



**Advanced Diploma in Interpreting and Translation Studies**  
**British Sign Language–English**  
2018-2019

**Brief Description**

The Advanced Diploma is a one-year part-time programme that leads to membership of the NRCPD Register of Sign Language Interpreters (RSLI). It has been designed to incorporate the best of the research-based, theoretical teaching that is found in postgraduate Centres for Translation and Interpreting Studies, e.g. at the universities of Leeds and Manchester, but delivered with a flexibility that allows the teaching team to react to the latest advances in knowledge and practice and tailor the theoretical learning and practical teaching to match the needs of the individual students.

**Rationale**

SLI believes that signed language–spoken language interpreters in the UK should be afforded the same status as interpreters between spoken languages. The European Commission Directorates General for Translation and Interpreting have recommended that translation and interpreting should be postgraduate-level activities and, until recently, the CACDP/Signature/NRCPD agreed that the only university–based courses that should be mapped as leading to membership of the Register should be at postgraduate level, i.e. a Postgraduate Diploma or MA.

**Structure**

The Advanced Diploma comprises six taught modules and a period of summative assessment.

Code	Title	Brief Description
Int4001 (30 credits)	Translation and Interpreting Studies	This, the core theoretical module, extends for the duration of the course. Key theories, together with the most recent research findings and their implications, are introduced and discussed as students begin to address the variety of issues that impact on the practice of interpreting

<p>Int4002 (15 credits)</p>	<p>The Source and Target Languages</p>	<p>British Sign Language is the B language of the majority of interpreting students yet it is the language that, typically, signed language interpreters more often interpret into. In spoken language interpreting this is referred to as retour and is considered far more difficult than interpreting from a B to an A language. To interpret into a language, one has to have a range and fluency that enables one to express even the slightest of nuances. As adult language learners, many have been exposed only to a fairly restricted range (informal, conversational sign language) yet most interpreting settings require more formal usage and a knowledge of how Deaf people use the language to talk about, e.g. complex, technical topics (health/legal domains, etc.) or personal/family topics that require tact and sensitivity.</p> <p>Similarly, students' English range and vocabulary – spoken and written – need to be extended to meet the expectations of a wide variety of interlocutors and settings. This module helps to identify the students' current abilities/needs and helps them to develop the range and varieties of English expected of a 'language professional'.</p>
<p>Int4003 (15 credits)</p>	<p>From Translation to Consecutive Interpreting</p>	<p>This module focuses on the knowledge and skills needed to translate a range of source language text types both from BSL to English and from English to BSL; whether a student assignment produced in BSL, an email for a Deaf manager or the contents of an English letter or questionnaire (sight translation).</p> <p>Consecutive interpreting is a natural progression from translation and spoken language interpreting students are required to demonstrate that they have mastered this before moving on to simultaneous interpreting. Consecutive allows more time and opportunity to create functionally equivalent interpretations and reinforces the key skills of reformulation and coherence in the target renditions</p>

Int4004 (30 credits)	Dialogue Interpreting	The backbone of Community/Public Service Interpreting, the students will explore and practise dialogical models and approaches, rather than the traditional monological models which view talk as text. The implications of the interpreter as a participant are discussed and strategies that support interaction in face-to-face interpreted settings are explored and practised
Int4005 (30 credits)	Simultaneous Interpreting	The most compromised and difficult of all the modes of interpreting, students bring the principles and skills developed on the previous three modules to the interpretation of extended texts, both from BSL to English and from English to BSL (retour). By exploring and practising a variety of approaches, e.g. formal versus functional (dynamic) equivalence, students develop the key skills needed to render the sense and coherence of the original (spoken or signed) source texts
Int4006 (30 credits)	Specialist Settings and Professional Issues	<p>As with 'The Source and Target Languages' and 'Translation and Interpreting Studies', this module is studied over the duration of the course. Attention is given to the wide variety of roles expected of the interpreter in different settings, from supporting Deaf children in the classroom to interpreting in police stations; from being regarded as a colleague in the workplace (Access to Work) to interpreting at conferences and training courses. The impact of technology, e.g. remote video interpreting (VRS), and the particular problems of telephone interpreting will be explored and students will engage in their own guided research into two specialist settings of their choice.</p> <p>Successful interpreted interactions depend on the interlocutors' trust in the interpreter. Throughout the module, underlying ethical and professional issues are examined and discussed</p>
Assessment	Summative Assessment	Following formative assessments with detailed individual feedback during the course, the summative assessment period begins towards the end of the programme and extends to the final submission deadline in September. During that period, students will submit written assignments, be live-observed, and hand in video-recorded examples of their best work

### **Mode of Delivery**

The programme is delivered through blended learning, i.e. a mixture of distance learning and classroom lectures, seminars and workshops. The contact time of one two-day block per month for one academic year (ten months) will concentrate on discussions and practical exercises whilst much of the background reading, exemplars, and practise materials, e.g. source texts in spoken English and BSL, will be available on SLI's Moodle-based Virtual Learning Environment. Students should expect to set aside a minimum of six hours per week for the duration of the programme (including the assessment period) for studying and for practising the approaches and skills discussed and demonstrated during the taught blocks.

### **The Teaching Team**

SLI is the most experienced provider of postgraduate-level programmes for BSL-English interpreters in the UK. In 1997 it designed the UCLan Postgraduate Diploma in English/BSL Interpreting and Translation and taught the programme until 2013 when it was replaced by the Advanced Diploma. In 2003 SLI designed the MA in Interpreting: BSL-English for the University of Leeds and its Director, Peter Llewellyn-Jones, acted as the Programme Director from 2003 to 2012. Peter and all the SLI interpreting tutors are experienced postgraduate-level university teachers as well as qualified, experienced interpreting practitioners. Between them they have experience and expertise in virtually all interpreting domains. SLI's Deaf tutors are all regular users of interpreting services, experienced at assessing and giving positive, constructive feedback at postgraduate level and have a very good understanding of the interpreting process.

### **Entry Requirements**

To apply for a place on the Advanced Diploma, potential students will need to demonstrate fluency in BSL (at, at least, the equivalent of NVQ Level 6) and a level of spoken and written English commensurate with postgraduate university study. Applicants should also be able to demonstrate that they are educated to at least undergraduate degree level and have the mental agility and communicative ability to train as professional interpreters. Those without formal educational qualifications will be required to give evidence of the breadth of their world knowledge and, typically, evidence of having worked at a professional level for a minimum of five years.

### **To Apply**

You will find an online application form together with guidance notes on our website at [www.slilimited.co.uk](http://www.slilimited.co.uk) . The deadline for applications is 31 July 2018. For an informal discussion on whether the programme might be suitable for you, please feel free to telephone Peter Llewellyn-Jones on 01522 789300