-directed work will play a central role in the learning process.
- The original project proposal was for a master programme leading to the acquisition of 60 ECTS-credit points (= 1,800 student working hours, or the equivalent of one-year's full-time study). With a view to national regulations in the partner countries, this was revised to 90 ECTS (2,700 student working hours) to be obtained within 2.5 years or 5 semesters.
- The programme was 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 will be 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.

4.2 Modules and programme structure

In order to develop an overall programme structure that is functional and realisable in terms of existing personal and institutional resources a number of restrictions had to be taken into account:

- Teaching responsibilities are clearly stated and distributed evenly between project partners. This is realized as the 'one country, one module' principle: per semester, each country will be in charge of a maximum of one module.
- International contact time, i.e. time spent by students in one of the partner countries in direct interaction with teachers, is desirable but has to be kept to a minimum due to reasons of time and money. It was therefore decided that partner countries would take turns in organising a two-week block seminar as the central event of each semester around which modules are to be arranged (semesters 2-4). In order to ensure an introduction to each of the partner university and the practices in their countries, in Semester One students will attend three one week-blockseminars, one in each country.

On the basis of these considerations, the following overall programme structure was developed:

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) UK	1.3: Personal Development and Academic Skills (5 ECTS) FI
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) UK	3.2: Developing the Profession (incl. Developing Reflective Practice II) (10 ECTS) FI	
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		

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.

Modules 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).

Semester 1 provides a foundation to the programme, covering:

- linguistic aspects (an introduction to the three signed languages of the partner countries and a relevant theoretical underpinning of signed language studies and linguistic concepts);
- cultural aspects (an introduction to the Deaf communities of the three partner countries as well as providing the relevant conceptual and theoretical underpinning necessary to discuss issues relating to Deaf Studies);

– academic and personal study skills (substantiating students' analytical and communication skills needed for study at this level and promoting professional reflective skills).

Semester 2-4 includes 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 includes a reflective practice strand, in which students will learn and apply advanced mechanisms of professional reflections. 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.

Semester 1 is organised around three one-week block seminars, one to take place in each partner country. The two-week block seminars that are central in semester 2–4 are offered by the partner in charge of the 'International skills' module (2.1, 3.1, 4.1 in the table above) in each semester (i.e., DE in semester 2, UK in semester 3, and FI in semester 4). The block seminars 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.

4.3 Study areas and skills development

The module structure outlined above relates to three major areas of study that were identified early on in the EUMASLI development project:

(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). In this part of the programme, a European perspective is introduced and developed. It affords opportunities for applying and strengthening linguistic and translatorial skills. A multilingual approach is implemented: In particular, participants are expected to acquire elementary 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.

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 (module 1.3, and 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).

Overall, this part of the programme focuses on employment-related skills. The focus on personal development, critical self-reflection and learning-about-learning constitutes a constant element throughout the programme with students expected to maintain an ongoing learning log. 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

(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 prepares 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. Research skills are initiated in module 1.2, where students are required to research a topic relating to the sign language or Deaf community of one of the *other* participating countries, and to do so partly by drawing upon the experience and expertise of fellow-students from that country (thus encouraging international engagement and supporting peer-to-peer exchange and transition into this new study environment). Research and theory are thereafter embedded within all semesters, culminating in the Master's thesis in semester 5.

4.4 Programme management

Clarification of the programme's management structure was a major concern in the revision of its rules and regulations. Details concerning programme management are outlined in the 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), which detail the procedures described below. The Study and Examination Regulations for the programme were initially drawn up within the EU-funded project for the development of the EUMASLI programme. The Collaborative Agreement was drawn up to frame the implementation of these regulations. All three documents have been under review, involving all three partner universities, and were adopted and signed by all partners in February 2014.

The following positions and procedures are central to the management of the study programme:

- 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, carry out an annual review, discuss and implement necessary changes, etc.
- 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. The programme directors works closely together with the study programme directors. The programme coordinator works on a paid part-time basis. Costs are shared by all three university partners.
- 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.

- Following practices established at Finnish universities, one member of staff serves as a **person of trust** whom students can turn to with requests and concerns not necessarily related to academic issues in a narrow sense. The person of trust will normally be a member of Humak University of Applied Sciences.

In addition to the above, e-mail lists and online publications serve to keep students as well as staff informed. An extended group of staff involved in the delivery of the programme will meet semiannually, online or, if possible, in person, to evaluate progress in the programme and to discuss matters of common interest as they arise.

5. Recruitment, assessment, and support

5.1 Entry qualifications and selection procedure

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 including at least one member of each partner university. 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 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 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.

For each intake all participating institutions must agree the minimum and maximum number of students to be considered viable and therefore permitted to run in that year. These numbers should normally be agreed no later than 1st March in the year immediately prior to the intake. Partner universities jointly approve commencement of the programme for each cycle following consideration of proposed recruitment figures. Responding to available resources in 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 will be overlap of a dissertation period of one cohort and teaching of the next cohort).

All recruitment activity, publicity and marketing of the programme may be undertaken by all participating institutions. Publicity material provided to enquirers and applicants will contain full details of the arrangements for the programme and the requirements for entry. Partners will be responsible for ensuring accuracy in marketing, publicity and other promotional material relating to the programme.

Each institution will be responsible for making entries in its own prospectus and the use of the institutions' crests, logos and the like will be approved for use by the institutions in relation to the production of publicity for the programme.

As part of the formal offer of admission, applicants are informed of the arrangements relating to matriculation and payment of fees. Students will not be admitted to the programme without having paid the appropriate fees.

The enrolling institution ensures that information is provided or made available to students on the following matters upon being admitted onto the programme:

- administration of the programme
- aims and objectives of the programme
- programme and examination regulations
- methods of assessment
- feedback and evaluation
- matriculation
- payment of tuition fees
- graduation arrangements
- codes of discipline
- complaints procedures
- academic appeals procedures
- other appropriate Ordinances, Regulations, Policies and Procedures.

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. As explained above (see section 4.4), a person of trust will be nominated whom students can turn to with requests and concerns, including but not limited to academic issues.

5.2 Teaching, learning, and assessment strategies

The study programme builds upon and reflects previous academic, linguistic and professional experience of the students. In particular, students should critically reflect 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. Thus, students will have to produce written work, but they will also have to present their work 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.

Substantial parts of the programme consist in self-study work done by individual students or groups of students. These will involve but will not be restricted to reading. 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, individual feedback by tutors, etc.

For the assessment and grading of student work, different national traditions and needed to be harmonized between partners. Generally, the German grading system applies to the programme (see Study and Examination Regulations, § 23, in Appendix B). German grades are converted into British and Finnish grades using a conversion table that follows common European university practices and respects specific national traditions (see Appendix D). Assessment practices largely follow British conventions. This involves a breakdown of student achievements into a number of categories and an allocation of percentage points to each category; percentages are then translated into national grades. Assessment categories and allocation of percentages reflect the specific aims and contents of particular modules.

5.3 Learning resources and facilities

Partner universities agreed upon 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 blockseminars 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. Effort are being made in order to ensure comparable learning experiences for all the participants.

The programme benefits from the virtual learning environment offered by the Finnish partner as a standard repository for course materials and a portal to on-line resources. However, this is not a delivery requirement, as all such activity can be delivered via alternative, standard channels (e-mail, etc.).

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. Thus, to save costs project workshops and individual student contacts were partially replaced by video conferencing. Video-conferencing will enable participation in online activities on campus and remotely for staff and students alike.

6. Regulations and fees

Academic, professional, and linguistic access requirements for the programme have been outlined above (see 5.1). Students are expected to be able and willing to embark upon and actively contribute to an academic programme at master level that is international in outlook, sensitive to the needs and wishes of the Deaf community and committed to the development of the professional field of sign language interpreting by contributing to relevant research and engaging in changing practices.

Working out formal examination and study regulations was a complex process since none of the institutions involved had any experience with the kind of joint academic set-up envisaged in the EUMASLI development project. The basic mechanism, a set of regulations passed at Magdeburg-Stendal University of Applied Sciences, formally agreed to by the partner universities, was in place towards the end of the first round of the programme delivery. It was substantially revised in 2012, and in its revised form accepted by all the partners in February 2013. As indicated in section 4.4, regulations comprise the Collaborative Agreement signed by all partner universities (see Appendix A), which makes reference to the revised Study and Examination Regulations, passed at Magdeburg-Stendal University of Applied Sciences in November 2012 (see Appendix B). These regulations spell out in some detail the formal structure of the study programme. Full particulars of the selection procedure referred to in § 4 of the Study and Examination Regulations are set out in a separate set of regulations (see Appendix C).

Setting fees for the programme turned out to be a challenging issue: attempts at harmonizing national conditions failed. The way this question was dealt with in the three countries is as follows:

- In Finland, places in an academic study programme are government financed. A study programme can only be offered if it is approved by and necessary funds are provided for by the relevant national ministry. The Finnish partner was successful in obtaining government approval and funding for the programme from 2013 onwards. In effect, participants in the programme who are enrolled at Humak University of Applied Sciences will not have to pay any fees.
- Germany has a tradition of government funded academic programmes, but the question of fees is currently under debate and there is a variety of approaches according to regulations concerning individual federal states, study areas, study levels, or academic institutions. However, programmes of the type developed here (i.e. second cycle programmes promoting continuing education) are not generally government funded but need to be “self-supporting”. The costs of the German contribution to the programme are set at approximately 25.000 € for one programme cycle, which can be covered if a minimum of five students pays 1.000 € per semester. Statutes regulating the payment of fees for German participants are being re-calculated before each intake and were formally agreed upon for the programme cycle to begin in 2013.

- In the UK, Heriot-Watt's School of Management and Languages proposes to set a full fee of £1,588 (for Home and EU students), £1,875 for the rest of UK students and £3,375 (for Overseas students) per student per semester (excluding any applicable discounts).

8. Evaluation and accreditation

As mentioned above (see section 1), outcomes of the EUMASLI curriculum development project 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, more informally, at semiannual workshops involving an extended group of staff members (see above, section 4.4). The study programme adheres to guidelines for evaluation established at the partner institutions. This entails continuous student evaluation of teaching methods and learning outcomes. In the first round of the programme, questionnaires developed by the programme coordinator were used to allow students to give feedback to each successive step in the learning experience. Student evaluations were discussed extensively in the project team and led to major revisions in the curriculum.

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. Provisions in the project budget were made accordingly. However, necessity, usefulness and feasibility of an accreditation of this kind were controversially discussed by the partners and partner institutions, reflecting differing approaches in the participating countries. It was decided that for a formal accreditation to be meaningfully employed, some experience with the implementation of the programme was required. 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. Decisions are expected for summer 2014.

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)	65 h contact time (43%)	85 h self-study (57%)
Aims		
<p>This module will introduce students to the national sign languages of the three partner countries, i.e. FinSL, DGS, and BSL. As a rule, at least two of these sign languages will be new to the students. Basic lexical knowledge, grammatical rules and communication skills will be acquired in practical language encounters. Practical language sessions will also give occasion to learn about the linguistic communities of the Deaf in Finland, Germany, and the UK. Accompanying readings and seminars will impart descriptive key concepts of sign linguistics and lead students to reflect upon similarities and differences between the three sign languages.</p> <p>By providing first-hand experience with and guided theoretical reflection upon the similarities and differences between three national sign languages, the module introduces a comparative linguistic perspective that paves the way for the international skills strand of the study programme to be developed 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. In a complementary fashion, they will acquire the conceptual tools necessary to refer to and describe relevant linguistic similarities and differences.</p>		
Syllabus		
Contents		
<ul style="list-style-type: none"> – Basic vocabulary of FinSL, DGS, and BSL – Basic grammar and communication skills in FinSL, DGS, and BSL – 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 blockseminar. Students will also be asked to make use of relevant sources (such as, for DGS, www.taubwissen.de) in order to form first impressions of the different sign languages to be encountered in the module.
- Phase B is, as it were, partly spread out over all three blockseminars: Each blockseminar in Semester 1 will provide an introductory course in one of the three sign languages (3 x 15 h = 45 h). 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. Students already familiar with one of the sign languages may serve as language tutors or models. At the end of each introductory course there will be a language test.
- The remainder of Phase B (20 h) will take place during the German blockseminar 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 blockseminar 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 (45 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 (often, Pfau et al. 2012 will provide a useful starting point);
 - (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 developed knowledge and skills for basic communication in, at least, two new sign languages.
- Students will have basic factual knowledge concerning the three Deaf communities involved.
- Students will be familiar with the history and current status of sign language linguistics.
- Students will know general aspects of visual communication systems.
- 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 the different sign languages

Personal abilities

- Students will have increased their language awareness by noting similarities and differences between different European sign languages.
- Students will have broadened their basis for learning International Sign by acquiring basic features of the signed languages of the partner countries.
- Students will have improved their abilities in target-oriented academic collaboration.
- Students will have improved their skills in academic writing.

Assessment methods

- (1) Language test FinSL (20%; reassessment: individual interview)
- (2) Language test DGS (20%; reassessment: individual interview)
- (3) Language test BSL (20%; reassessment: individual interview)
- (4) Coursework submission: academic paper (40%; reassessment: resubmission of academic paper with changed topic)

Assessment criteria:

- Language tests: Knowledge of basic signs and rules of FinSL/DGS/BSL (50%); ability to communicate in FinSL/DGS/BSL at a basic level (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 tests 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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1.2	Similarity and Diversity in European Deaf Communities	
UK	Coordinators: Dr Svenja Wurm & Prof Graham H. Turner	
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		
Contents		
<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 in blended mode over four Phases (A–D), with preliminary readings and 20 hours of face-to-face contact – prefigured with related presentations during the HUMAK blockseminar (September 2013) – taking place during the on-campus block seminar at Heriot-Watt University (2-6 December 2013).

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

In order to maximise the value of the course, students need the following hardware & software:

- a PC or Mac computer with internet access (ideally broadband). You are welcome to bring your laptop to the on-campus blocks if you wish.
- MS Word
- Adobe Acrobat Reader (for pdf files)
- 4GB (min) memory stick
- Access to a digital video camera

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 Seminar (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. Each stage will involve a (~4h) seminar in which 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 (85h) 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 (5h) 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 major assessment task (total 100%).

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 blockseminar, 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 blockseminar, 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 (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.

The translation and critique for this assessment task must be submitted via the Module 3.1 Dropbox folder (an electronic file sharing website) as a Word document.

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%)

See separate 'Module 1.2 Assessment criteria' document for a detailed breakdown of criteria.

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

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1.3	Personal Development and Academic Skills	
FI	Coordinator: Dr Päivi Rainò	
Year 1	Semester 1	
5 ECTS (150 h)	20 h contact time (13%)	130 h self-study (87%)
Aims		
<p>This course provides the necessary generic skills for the students to participate efficiently in this international and multicultural programme and to cope with academic work at post-graduate level. The studies include also the organisation and practices of the EUMASLI programme itself as well as its partner universities.</p>		
Syllabus		
Contents		
<p>1. Working in a multicultural group</p> <p>Multiculturalism is a fundamental resource for Eumasli promoting and enriching understanding among all the students and staff of the programme. Eumasli partners strive for creating a climate where students and staff members can acknowledge and address conceivable obstacles when working across boundaries, and learn how to respect, how to respond to differences, and grow intellectually and personally as a consequence. Each study task as well as every step of interaction during the programme invite students to reflect on the implications of diversity and power especially in sociolinguistic contexts. Students are encouraged in all phases of the programme to explore the multifaceted dimensions of knowledge in these questions and integrate the diverse ways of thinking and doing that are represented on the group.</p>		
<p>2. Study skills</p> <p>Students are introduced to the aims and structure of Eumasli as well as learning environments and resources offered by the partners. Students are coached personally to achieve the benchmarks during their study time in the programme.</p> <p>At the beginning of the first semester but also during the whole programme at need students are guided</p> <ul style="list-style-type: none"> – in using the study resources in their host university – how to conduct data and literature search and information retrieval in academic contexts – in achieving coherence in academic writing and academic English (Heriot-Watt) – how to build effective strategies in their personal time management planning 		

- how to create, organize and maintain their personal and career portfolio

Teaching methods

There will be 16 h of contact time during the first blockseminar and 4 h of contact during the third block seminar (Academic English). In addition, students will spend 130 hours on self-study, including preparatory and other tasks for exercising academic English, e.g. updating their portfolio during the subsequent semesters. This time also includes student counselling (20 hours, individually and in small groups) provided by Humak and the other two partners.

Learning outcomes

Subject mastery

Students are familiar with the program and its practices. They are familiar with the eLearning environment (Moodle) and know how to retrieve data. They have acquired knowledge and skills – including critical analysis – for coping with academic work at PG level. Students are familiar with the academic written genre and at the end of their studies they are prepared to produce texts that are acceptable within the academic discourse community.

Personal abilities

Students have learned academic study skills. Students have reached sufficient mastery in English skills in academic contexts at PG level. They are aware about group dynamics and have acquired knowledge and skills to cooperate transnationally within the programme and beyond.

Assessment methods

This module is not numerically assessed, academic English (tasks 2 & 3) is assessed on pass or fail basis. Students must, however, conduct all given tasks. Short feedback will be given over tasks 3 and 4.

Tasks:

Preparatory task (1) for the 1st blockseminar (FI):

1. Brief essay (1500-3000 characters incl. space) about the following topic:

What kind of information sources and information seeking methods you use or have used in your work and in your previous studies? Do you find that the sources and methods used in work contexts are different to those needed for studies?

Preparatory tasks (2 &3) for academic English sessions (blockseminar UK):

2. Annotated bibliography for six entrances with an introduction, including a research question (see "Essay").

3. Essay (appr. 1050 words, 3 pages) including a bibliography on the research question (based e.g. on the contents of lectures delivered during the first blockseminar).
4. Reflective learning diary (or blog/vlog) to be kept during the whole programme, making brief notes of lectures and tasks of each blockseminar. See the guidelines and template given e.g. by Burns & Sinfield (2012).

All texts (learning diary, bibliography, essays and article) are to be inserted in the student's portfolio in the learning environment *Moodle*.

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Burns, Tom and Sinfield, Sandra. 2012. *Essential Study Skills. The Complete Guide to Success at University*. 3rd edition. London: Sage.

Mediamasteri/Open Trainers. Moodle 2.X Quick Guide.
http://docs.lerlin.com/images/files/Moodle_2.x_quickguide.pdf

Help videos (Moodle 2):

<http://www.youtube.com/user/moodlehq/videos>

<http://www.youtube.com/user/UsingMoodle/videos>

Moodle.org instructions:

<http://docs.moodle.org/overview/>

http://docs.moodle.org/23/en/Main_page

For an **annotated bibliography**, see, for instance,

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

2.1	Introducing International Sign	
DE	Coordinator: Katja Fischer	
Year 1	Semester 2	
5 ECTS (150 h)	45 h contact time (30%)	105 h self-study (70%)
Aims		
<p>This module builds upon students' encounter with different national sign languages 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 in transnational signed communication at a basic level. They will reflect 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>		
Syllabus		
Contents		
<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 		
Teaching methods		
<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 blockseminar. 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 blockseminar.

- The blockseminar (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 (20 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 blockseminar will further be devoted to a practical introduction to IS (15 h). Deaf tutors will introduce lexical items commonly used in IS and show how to apply general features, specific 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 in individual student work. Students will deal with the following set of tasks:

- (a) writing an essay on the history and status of IS (1.000 words);
- (b) applying descriptive linguistic concepts in the analysis of a sample IS text (transcription & analytical comments);
- (c) comparing IS with national sign language use with respect to selected morphological or syntactic features (linking back to the assessment in module 1.1 and resulting in a statement of about 500 words);
- (d) production of an IS text (video; 4–5 minutes).

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

- Phase D (10 h) consists in 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 a set of lexical signs and communicative strategies commonly used in IS communication.

Personal abilities

- Students will be able to communicate in IS at a basic 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 (80%; reassessment: revised portfolio)
- (2) Contribution to IS online activities (20%; reassessment: individual interview)

Assessment criteria:

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

The parts of the portfolio will be weighted as follows: (a) to (c) = 20% each, (d) = 40%.
- 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 (d) of the portfolio and the IS contribution relate to the stated learning outcomes that refer to language awareness and use. Parts (a) to (c) 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 formulate their theoretical understanding, apply this to specific translation/interpreting examples and/or issues 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, however, will be maintained throughout.</p> <p>Classes will cover topics such as the following:</p>		

- overview of Translation Studies to date including the discussion of translation in a sign language context
- functionalist views of translation
- Descriptive Translation Studies
- cultural approaches to Translation Studies
- social and political issues in Translation and Interpreting Studies
- overview of the fields of Interpreting Studies and Sign Language Interpreting Studies to date
- early views of interpreting: *theorie du sense* 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, Munday's *Introducing Translation Studies* (2008) and Pöchhacker's *Introducing Interpreting Studies* (2004) together with Grbic (2007), 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. The students' reading will be further guided by monitoring questions posed together with the list of key texts to be distributed via Moodle and/or Dropbox. Students are encouraged to accompany this by further reading of additional relevant texts.

During the blockseminar (= 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 lecturer and accompanied by discussions with peers in online discussion groups, and the submission of an essay. Working towards the submission of an essay, students will be engaged in further critical reading and the analysis of data with regard to a chosen theoretical framework. Students are expected to (a) develop an essay proposal, which will be submitted to the lecturer at a specific date and discussed within small peer groups and the tutor online (compulsory) and (b) to produce and submit a written essay in which a

specific question – appropriate for the length and scope of the work – will be discussed and answered under a selected theoretical framework according to appropriate academic standards. During this phase students are expected to reflect on their progress and engage in online discussions about their own research and the topics covered in phases A and B with their peers and tutors

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
- apply theoretical approaches to a set of data in line with current thinking in T&IS

Personal abilities

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

- identify, select and apply theoretical frameworks appropriately to their own questions and examples
- 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 2b above, phase C and D.

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

Building upon topics and discussions introduced in module 1.3, 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 parse out salient aspects of interpreting practice and determine ways to respond that are ethical and effective. Students will begin to identify and articulate their own knowledge and skill base from their own interpreting and teaching practice experience and, through professional discussions with their peers, further develop that base.

Syllabus

Contents

Students will be introduced to the topic of reflective practice as a technique for professional development. Students will engage in self-reflective activities that increase their awareness around their own knowledge base of interpreting expertise, content area (e.g., medical, legal), and personal traits.

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

Students will explore aspects of professionalism, including topics such as scope of practice, ethical decision-making, setting-specific areas, and processing skills and how these can be further developed through reflective practice.

Personal abilities

Students will improve their reflection skills. This will increase their self-awareness and as a result lead to improved self-regulation. Students will be able identify all aspects of a teleological based ethical process. As a result, students will improve both the ethics and the effectiveness of their work

Assessment methods

The Developing Reflective Practice strand of modules 2.2, 3.2 and 4.2 is assessed on a pass or fail basis. Students must conduct all given tasks. Feedback will be given.

Tasks students must conduct include an analysis of their own knowledge and skill base through discussion with their peers and student presentations.

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3.1	Translating between International Sign and English	
UK	Coordinator: Prof Dr Jemina Napier	
Year 2	Semester 3	
5 ECTS (150 h)	35 h contact time (23%)	115 h self-study (77%)
Aims		
<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 via Moodle, 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 (4)
2. Evidence of reflection & critical analysis (3)
3. Discussion is clearly articulated (3)

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: Dr Päivi Rainò	
Year 2	Semester 3	
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 II</p> <p>Part B will be continued in module 4.2.</p>		
Part A: Developing the Profession II (8 ECTS; 240 h)		
Aims		
<p>This module focuses on the development of the profession of sign language interpreting, exploring it in a larger social context. 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 reflection on how to deal with such and other current expectations and developments in the field.</p>		
Syllabus		
Contents		
<ul style="list-style-type: none"> – Sign language interpreting service structure – Sign language interpreting as a changing profession – Traditional conceptions of the “role” of sign language interpreters vs. “the scope of practice” – 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		
<ul style="list-style-type: none"> – Preparatory tasks in <u>Phase A</u> (120 h) include (1) article search and reading of <i>selected key texts</i> which are representative for the issues that will be discussed in the blockseminar and (2) writing a popular article based on a personal interview with 		

an expert in Sign Language Interpretation, esteemed by the student.

- During the blockseminar (Phase B; 35 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 blockseminar, each group will present an agenda to be pursued for the rest of the module.
- In Phase C (70 h), transnational working groups established in the blockseminar will study structural similarities and differences between their respective countries. Self-study includes identifying, reading and summarising key texts about the topic chosen by each group. Tutors will offer assistance by pointing out relevant literature, commenting on draught texts, etc. Group work, online discussions and collaborative writing should aim at a clearly stated analysis of the current state of affairs and a well argued list of recommendations for action.
- The module concludes (Phase D; 15 h) with a series of online conferences where *group work is presented* and discussed in either poster or signed (oral) presentation format.

Learning outcomes

By the end of the module, students have deepened their understanding of the overall process of sign language interpreting/translation service production and its management. 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

This module is assessed on a pass or fail basis. Students must conduct all given tasks. Oral feedback will be given during the blockseminar and online seminars.

Tasks:

Preparatory task 1: Writing a popular article (max. 2 pages, 7000 characters) based on students' personal interviews with experts in Sign Language Interpretation. The article can be written following the guide-lines for submissions of *Kielisilta* [*Language Bridge* published by the Sign Language Interpreters in Finland] or another periodical of the SLI field (e.g. Efsli or Wasli newsletters).

See e.g. Danny De Weerd, "The profile of a sign language interpreter", *Kielisilta* 04/2008, pp. 18–20 (www.tulkit.net/wordpress/wp-content/uploads/kielisilta.pdf) or Wasli Newsletter, wasli.org/your-wasli/publications.

The interviews are presented in a peer workshop during the blockseminar. Students are also encouraged to propose their interview articles to the above-mentioned publications after feedback from peers and tutors.

Preparatory task 2: Critical analysis of articles concerning the subjects dealt with in the blockseminar, used for reflection and active discussion with the lecturers during the workshops.

Preparing a group presentation in an online conference on a chosen topic by the transnational working groups.

Active participation during the lectures, workshops and online conferences.

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

This part of the module continues and extends work begun in Part 2 of module 2.2 (see outline above). In addition to the general features of this strand of the programme, students will begin to explore ways in which reflective skills can be applied to their own professional development to increase their skills and knowledge. In terms of subject mastery, students will increasingly be able to apply practical activities using reflection in the education of interpreters. In terms of personal abilities, students will have broadened their supervising and mentoring techniques and methodologies by exploring coaching methods which employ the technique of reflection.

For assessment methods see Part 2 of module 2.2. Tasks to be completed include

- analyses of work done during semester 3
- reflection diaries (individual appraisal of semester 2 & 3)
- case presentations, analyses in teleology & supervised conferencing trials (online team work)
- profile work focussing on comfort areas vs. minefields, strengths/opportunities vs. weaknesses/threats.

4.1	Interpreting between International Sign and English³	
FI	Coordinator: Marjukka Nisula	
Year 2	Semester 4	
5 ECTS (150 h)	60 h contact time (45%)	90 h self-study (60%)
Aims		
<p>This module builds upon the skills in International Sign (IS) students developed in module 2.1 and 3.1. Also previous studies as Developing Reflective Practice, are exploited in module 4.1. Conference interpreting is introduced as a relevant context for the application of skills in IS. Students will practice interpreting between English and IS in conference settings at entry level. Also community settings are suitable for practising interpreting. 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> <p>Thus, by the end of the module the students will</p> <ul style="list-style-type: none"> – know the specific demands of conference 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 – have acquired a basis for developing their ability to apply IS skills in relevant interpreting contexts further – have enhanced preparing and interpreting skills in conference settings – 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 		
Syllabus		
Contents		
The module will cover topics such as:		

³ Originally, the title of this module was "Conference Interpreting and Transnational Contexts". This earlier title is still used in the Standard Curriculum and Examination Schedule appended to the Study and Examination Regulations (s. Appendix B).

- Definition of Conference interpreting: What is it?
- History of conference interpreting generally and in the field of deafness
- Transnational conferences as an interpreting setting: Constraints, demands and challenges
- Uses 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
- Contrasting national signed languages and IS in interpreting process
- Identifying the linguistic potential and limitations of IS in interpreting process
- Preparing assignments and team interpreting.

Teaching methods

The module is delivered in blended mode over four Phases (A–D), with preliminary readings and face-to-face contact in the blockseminar (FI) and a concluding event.

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

Phase A (40 h)

In the period of self-directed learning (phase A, 40 h) students will read key texts on conference interpreting. While practicing interpreting samples of conference/ community contributions (English–IS–English), students will gain necessary background information to reflect their reading experiences. While practicing, students keep exercise diaries. There will be questions focusing on conference interpreting, preparing assignments and team interpreting. Students will prepare a presentation for the block seminar (phase B, 40 h) The presentation will be a rehearsal for interpreting in the block seminar. As a structure for presentation students will answer the following questions.

- What are the essential features that need to be considered when sign language interpreting is available in conference? Approach answers from organizers', interpreters', and participants' points of view.
- What does preparing for conferences include and what methods do you find most convenient for your work and why?
- What different levels of preparing are there for team interpreting in conference settings?
- How can you prepare as a team for simultaneous interpreting in conferences?
- How do you see note taking as a tool for SLI?

Students will practice interpreting samples of *conference/community* contributions (English-IS, IS-English). There can be authentic seminar contributions where students

enter as interpreters and the seminar languages are English and IS. Authentic community settings may involve Deaf immigrants visiting, for example, authorities. There are also practicing options that do not have to be authentic. Students can practise their interpreting skills between English and IS in a language lab or at home with recorded or written material. The level of samples depends on individual interpreting skill levels. Regular exercises must be documented in a diary. In their diaries, students will focus on improving the use of (written) English and IS as source and target languages. Exercise diaries will be kept during the practice sessions and learning outcomes will be documented in Humak Pro or in Moodle setting

Phase B (40 h)

The block seminar (Phase B, 40h), will include lecture as well as seminar elements. There will be tutor-led, student-led, 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, student's practice exercises from 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. Students will work in transnational groups. The ideal setting for the group is to have one Deaf student in each group so relay interpreting can be taken in consideration.

During the block seminar groups of students will continue working together, preparing and carrying out small scale interpreting tasks taken from conference/community settings, involving both interpreting directions. Tasks are provided to others as demos, which can be chosen from authentic assignments. Results will be videotaped, discussed and evaluated. Discussion and evaluation of interpreting will be continued and self development targets set up. The previous task of reflective practice as a technique for professional development will be applied into practise during the block seminar. The task mentioned is a part of Developing Reflective Practice which is included in Modules 4.2.

Phase C (50 h)

Phase C and D will contain further self study. Student will deepen and elaborate interpreting skills in conference settings and reflect upon the differences between the outcomes of translation and interpreting processes. In Phase C there will be different kinds of tasks: 1) Team preparation, 2) Interpreting and 3) Concluding discussion

- 1) Team preparation. Transnational groups of students will work together with the texts in Humak Pro/Moodle i.e. online. The English source texts will be interpreted into IS and IS texts into English. The texts are presentations of research plans which will be presented at the concluding event. Members of the group must get organized, prepare coming interpreting event and predict challenges for conference settings. Recorded IS and written English texts will be made available in a shared forum in HP/Moodle. Students will comment each other's work.

- 2) Interpreting. The groups will practice interpreting as if in a conference interpreting setting. Original source texts (English, IS) will be reproduced in formal conference style in a live situation, as presentations in a 'conference day' at the future concluding event. Texts (English /IS) can be video taped and available in HumakPro/Moodle so the students will have a chance to practise actual source text beforehand.
- 3) A concluding discussion. Before the interpreting at the concluding event there will be final self assessment in the group. During the discussion students must monitor their cooperation as individuals. They must reflect in an informed way upon their own and others' interpreting processes and products where IS is involved. Students must predict what their chances are to succeed in coming interpreting and what needs to be taken in to consideration with future challenges. Discussion can happen online in HumakPro/Moodle. 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. What happened between the original source language and the interpreted target language text? Translation and interpreting theories from module 2.2 will be used in comparing.

Phase D (20 h)

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, with each student being involved for a limited time in both interpreting directions. After the interpreting assignment there will be group discussion and evaluation of interpreting. The peer assessment of cooperation is included. On the basis of student discussion in Phase C, each work group/team will review and revise what is done. There are self-study hours taken from the Developing Reflective Practice (module 4.2).

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
- 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 preparing and interpreting skills
- have reflected on conference interpreting
- have experienced professional collaboration at an international level

Assessment methods

Student interpretations in a conference/workshop (IS to English 50%; English to IS 50%).

Each individual student's interpretation in the context of a conference/workshop will be assessed by Deaf and hearing lecturers. Grades take into account different levels of personal skills.

Other parts of the module are not numerically assessed but students will receive feedback/comments concerning their works focusing e.g. co-work/interaction, situation management, content, fluency and understandability, reliability, situation sensibility, problem solving ability, connection/relation between self-assessment and performance of interpreting.

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Additional reading

<http://aiic.net/> Association Internationale des Interprètes de Conférence/The International Association of Conference Interpreters

<http://aiic.net/webzine/>: Interpreter Stories is a six-monthly multilingual webzine that records the voice of interpreters on the conference circuit

<http://www.aiic-usa.com/>

<http://www.efsl.org/>

<http://www.wasli.org/>

<http://www.wasli.org/wasli-publications-p44.aspx>

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 <i>and</i> (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>		
<p>(1) Preliminaries</p> <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 blockseminar:
 - (a) Students will read texts on empirical research, introducing relevant epistemological concerns, theoretical approaches and empirical methods. Active reading will be encouraged by providing specifically designed internet forums that allow to discuss reading experiences, formulate of questions and provide assistance.
 - (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 blockseminar (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 in as models or, possibly, anti-models for research into the profession or performance of sign language interpreters. At the end of the blockseminar 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.

Bibliography

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

This part of the module continues and extends work begun in Part 2 of module 2.2 and 3.2. In addition to the general features of this strand of the programme (see outline of module 2.2 above), students will begin to explore how reflective practices may be used by colleagues in their home countries. Thus, in terms of subject mastery, students will increasingly be able to share skills in reflective practices with their colleagues, co-workers, or in their home communities more generally. In terms of personal abilities, reflective practice techniques will inform their coaching practice and leadership in the field.

For assessment methods see Part 2 of module 2.2. Tasks to be completed will focus on team work, including

- preparation of team work (group assignments)
- team interpreting
- self-assessment and feedback.

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 an 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		
Contents		
<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>		
Teaching methods		
<p>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. Student work is supervised by two tutors from two partner countries. Again, this may continue guidance arrangements begun in module 4.2. At the end of the module, student work will be presented and discussed at a conference specifically organized for the purpose.</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

MA theses are assessed according to generally accepted scientific standards.

Bibliography

Depends on topics chosen by the students. For general references s. module 4.2.

III. Appendices

Appendix A

Cooperation agreement

Hochschule Magdeburg-Stendal
University of Applied Sciences
Breitscheidstrasse 2
39114 Magdeburg
Germany

represented by the Rector, Prof. Dr. A. Geiger,

HERIOT-WATT University
Riccarton
Edinburgh
EH14 4AS
United Kingdom

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

HUMAK University of Applied Sciences
Humanistinen ammattikorkeakoulu
Annankatu 12 A 17
00120 Helsinki
Finland

represented by the President, Dr. T. 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 2013/2014, 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 and Health Sciences at the Hochschule Magdeburg-Stendal on 28 November 2012, and their appendix, "Standard curriculum and examination schedule" (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 Hochschule Magdeburg-Stendal 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:

Hochschule Magdeburg-Stendal
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
Päivi Rainò, Ph.D.
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 and Health Sciences at the Hochschule Magdeburg-Stendal (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 and Health Sciences at the Hochschule Magdeburg-Stendal (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 and Health Sciences at the Hochschule Magdeburg-Stendal (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 and Health Sciences at the Hochschule Magdeburg-Stendal 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 and Health Sciences at the Hochschule Magdeburg-Stendal (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 2013/2014, 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, miscellaneous

- (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,

Edinburgh,

Helsinki,

Prof. Dr. A. Geiger
Rector

Ann Marie Dalton
Secretary of the University

Dr. T. Huttula
President

Appendix B

Certified translation into English

**Study and Examination Regulations
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**

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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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 and Health Sciences 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 and Health Sciences. 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 and Health Sciences. 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.

(2) Periods of study, academic achievements and examination results (qualifications) obtained from other universities (domestic and foreign), will be recognised according to the Lisbon Convention of 11 November 1997 if there is no substantial difference between the achievement attained and the achievement to be replaced. The burden of proof rests with the participating university. Non-recognition must be accounted for by the responsible university. Equivalence agreements and arrangements within the framework of university partnerships,

as approved by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany and the German Rectors' Conference of the Universities of Applied Sciences in the case of the Hochschule Magdeburg-Stendal University of Applied Sciences, are to be observed. As long as it is already being applied by both parties, the basis of valuation is the European Credit Transfer System (ECTS).

(3) Where examination results are to be taken into account, the ECTS grades, where available, are adopted and shown on the transcript. They are not included when calculating the cumulative grade.

(4) Where grading systems are comparable, the grades will be adopted and used in calculating the cumulative grade.

§ 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

(1) Where a student provides credible evidence (medical certificate) that, due to a prolonged or permanent illness or disability or other valid extenuating circumstances, he or she is completely or partially unable to fulfil the examination requirements in the prescribed form, the Board of Examiners must provide the student with the possibility of taking equivalent examinations in a different form.

(2) The protective provisions pursuant to Art. 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. 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 apply accordingly to students of other nationalities.

§ 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 submitted within the established time frame to the examinations office of the university at which the student is enrolled; the date and time of submission must be officially recorded.

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 must 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 2013/2014 (winter semester 2013/2014).

§ 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 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

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 C	
	T	h	E C	T	h	E C	T	h	E C	T	h	E C	T	h	E C		
1.1 Similarity and Diversity in European Sign Languages	B,W	70	APa 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/OP 5											
2.2 Interpreting and Translation Studies				B,W	60	APa 10											
3.1 Translating International Sign/English							B,W	50	APa 5								
3.2 Developing the Profession							B,W	60	APr 10								
4.1 Conference Interpreting and Transnational Contexts*												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, 4 February 2013*

Appendix C

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

Appendix D

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
			3.3	2	55	C
	satisfactory	3	3.0	2.5	57	C
			2.7	na	60	B
			2.3	3	63	B
Good	2	2.0	3.5	65	B	
		1.7	4	67	B	
		1.3	4.5	70	A	
DISTINCTION (better than 1.3)	very good	1	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 and module marks no other marks are given according to the German system; if an average results in a mark between .3, .0 and .7, the mark will always be rounded up or down to .3, .0 or .7 (see §23 (2) in the EUMASLI Exam regulations) – for example, a mark of 1.5 is impossible in the German system when providing individual assessment or module marks. More intricate marks (covering anything between .3, .0 and .7) are only provided at dissertation and award level; for this, an additional, 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	
FAIL	Insufficient	5	5.0	0	F
			4.9	5	F
			4.8	10	F
			4.7	15	F
			4.6	20	F
			4.5	25	F
			4.4	30	E
			4.3	25	D
			4.2	40	D
			4.1	45	D
PASS	sufficient	4	4.0	50	C
			3.9	51	C
			3.8	51	C
			3.7	52	C
			3.6	53	C
	satisfactory	3	3.5	54	C
			3.4	54	C
			3.3	55	C
			3.2	56	C
			3.1	57	C
			3.0	57	C
			2.9	58	C
			2.8	59	B
			2.7	60	B
			2.6	60	B
	good	2	2.5	61	B
			2.4	62	B
			2.3	63	B
			2.2	63	B
			2.1	64	B
2.0			65	B	
1.9			66	B	
1.8			66	B	
very good	1	1.5	69	A	
		1.4	69	A	
DISTINCTION (better than 1.3)			1.3	70	A
			1.2	80	A
			1.1	90	A
			1.0	100	A