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

1.

2.

13.   Teaching and learning methods and strategies

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

Teaching and learning philosophy

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

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

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

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

Teaching and learning opportunities

The programme offers students a wide range of learning opportunities, with a strong focus on independent learning and problem-solving. A variety of technologies, designed to facilitate online teaching and learning, are used

Case-based assignments

Written essays illustrating application and evaluation of relevant theories to students' professional practice

Research reports

Hub-based discussions

ePortfolios combining critical reflection and analysis of professional practice supported by evidence of learning and experience of work in specialist areas (eg reflective journals, video recordings of their work)

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

Table 1. Assessment Methods

Module title (code)	M-level Credits	Assessment Details

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

To be eligible for the award of MSc (Post-registration) in BSL/English Interpreting a student must complete 120 credits from the taught modules shown and 60 credits from a research dissertation, as shown

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

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

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

Additional entry criteria

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

17.   Support for students and their learning

QMU programmes normally provide the following student support:

Personal Academic Tutors