EUMASLI:
European Master
in Sign Language Interpreting

Programme Handbook
Version 5 (August 2024)

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I. Programme Overview

1. Introduction

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

EUMASLI is organised by three universities across Europe, Magdeburg-Stendal University of Applied Sciences in Germany, Heriot-Watt University in Scotland and Humak University of Applied Sciences in Finland and is a 2.5-year part-time master's level programme aimed at professional sign language interpreters.

Over the course of the programme students travel to attend intensive block seminars at the different partner universities as well as online sessions, with guided self-study phases in between. Over the course of 2.5 years, students take a series of modules that address practical issues (using the introduction to International Sign and working in international contexts as a starting point), research-related content and aspects relating to the development of the profession. Students spend the final semester developing their own research projects with their supervisors as part of the production of their MA Theses, which are presented at a public colloquium at the end of the programme.

The course has a total of 90 ECTS (i.e. the equivalent of 2,700 student working hours over 2.5 years). While part-time input is expected for the first four semesters, the final semester entails full-time commitment. Since participants usually continue to work while studying as well as juggling their personal lives, students are asked to organise their time effectively to fulfil the requirements of the programme and maximise the experience. The structure of the programme is designed to facilitate intensive, joint experiences and a forum for exchange between a group of sign language interpreters and translators from across the world, each bringing their individual experiences, knowledge and enthusiasm. The diversity of multicultural perspectives is regarded as a fundamental resource for EUMASLI, promoting and enriching understanding among all students and staff of the programme. The teaching team, covering a wide range of expertise in theory and practice in the areas of sign language teaching, sign linguistics, sign language interpreting and translation, Deaf Studies and research methodologies, will provide their own different perspectives while drawing on students' knowledge and experiences.

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

We welcome the new EUMASLI 5 cohort and very much look forward to sharing this experience with you over the coming 2.5 years.

2. Key Information

2.1 Dates

Semester I

Kick-off event (online): 6 September 2024

First Online Meeting: 13 September 2024

Block seminar I (Magdeburg): 23-27 September 2024

Second Online Meeting: 4 October 2024

Block seminar II (Edinburgh): 14-18 October 2024

Third Online Meeting: 8 November 2024

Block seminar III (Helsinki): 18-22 November 2024

Fourth Online Meeting: 13 December 2024

Subsequent online meetings will always be held on a Friday 11:00-13:00 CET - specific dates tbc for Semesters I-V.

Semester II

Online session (22,5h - tbc): January - February 2025

Block seminar (Magdeburg): 3-11 March 2025 (in sum 56 h)

Online session (22,5h - tbc) April - May 2025

Semester III

Online session (22,5h - tbc) August - September 2025

Block seminar (Edinburgh): 13-21 October 2025 (in sum 56 h)

Online session (22,5h - tbc) November - December 2005

Semester IV

Online session (30h - tbc): January - February 2026

Block seminar (Finland): 9-13 March 2026

Online session (30h - tbc): April - May 2026

Concluding event (place to be confirmed): 11-12 June 2026

Semester V

Graduation ceremony at Heriot-Watt University: November 2019 Registration for MA dissertation: August - September 2026

Colloquium (place and date tbc): January - February 2027

NB: Some dates may be subject to change.

2.2 Useful Contacts

Useful websites

EUMASLI Website: www.eumasli.eu

Virtual Learning Environment: https://projekte.hs-magdeburg.de/moodle2/

EUMASLI on Facebook: https://www.facebook.com/eumasli

Heriot-Watt University

Website: www.hw.ac.uk

HW EUMASLI Study Director and EUMASLI Coordinator:

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Library

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

Edinburgh Campus Library
Heriot-Watt University
Riccarton
Edinburgh
EH14 4AS

General enquiries
ServiceDesk@hw.ac.uk
Tel: +44 (0)131 451 3577

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Humak University of Applied Sciences

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Library

Website: https://humak.finna.fi/?lng=en-gb

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Library

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3. Background

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 (EUMASLI) was formalised in 2006 through an EU-funded curriculum development project. Coordinated by Prof. Dr. Jens Hessmann, the project aimed to enhance professional interpreting between Deaf and hearing individuals in Europe. The first cohort started in January 2009 with 16 students from eight countries, graduating in 2012. This success led to the recruitment of a second cohort from September 2013 to December 2015, with 17 students graduating in 2016. The third cohort began in January 2017, with graduates presenting their theses in Copenhagen in September 2019. The fourth cohort commenced in January 2020, adapting to hybrid learning due to the pandemic, with theses presented in Thessaloniki, Greece, in September 2023, with 15 hearing and two deaf students graduating. Regular online meetings have been held to plan the next intake in September 2024

4. Programme Management and Regulations

4.1 The Nature of the Collaboration

EUMASLI is organised and delivered in collaboration between Magdeburg-Stendal University of Applied Sciences, Heriot-Watt University and Humak University of Applied Sciences. Magdeburg-Stendal University of Applied Sciences acts as the lead university. The nature of the collaboration is outlined in further detail in a collaborative agreement signed by all partner universities. The collaborative agreement makes reference to detailed Study and Examination Regulations (see appendix A), as well as Selection Regulations (see appendix B). All three documents have been reviewed by the three partner universities since their creation during the EU-funded development project. They were adopted and signed by all partners in February 2014 and renewed in October 2016, October 2020, and June 2024.

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

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

4.2 Programme Management and Responsibilities

- The Collaborative Agreement names one **study programme director** for each of the three university partners. Directors are in charge of the overall academic implementation of the programme, serve as authorised contact persons and are accountable to their universities. Together, they form the **Board of Studies**, which meets at least once every semester to monitor the academic content and structure of the programme.

- A joint **programme coordinator** is in charge of the day-to-day management of the programme. The programme coordinator plans and communicates relevant dates and serves as a contact person for students and staff. He or she prepares meetings, draws up minutes and disseminates information to all the participants.

- For each module, a **module coordinator** is in charge of planning, implementing and assuring the quality 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 A). The Board of Examiners consists of one member of the faculty of each participating university, a student representative and an external board member with a suitable academic qualification. The Board of Examiners meets regularly to ensure proper implementation of all exams.

- A **student representative** and an additional student representative proxy will be nominated by the student cohort at the beginning of the programme. It is the student representatives' task to represent the student body and liaise with members of staff, as appropriate. Student representatives will join the Board of Examiners

5. Programme Structure

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

5.1 Block Seminars and Self-Study Phases

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

Semesters conform to the following pattern:

- **Initial Self-Study Period (Phase A):** Begin with a period of self-directed study and participation in online meetings.

- **International Block Seminar (Phase B):** Participate in a face-to-face seminar involving international peers.

- **Individual or Group Work (Phase C):** Continue with work either alone or in groups.

- **Concluding Event (Phase D):** End with a final event, which may include:
  - Media-based interactions such as video or online conferences.
  - Travel to an additional event, potentially at a partner university or another location.

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

5.2 Teaching, Learning and Assessment

The EUMASLI programme builds upon previous academic, linguistic and professional experience of the students. Students should critically reflect on their practical experience of working in the field of sign language interpreting or translation in a theoretically informed manner so as to be able to formulate research questions and prepare for taking up higher-level functions in the professional field. The diversity of student backgrounds is considered as an asset and students from different backgrounds are encouraged to interact and learn from different intersectional, 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.

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

Each module includes assessment, as specified in module outlines (see Section II). Details will be provided at the beginning of the semester or during block seminars, as appropriate. For the assessment and grading of student work, different national traditions needed to be harmonised between partners.

The German grading system is the basis for marking throughout the programme (see Study and Examination Regulations, in Appendix A). A conversion table, establishing equivalents of marks between the three partners' systems, was developed, following common European university practices and respecting specific national traditions (see Appendix C). Based on this conversion table, students will receive German marks, converted into British and Finnish marks, for each piece of assessment.

6. Programme Content

The programme is developed around three interconnected themes: sign language interpreting and translation skills; policy development and management of the profession; and research, reflecting the strengths of the participating universities. Each university participates in the delivery of each theme. These three themes feed into a series of modules spread across the programme, outlines in further detail in section 6.2 below.

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

Semester 1 provides a foundation to the programme, covering:

- linguistic aspects (enabling students to learn about different sign languages, providing opportunities for making first steps in the use of International Sign, and developing an understanding of sign language linguistics)

- cultural aspects (providing the relevant conceptual and theoretical underpinning necessary to discuss issues relating to Deaf Studies with reference to the deaf communities of the three partner countries).

- academic and personal study skills (developing students' academic writing, communication and study skills needed for postgraduate and blended/online study, considering the diversity of the student group, and familiarising students with the resources available).

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

6.1 Module Overview

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

6.2   Skills Development

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

A substantial part of the programme is devoted to the acquisition of ***international skills*** (see modules 1.1, 1.2; 2.1; 3.1; 4.1). This programme helps students improve their linguistic, translation, and interpreting skills. It uses a multilingual approach, where students learn about different sign languages. International Sign (IS) is also important in this programme, as it is used in both cross-border communication and interpreting. While it will not be possible for the programme to focus on every national sign language, learning IS helps students improve their own national sign languages and think about broader aspects of linguistics, translation, and interpreting

Working with International Sign (modules 2.1, 3.1, 4.1) not only prepares students for international contexts, enhancing their professional profiles, but also helps them develop their national sign languages. The international dimension is crucial and is integrated throughout the programme. This includes the programme management, the diverse student cohorts, the locations of study blocks, and the programme's content. The programme has been evaluated by international experts.

A second major area of study focuses on **developing the profession**. This includes interpreting and translation studies (module 2.2) and personal professional development (Reflective Practice in modules 2.2, 3.2, and 4.2), as well as the social and political aspects of professional interpreting (module 3.2).

The third key area is **conducting research**. Starting with essential academic skills (module 1.3), module 2.2 covers major approaches and theories in Translation and Interpreting Studies. Module 4.2 addresses research methods and critical reflection, preparing students for their master's thesis. The importance of the final research is reflected in the significant credits allocated to the master's thesis. Research-informed learning is fundamental, aiming to develop the profession's research base.

II. Module Outlines

NB: Module outlines will be reviewed and updated regularly. Module coordinators will provide you with an up-to-date outline at the beginning of the semester during which the module is taught

1.1	Similarity and Diversity in European Sign Languages	
DE - Year 1 - Semester 1	Coordinator: Prof. Dr. Okan Kubus	
5 ECTS	70 h contact time (47%)	80 h self-study (53%)
Prerequisite: None	Examination: Theory: term paper (graded) Practice: oral examination (signed) (pass/fail)	Frequency: once per cohort

Aims

This module introduces the international skills strand of the study programme by enabling students to acquire first-hand knowledge of the national sign languages, providing opportunities for making first steps in the use of International Sign, and developing an understanding of sign language linguistics. The overall aim is to lead students to reflect upon similarities and differences among sign languages.

Practical language sessions will focus on highlighting significant lexical and grammatical aspects of sign languages, using International Sign as a mode of communication and discussion. Practical language sessions will also provide opportunities for learning about deaf communities of deaf people in Finland, Germany, and the UK.

Accompanying readings and seminars will clarify descriptive key concepts of sign linguistics and establish a shared ground for reflecting similarities and differences in the various sign languages involved and brought to the programme.

By providing first-hand experience with and guided theoretical reflection upon different sign languages as well as allowing for a practical encounter with International Sign, the module introduces a comparative linguistic perspective that paves the way for the development of international skills in modules 2.1, 3.1 and 4.1.

Syllabus

Contents

–   Basic communication skills in International Sign

–   Basic facts about the history, culture, and social situation of the Finnish, German, and British Deaf communities

–   General aspects of sign linguistics as an academic discipline

–   Levels of linguistic description

Teaching methods

Phase A (40 hours):

Students start with 40 hours of preparatory reading. Key texts focus on:

1. Development and current status of sign languages and sign language linguistics.

2. Applied sign language studies

Guiding questions and tasks are provided, and students must bring their reflections to the block seminar.

Phase B:

This phase is divided into several parts:

- Practical Language Sessions (36 hours), spread across three block seminars in Semester 1. Each block seminar includes 12 hours of practical language sessions.

- Emphasizes interactive communication skills and practical language use, with exercises related to the history, culture, and social context of the respective Deaf communities.

- Students complete assignments comparing the relevant national sign language to International Sign (IS).

- Applied Linguistics Sessions (34 hours):

- Takes place during the German block seminar.

- Applied sign language studies (including learning sign languages, language use, discourse analysis and language ideologies)

Phase C (40 hours):

Students work in pairs, with each pair comprising users of different sign languages. Tasks include:

1. Discussing the various applied linguistics concepts (e.g. language use, language learning and language ideologies) as they relate to different sign languages

2. Comparing how this concept is manifested in the two sign languages, noting similarities and differences.

3. Presenting their findings in a joint paper of 2,500–3,000 words, adhering to standard academic conventions.

Phase D:

Student findings will be shared, during online meetings or through uploading of short 4–5-minute video presentations.

Learning outcomes

Subject mastery

- Knowledge: Identify and describe the practical concepts of sign language.

- Knowledge: Recall and outline basic facts about the three specific Deaf communities.

- Application: Demonstrate basic skills in using sign language for international communication.

- Comprehension: Summarise the history and explain current developments in sign language linguistics.

- Analysis: Compare and contrast significant similarities and differences among various sign languages.

Personal abilities

- Analysis: Increase language awareness by identifying and evaluating similarities and differences between different sign languages.

- Application: Build a foundation for developing skills in International Sign.

- Application: Improve abilities in goal-oriented academic collaboration.

- Application: Enhance skills in academic writing.

Assessment methods

- Basic International Sign language task (pass/fail); reassessment: resubmission of language task.

- Coursework submission: academic paper (100%); reassessment: resubmission of academic paper with changed topic

Assessment criteria:

- Language tasks: Adequate use of sign languages/International Sign.

- Academic paper: Discussion of an applied linguistics topic under consideration (20%); use of the appropriate deaf studies and applied linguistics literature (20%); analysis and discussion of sign language features (40%); structure and organisation of the paper (10%); appropriate use of academic conventions (10%).

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

Bibliography

Dawson, H., Hernandez, A., and C. Shain (eds). 2022. *Language Files: Materials for an Introduction to Language and Linguistics*. Columbus: The Ohio State University Press.

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

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

Wilkinson E., and J. Morford. 2024. *Understanding Signed Languages*. New York: Routledge.

1.2	Similarity and Diversity in European Deaf Communities	
FI - Year 1 - Semester 1	Coordinator: Juha Manunen	
5 ECTS	30 h contact time (20%)	120h self-study (80%)
Prerequisite: None	Examination: Academic Project (graded)	Frequency: once per cohort

Aims

The aim of this module is to introduce students to the basic cultural, historical, social and political developments in Deaf communities around the world. 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.

The module aims to provide students with:

- A critical understanding of the principal theories and concepts used in deaf communities.

- A critical awareness of current issues in the field of Deaf Studies.

-

- Familiarity with a significant range of materials which are associated with investigating this area of study.

   Enhanced skills in planning a project relating to a selected issue concerning their 'home' community.

Syllabus

Contents

The module will cover topics such as:

- Current theories of Deaf culture and Deaf communities.
- the historical, social and political development of Deaf communities.
- Policy at national and international levels.
- Changing structures of Deaf communities.

Deaf communities in the future.

Teaching methods

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

In Phase A (40h), students will do preparatory reading which will be discussed in the Block Seminars.

The Block Seminars (Phase B, 20h) will review developments in Deaf Studies over the last half-century, taking a broadly decade-by-decade approach in order to chart key ideas, concepts and principles internationally over the years.

We will

(a) review and contextualise preliminary reading from Phase A,

(b) identify and unpack key notions driving scholarship during the relevant period, and

(c) build an awareness of the web of connections among and between academic thinking and community developments, nationally and internationally.

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

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

Learning outcomes

Subject mastery

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

- Knowledge: Demonstrate a knowledge and understanding of Deaf history and culture.

- Awareness: Demonstrate an awareness of current social and political developments in a range of Deaf communities.

- Evaluation: Show the ability to apply a systematic and critical assessment to

material from a variety of sources.

- Analysis: Display the ability to identify and analyse key historical theories, concepts, and principles in Deaf history, society, and culture.

- Application: Use advanced skills associated with academic discourse: finding references, writing arguments, referencing, editing) and apply these to discussions regarding the contemporary Deaf world.

Personal abilities

- Application and Analysis: Gather and Process Information: students will be able to collect, analyse, and reflect upon information from various sources.

- Synthesis and Evaluation: Present Information: students will be able to organize and present gathered information at an appropriate academic level.

- Application: use of software: students will be able to use a range of software tools to support and enhance their work at this academic level.

Assessment methods

Students will be required to complete one assessment task.

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

The UNCRPD is acknowledged as a fundamental document by the leading global Deaf organisations, spearheaded by the WFD. It will be introduced during the first block seminar, after which students are expected to examine documentation from their home countries addressing the national response to the Convention. While engaging in preparatory and follow-up readings around the online meetings, students will be encouraged to actively and consistently reflect on the relationship (or lack thereof) between the UNCRPD and the conceptual and theoretical frameworks developed in Deaf Studies scholarship.

Students are required to write an analysis of this. They should consider whether and how the Convention draws upon Deaf Studies and whether the academic literature provides insights that should inform the Convention's impact or implementation. This writing task is an individual activity. However, students will be grouped into pairs or trios from different countries and expected to interact throughout the preparation and execution of this task. Their goal is not to co-author but to offer critiques and points of comparison and cross-reference to at least one other country's efforts with the UNCRPD.

They will read different texts from diverse perspectives and are expected to share insights with each other, exploring the process of trans-national collaboration and the cooperative generation of knowledge. This often involves engaging with radically divergent experiences, assumptions, and perspectives, which has always been integral to the ethos of EUMASLI.

Students will also reach a consensus on a joint summary, providing a collaborative synthesis of the issues they have individually analysed, identifying commonalities and differences. They will present this summary as an online presentation or upload an accessible (subtitled) video for informal review.

This is not an assessed task but one designed to reflect on lessons learned and how these insights should be carried forward to the next semester. Students will compare and contrast their own and others' conclusions, identifying key issues to carry forward from this module into their future activities.

The required word/page-count will correspond to the programme's standard expectations in relation to the ECTS value of the module.

<u>Assessment criteria</u>

1. Effective communication (20%)

2. Critical analysis of issues highlighted by the module (40%)

3. Use of literature (20%)

4. Appropriate adoption of academic conventions (10%)

5. Structure and organisation of presentation (10%)

A more detailed task description will be provided.

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

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2019. Sign Language Communities. In Gabrielle Hogan-Brun and Bernadette O'Rourke (eds.) *The Palgrave Handbook of Minority Languages and Communities.* Palgrave Macmillan, 207-232.

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1.3	Personal Development and Academic Skills	
UK- Year 1- Semester 1	Coordinator: Associate Professor Robert Adam	
5 ECTS	30 h contact time (20%)	120 h self-study (80%)
Prerequisite: None	Examination: E-Portfolio (graded)	Frequency: once per cohort

Aims

This module prepares students from diverse backgrounds to study at the postgraduate level and participate in this international, multicultural program. It focuses on effective online learning and building a meaningful virtual community with peers.

By the end of the module, students will have learned to study individually and collaboratively, gained skills in effective reading, critical analysis, and academic English writing. The module also introduces the organization and practices of the EUMASLI program, as well as resources and study tools used throughout. It provides essential transferable skills for use during the program and beyond.

Syllabus

Contents

Sessions will focus on topics such as:

- Academic reading and critical engagement with literature

- Academic writing and English in academic contexts

- Data and literature search and using relevant resources

- Referencing conventions

- Study resources available across the three partner universities and beyond

- Introduction to Moodle, the virtual learning platform used throughout the programme

- Project and time management

- Learning and collaboration in an academic online environment

Teaching methods

Sessions in r"lation to this module will take place at each semester 1 block seminar, followed by preparatory self-study phases.

Students will initially submit two entries of the annotated bibliography for formative feedback, before submitting the final annotated bibliography.

The annotated bibliography will provide the foundation for a literature review on the same topic, due at the end of the semester.

Learning outcomes

Subject mastery

By the end of the module, students will:

- Knowledge: be familiar with the programme structure and its practices.
- Knowledge: be familiar with a range of tools and resources available on- and off-campus.
- Comprehension: have acquired knowledge and skills for coping with academic work at PG level.
- Application: developed advanced skills in academic writing and reading.
- Analysis: be able to engage critically with academic literature.
- Synthesis: be able to produce texts that are perceived as acceptable within the academic discourse community.
- Appliacation: use a significant range of the principal skills, techniques, practices and materials in order to carry out academic work at this level.
- Application: apply a range of standard instruments and techniques of enquiry in order to carry out academic work at this level.
- Synthesis/Evaluation: Demonstrate originality or creativity in the application of knowledge and understanding.

Personal abilities

By the end of the module, students will:

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

Assessment methods

Annotated bibliography, 6 entries plus introduction (40%); reassessment: annotated bibliography with a different topic.

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

Bibliography

Preparatory Reading

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

Recommended books

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

Useful resources on annotated bibliographies:

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

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

Useful resources for academic writing:

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

http://uefap.com/

2.1	Introducing International Sign	
DE- Year 1 - Semester 2	Coordinator: Prof Dr Okan Kubus	
5 ECTS	50 contact time (33%)	100 h self-study (67%)
Prerequisite: Module 1.1	Examination: Term paper (75%) and oral examination (signed) (25%)	Frequency: once per cohort

Aims

This module builds on students' reflections on different national sign languages and their initial experience with international signed communication from module 1.1. Students will be introduced to and reflect on International Sign (IS), acquiring linguistic skills for transnational signed communication. They will explore the unique place IS has in international Deaf communities and apply linguistic concepts from module 1.1 to analyse IS, understanding its structure and related controversies.

This module provides skills and insights that will be further developed in later modules, particularly modules 3.1 and 4.1, in the international skills strand of the study program.

Syllabus

Contents

– 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

– Practicing structural features and communication strategies in IS

Teaching methods

– In <u>Phase </u>A (40 h), students will do preparatory reading. Key texts to be read will focus on (a) the history, status and use of IS and (b) essential structural features of IS. There will be questions and tasks to guide reading, and students will be expected to bring the results of their reflections to the block seminar. Students will also be asked to watch uses of IS on the internet and draw up a list of initial observations concerning specified criteria, to be discussed in the block seminar.

– The block seminar (<u>Phase B;</u> 35 h) will comprise a series of seminars that take up and elaborate upon the questions raised with reference to the preparatory reading and students initial observations (23 h). Particular emphasis will be paid to the clarification and comparison of structural elements of IS with reference to known features of relevant national sign languages.

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

– Phase C (65 h) consists of individual student work.

  (a) application of descriptive linguistic concepts in the analysis of a sample IS text and comparison of IS with national sign language use.

  (b) production of an IS text (video; 4-5 minutes).

– <u>Phase D</u> (15 h) consists of online meetings: Students will prepare short summaries from their term paper. These will be presented online.

Learning outcomes

Subject mastery

- Knowledge: Students will know the history, status, and use of International Sign (IS).

- Knowledge: Students will identify and describe essential features of the structure of IS.

- Analysis: Students will be aware of and analyse structural differences between their national sign languages and IS.

- Application: Students will apply relevant linguistic concepts to the analysis of IS.

- Application: Students will use basic tools and conventions for the transcription of sign language.

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

Personal abilities

- Application: Students will be able to communicate in International Sign (IS) at an advanced beginner level.

- Application: Students will be able to participate in the global discourse of Deaf people regarding international Deaf community concerns.

Assessment methods

(1) Submission of term paper (75%; reassessment: revised term paper)

(2) IS Contribution (oral examination (signed)) (25%; reassessment: individual interview)

Assessment criteria:

- Term paper: Comparison: Clarity and appropriateness of comparison (60%); use of literature (20%); use of academic conventions (20%).

- IS contribution: Clarity and appropriateness of IS use (80%); appropriateness and relevance of chosen topic (20%).

Bibliography

Adam, R. 2012. Language contact and borrowing. In *Sign Language: An International Handbook,* Roland Pfau, Markus Steinbach and Bencie Woll (eds), 841-862. Berlin: Mouton de Gruyter.

Byun, K.-S., C. de Vos, A. Bradford, U. Zeshan, and S. C. Levinson. 2018. First Encounters: Repair Sequences in Cross-Signing. *Topics in Cognitive Science 10* (2): 314–34.

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2.2	Interpreting and Translation Studies	
UK - Year 1 - Semester 2	Coordinator: Dr Robert Skinner	
10 ECTS	60 h contact time (20%)	240 h self-study (80%)
Prerequisite: Module 1.2 and Module 1.3	Examination: Term Paper (graded)	Frequency: once per cohort

This module has two parts:

A. Interpreting and Translation Studies

B. Developing Reflective Practice I

Part B will be continued in module 3.2 and module 4.2.

Part A: Interpreting and Translation Studies (8 ECTS; 240 h)

Aims

Building on what students already know and getting ready for research modules 4.2 and 5, this module aims to deepen students' understanding of theoretical issues in Translation and Interpreting Studies (T&IS). Students will learn about the history and growth of T&IS, gain advanced knowledge of key studies, and develop skills to critically reflect on research. They will show their understanding and critical thinking through a written essay. This module will prepare students to create academic-level work in their future studies.

Syllabus

Contents

This module focuses on theoretical issues in translation and interpreting studies. Students will discuss, reflect on, and develop theories in the field. It covers key theories, the scholarly history of the discipline, and introduces cutting-edge research. The course includes mainstream theories on written and spoken languages, as well as those specific to signed language interpreting. Throughout, it will maintain a connection to translating and interpreting involving at least one signed language and/or translation between deaf and hearing people.

Classes will cover topics such as the following:

–   Overview of Translation Studies

- Functionalist views of translation

- Translation and ideology

- Social and political issues in Translation and Interpreting Studies

- Multimodality and Translation

- Translation and deconstruction

- Overview of Interpreting Studies

- Early views of interpreting

- The pragmatics of interpreting

- Interpreting as interaction

- Ethics in an interpreting context

- Approaches to performance and the profession

Teaching methods

Phase A (40 hours):

- Students will start with self-directed learning, reading compulsory texts from Translation, Interpreting, and Sign Language Interpreting Studies.

- A literature list with background reading and key texts will be provided before the module begins.

- Key texts: Introducing Translation Studies by Munday (2016) and Introducing Interpreting Studies by Pöchhacker (2004). These texts give an overview of the fields and support class discussions.

- Other key texts should be read critically and intensively.

- Reading will be guided by pre-provided monitoring questions.

Phase B (50 hours):

- Block seminar with lecture and seminar elements.

- The lecturer will present various theoretical approaches within T&IS.

- These approaches will be discussed in plenary and group discussions.

Phases C & D (110 hours):

- Further self-study, monitored by lecturers.

- Discussions with peers in online groups.

- Submission of an essay.

- Students choose one of several essay questions provided during Phase B.

- The essay will explore a topic in-depth, critically engaging with literature and current debates in T&IS.

Learning outcomes

Subject mastery

By the end of the module students will be able to

- Comprehension: Demonstrate an understanding and awareness of the developments, main theoretical approaches, concepts, and principles relating to Translation and Interpreting Studies (T&IS).

- Knowledge: Demonstrate advanced knowledge of selected important theories in the field, including topics discussed within the wider field of Translation, mainstream Interpreting Studies, and/or Sign Language Translation and Interpreting Studies.

Personal abilities

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

- Application: Identify, select, and apply theoretical ideas to set questions.

- Communication: Present their critical reflections and ideas to an appropriate academic standard

- Evaluation: Critically review and consolidate knowledge and theoretical approaches in T&IS.

- Synthesis: Demonstrate originality and creativity in addressing professional issues in Translation Studies.

- Application: Use a range of software and academic tools (e.g., libraries, literature databases) to support and enhance work at this level.

- Communication: Communicate with peers, colleagues, and specialists about relevant issues in T&IS.

Assessment methods

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

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

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Leeson, Lorraine, Wurm, Svenja and Vermeerbergen, Myriam (eds). 2011. *Signed Language Interpreting: Preparation, Practice and Performance*. Manchester: St. Jerome.

Mason, Ian (ed.). 2001. *Triadic Exchanges: Studies in Dialogue Interpreting.* Manchester: St. Jerome.

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Metzger, Melanie. 1999. *Sign Language Interpreting: Deconstructing the Myth of Neutrality.* Washington, D.C.: Gallaudet University Press.

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Munday, Jeremy. 2001. *Introducing Translation Studies.* London and New York: Routledge.

Napier, Jemina. 2002. *Sign Language Interpreting: Linguistic Coping Strategies.* Coleford, England: Douglas Mc Lean.

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Nida, Eugene A. 1964. *Toward a Science of Translating.* Leiden: Brill.

Nord, Christiane. 1997. *Translating as a Purposeful Activity: Functionalist Theories Explained.* Manchester: St Jerome.

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Turner, Graham H. 2004. Professionalisation of interpreting *with* the community: Refining the model. In *The Critical Link 4: Professionalisation of Interpreting in the Community.* Cecilia Wadensjö, Birgitta E. Dimitrova and Anna-Lena Nilsson (eds): 181-192. Amsterdam: John Benjamins.

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Wadensjö, Cecilia. 1998. *Interpreting as Interaction.* London: Longman.

Wadensjö, Cecilia. 1993/2002. The Double Role of a Dialogue Interpreter. In *The Interpreting Studies Reader,* Franz Pöchhacker and Miriam Shlesinger (eds.), 355-370. London: Routledge.

Wolf, Michaela and Fukari, Alexandra (eds). 2007. *Constructing a Sociology of Translation.* Amsterdam & Philadelphia: John Benjamins.

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

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

Aims

This strand, Developing Reflective Practice, aims to enhance students' self-reflection skills, improving self-awareness and behaviour regulation in interpreting. It focuses on maintaining professional integrity and aligning work decisions with broader professional ethics theories.

The course introduces applicable theories from both interpreting and other fields and encourages students to apply them in their practice. It starts with a critique of various

ethical content, including codes and ethical discourse.

Syllabus

Contents

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

Topics include:

- ethics
- decision making
- cognitive biases and critical thinking

Teaching methods

The 60 hours is broken down into three components: A: Read preparatory texts (5 hours); B: Block seminar (10h); C: Independent work reflective practice work (45h)

Learning outcomes

Subject mastery

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

– Knowledge: Identify the benefits of reflective practice in professions and understand why it is desirable for professional development in interpreting.
– Knowledge: Identify major theories from moral development and professional ethics.
– Comprehension Describe how the interpreting profession has used both deontological and teleological approaches to interpreting ethics.

Personal abilities

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

– Application: Demonstrate improved ability to identify the values in community interpreting that drive and shape ethical behaviour in interpreters.
– Application: Demonstrate improved proficiency in reflecting on their own interpreting work using theories from this course and others

Assessment methods

The Developing Reflective Practice is not assessed.

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3.1	**Translating between International Sign and English**	
UK - Year 2 - Semester 3	Coordinator: Associate Professor Robert Adam	
5 ECTS	50 h contact time (33%)	100 h self-study (66%)
Prerequisite: Module 2.1 and Module 2.2	Examination: e-Portfolio incl. Translation/Interpretation (graded)	Frequency: once per cohort

Aims

This module builds on Similarity and Diversity in European Sign Languages (module 1.2) and Introducing International Sign (module 2.1). It compares International Sign (IS) and English in translation and interpreting settings, using students' existing knowledge to enhance their skills in translating between IS and English.

The module introduces theories relevant to signed language translation, building on Interpreting and Translation Studies (module 2.2). It covers translation theories for spoken, written, and signed languages, focusing on applying these theories to translate between English and IS. The module looks at translation from a functional linguistic perspective, identifying linguistic and cultural challenges and examining different viewpoints. Students will work individually and with peers to produce, analyse, and evaluate translations between English and IS.

The module aims to provide students with:

- 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 work collaboratively in a translation team

- 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 four phases (A, B, C, and D), with weekly readings, online discussions, and 35 hours of face-to-face contact during the block seminar in Phase B.

Phase A (30 hours)

– Students do preparatory reading and work on preliminary translations (English-IS and IS-English) of texts selected by tutors, to be presented, analysed, and discussed during the block seminar.

Phase B (50 hours)

- During the block seminar, IS skills are reinforced and extended.

- Ideas about language equivalence and difference are applied to students' languages, including IS.

- Characteristics of IS and issues in translating to and from IS are explored.

- Strategies for IS translation are developed.

- IS translations are reviewed and critiqued.

  Phase C (55 hours)

- Collaborative development of team translations from IS to English.

- Individual translations from English to IS.

. Preparation, translation, production, and self and peer analysis and critique of translations.

Phase D (15 hours)

- Group evaluation of the translation processes.

- Reflections on lessons learned throughout the module.

- Conclusions focus on lessons to apply to future IS interpreting tasks in module 4.1.

Learning outcomes

Subject mastery

- Application: Articulate and use strategies in translation to exploit and respond to the linguistic potentials and limitations of IS.

- Evaluation: Reflect in an informed manner on their own and others' translation processes and products involving IS.

- Analysis: Demonstrate critical understanding of the structural contrasts between IS and national signed and spoken/written languages.

- Evaluation: Demonstrate critical understanding of the linguistic potential and limitations of IS.

- Evaluation: Demonstrate a critical understanding of the key principles related to translations between IS and English.

- Awareness: Demonstrate critical awareness of current issues in translating between spoken/written and signed languages in international settings.

- Application: Communicate in IS beyond a basic level, using appropriate general, structural, and communicative features.

- Application: Undertake basic translations between English and IS.

- Application: Begin to use a significant range of principal skills and techniques associated with translating IS and English.

- Synthesis: Begin to demonstrate originality or creativity in translating between IS and English.

Personal abilities

- Evaluation: Reflect on and critically evaluate one's own translations.

- Application and Analysis: Gather, process, and present information at an appropriate academic level.

- Collaboration: Work effectively in a team of translators or interpreters.

- Application: Use software to support and enhance work at this level.

Assessment methods

Students will be required to complete two assessment tasks (total 100%).

(1) Individual translation (English-IS) and critique (50%; reassessment: resubmission)

(2) Team translation (IS-English) and critique (50%; reassessment: resubmission)

1) Individual translation: English-IS (50%)

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.

<u>Assessment criteria</u>

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.

<u>Assessment criteria</u>

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. Teamwork

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3.2	**Developing the profession**	
FI - Year 2 - Semester 3	Coordinator: Liisa Halkosaari	
10 ECTS (300 h)	60 h contact time (20%)	240 h self-study (80%)
Prerequisite: Module 2.2	Examination: Academic Project (graded)	Frequency: once per cohort

This module has two parts:

A. Developing the Profession

B. Developing Reflective Practice II

Part A: Developing the Profession II (8 ECTS; 240 h)

Aims

This module focuses on the development of the sign language interpreting and translation profession within a larger social context. It explores the principles and practices of being a sign language interpreter/translator, considering the linguistic, cultural, professional, and ethical aspects involved, as well as interpersonal relationships in the Deaf community. A key focus is on how interpreting mediates between different social groups. The module addresses the challenges of meeting diverse customer expectations and provides a forum to review the profession's development, future directions, and strategies for handling current and future expectations in the field.

Syllabus

Contents

– Historical development of the sign language interpreting profession

– Sign language interpreting service structures

– Sign language interpreting as a changing profession

– Traditional conceptions of the "role" of sign language interpreters vs. "the scope of practice"

– Inter-personal and inter-professional relationships

– National and international institutions of relevance to policy making in the field of sign language interpreting

– Networking and strategy development

–   Lobbying and policy making

Teaching methods

–   Preparatory tasks in <u>Phase A</u> (50 h) including preparatory readings and interview with an expert in the field

–   During the block seminar (<u>Phase B</u>; 40 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 policymaking', 'the role of sign language interpreter and customer conflicts'. At the end of the block seminar, each group will present an agenda to be pursued for the rest of the module.

–   In <u>Phase C</u> (140 h), transnational working groups established in the block seminar will undertake a project studying structural similarities and differences between their respective countries.

–   The module concludes (<u>Phase D</u>; 10 h) with a series of online conferences where group *work is presented* and discussed.

Learning outcomes

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

Subject mastery

–   Comprehension and Analysis Develop extensive, detailed, and critical understanding of the sign language interpreting/translation profession within its wider social context, recognizing various social groups related to the profession.

–   Knowledge and Understanding: Understand the structures and practices underlying the management and development of the sign language interpreting/translation profession in national and international contexts.

–   Comprehension and Analysis: Develop extensive, detailed, and critical understanding of national and international bodies associated with the regulation of the profession.

–   Knowledge and Awareness: Be aware of current issues relevant to the sign language interpreting and translation profession, particularly with respect to issues of power and privilege and current cultural themes.

Personal abilities

- Evaluation: Critically review knowledge and skills relevant to the profession of sign language interpreting/translation.

- Synthesis and Application: Develop original and creative responses to problems and issues in the management of the sign language interpreting and translation profession.

Assessment methods

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

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

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

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

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

Aims

The aim of this strand, Developing Reflective Practice, is for students to enhance their self-reflection skills, improving self-awareness and behaviour regulation in interpreting. This strand emphasizes maintaining professional integrity in line with broader professional ethics theories.

The course aims to help students see how theory shapes their understanding of professional practice, both their own and others'. It critiques traditional approaches in community interpreting compared to other service-based professions. Students will use the demand control schema as a work analysis tool.

Syllabus

Contents

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

Topics include:

-   Ethical dilemmas, situated practice and moral sensitivity

-   Deriving ethical material from observations and Think Aloud Protocols

-   Case presentation and theory-based analysis (videotaped cases)

Teaching methods

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

Learning outcomes

Subject mastery

By the end of the module students will be able to

•   Application: Use prediction skills to identify demand categories in the demand

control schema (DC-S).

- Comprehension: Explain the limitations of scenario-based or ethical dilemma approaches in ethical development.

Personal abilities

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

- Application: Apply a teleological analysis to work decisions.

- Evaluation: Critique interpreting case studies through the application of relevant theories.

- Synthesis: Present an interpreting case to their peers.

Assessment methods

The Developing Reflective Practice is not assessed.

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4.1	Interpreting between International Sign and English	
FI - Year 2 - Semester 4	Coordinator: Liisa Halkosaari	
5 ECTS	60 h contact time (40 %)	90 h self-study (60%)
Prerequisite: 3.1 and 3.2	Examination: Translation/Interpreting (graded)	Frequency: once per semester

Aims

This module builds on the International Sign (IS) skills from modules 2.1 and 3.1 and the reflective practice skills from modules 2.2, 3.2, and 4.2. It introduces conference interpreting as a context to apply IS skills. Students will practice interpreting between English and IS at an entry level in conference and community settings. The course leverages students' existing knowledge and experience to enhance their skills in interpreting between IS and English, focusing on applying interpreting theories to practice.

Syllabus

Contents

The module will cover topics such as:

– History and definition of conference interpreting

– Transnational conferences as an interpreting setting: constraints, demands and challenges

– Preparing assignments and team interpreting

– Usage of IS in conference interpreting

– Practical applications I: Interpreting from English to IS

– Practical applications II: Interpreting from IS to English

– Reinforcing and extending IS skills

– Identifying the linguistic potential and limitations of IS in interpreting process.

Teaching methods

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

Students will be provided with required readings, which will be used in conjunction with

learning activities throughout the study period.

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

Phase A (40 h) – reading and practising

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

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

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

Phase B (40 h) – the block seminar

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

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

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

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

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

Students will deepen and elaborate interpreting skills in conference settings and reflect

upon the differences between the outcomes of translation and interpreting processes.

1) Team preparation and practising. Transnational groups of students will work together online preparing for the interpreting tasks of concluding event (phase D). The task will be to interpret each other's presentations of research plans prepared for module 4.2. Presentations in English will be interpreted into IS and vice versa. Members of the group must get organized, prepare coming interpreting event and predict challenges for conference settings. Presentations should be provided for the interpreting team in written text but also videotaped and available online so the students will have a chance to practise actual source text beforehand.

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

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

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

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

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

Assessment: Interpreting will be assessed with a mark.

Learning outcomes

Subject mastery

By the end of the module students will

- Knowledge: Identify and understand the specific demands of conference interpreting.

- Knowledge and Application: Understand and prepare for assignments and team interpreting.

- Experience and Reflection: Experience and reflect upon interpreting between English and International Sign (IS) in conference settings.

- Foundation for Application: Acquire a foundation for further developing their ability to interpret in conference settings.

- Foundation for Application: Acquire a foundation for further developing their ability to apply IS skills in relevant interpreting contexts.

Personal abilities

By the end of the module students will

- Application: Improve and extend preparation and interpreting skills.

- Evaluation: Reflect on conference interpreting experiences.

- Experience: Gain experience in professional collaboration at an international level.

- Evaluation: Enhance reflection skills on teamwork and interpreting processes.

- Application: Enhance skills to cooperate with presenters.

- Application: Enhance skills to manage one's work and interpreting assignments

Assessment methods

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

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

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Vuorikoski Anna-Riitta. 2004. *A Voice of its Citizens or a Modern Tower of Babel? The Quality of Interpreting as a Function of Political Rhetoric in the European Parliament*. Tampere: Tampere University Press.

Additional reading

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

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

AIIC Webzine aiic.net/webzine/

Efsli www.efsli.org/

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

Other conference interpreting related publications

4.2	*Research methods: Sign language interpreting and translation as profession and performance*	
DE - Year 2 - Semester 4	Coordinator: Prof Dr Okan Kubus	
10 ECTS	60 h contact time (20%)	240 h self-study (80%)
Prerequisite: Module 3.1 And 3.2	Examination: Term Paper (75%) and Disquisition (25%) (graded)	Frequency: once per semester

This module has two parts:

A. Developing the Profession

B. Developing Reflective Practice III

Part A: Developing the Profession (8 ECTS; 240 h)

Aims

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.

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.

This module will guide students towards developing small-scale, pilot research projects in areas relating to (a) the profession of sign language interpreting and translation and (b) the performance of practitioners in the field, including the analysis of language output. One of these projects will be undertaken (at an appropriate – i.e. small-scale, pilot – level) and evaluated.

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.

Syllabus

Contents

(1) Preliminaries

– 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 <u>Phase A</u> (70 h), two sets of reading tasks lead up to the subsequent block seminar:

    (a) Students will read texts on empirical research, introducing relevant epistemological concerns, theoretical approaches and empirical methods. Active reading will be encouraged by providing opportunities to discuss reading experiences and questions.

    (b) Each student will read two samples of research work, one related to the profession strand of the module, the other related to the performance strand of the module. These sample studies are to be reviewed critically from a methodological point of view. Thus, students are asked to elucidate the methods used in each case, weighing benefits and shortcomings with reference to the aims and results of the study under consideration.

–   The block seminar (<u>Phase B</u>; 30 h) will start with the clarification and discussion of general issues of empirical research ('Preliminaries', 'Sources', 'Approaches' and

'Handling of Data'). It will then concentrate on discussing the set of sample studies reviewed by the students as models or, possibly, anti-models for research into the profession or performance of sign language interpreters. At the end of the block seminar students will be in possession of a list of relevant research questions to be directed towards the field of sign language interpreting, each related to a specific set of empirical methods appropriate to the question at hand.

–   For the remainder of the module (<u>Phase C</u>; 120 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 or (b) a performance type of research question that they want to pursue in subsequent studies. Decisions about the research question have to meet a deadline set in advance. Students will then pursue the research question by working out the details of the proposed study. The proposed study will be carried out as a small-scale pilot study; 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.

–   To conclude the module, results of individual student work will be made available and discussed (<u>Phase D</u>; 20 h): 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

-   Evaluation: Demonstrate awareness of key issues in research design through small-scale pilot projects, including the importance of empiricism and descriptivism, the link between methods and outcomes, the need for ethical reflection, and the fundamentals of social scientific methodology.

-   Application and Evaluation: Produce and evaluate a robust analysis of pilot-scale data related to the profession or performance of sign language interpreting and translation.

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Personal abilities

-   Evaluation: Critique published texts from relevant fields, identifying methodological strengths and weaknesses using relevant theoretical frameworks.

-   Application: Develop initial competence in identifying, eliciting, and accessing data suitable for specific research purposes.

-   Application and Evaluation: Develop competence in selecting and justifying research

methods appropriate for specific empirical questions.

Assessment methods

Coursework submission and presentation of pilot study (75%; reassessment: resubmission of coursework with changed topic)

Each student will, with tutor guidance, choose (a) a profession type of research question or (b) a performance type of research question to pursue for assessment. The detailed design of a proposed study must be prepared and is to be carried out as a small-scale pilot study. Each student will present the report on the pilot study carried out (in English or IS) at a concluding two-day workshop (which is 25% of the assessment).

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

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

Aims

The aim of this strand, Developing Reflective Practice, is to help students enhance their self-reflection skills, self-awareness, and behaviour regulation in interpreting. It focuses on maintaining professional integrity aligned with professional ethics.

The specific goal of this course is to improve teaching and application of these skills with practitioners in students' home countries. Students will engage their colleagues in one or more of the theories or approaches used in this strand.

Syllabus

Contents

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

Topics include:

- Ethical codes, standards of practice, and advancing ethical thought and processes

- Intermediate ethical concepts

- Improving interpreter training and professional development

- Advancing post-conventional reasoning in ethical content material

- Much of the independent work in this strand is designed to coincide with the research they are already conducting for their dissertation.

Teaching methods

The 60 hours is broken down into three components: A: Read preparatory texts (5

hours); B: Block seminar (10h); C: Independent work reflective practice work (45h)

Learning outcomes

Subject mastery

By the end of the module students will be able to

- Comprehension: Explain all the theories explored throughout the strand.
- Analysis: Identify the values inherent in ethical content material.

Personal abilities

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

- Analysis: Identify areas for improvement in professional development in their home country.
- Application: Use the discourse of interpreter practitioners to engage in dialogue about work ethics.
- Application and Evaluation: Demonstrate emerging skills in reflecting on their practice as researchers.

Assessment methods

The Developing Reflective Practice is not assessed.

Bibliography

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5	**MA-Thesis**	
DE/FI/UK - Year 3 - Semester 5	Coordinator: Associate Professor Robert Adam	
30 ECTS (900 h)	30 h contact time (3%)	870 h self-study (97%)
Prerequisite: Module 4.1 and 4.2.	Examination: Master's Thesis (75%) and Defence (25%) (graded)	Frequency: once per cohort

Aims

The module builds upon work done in research module 4.2. It provides an opportunity for students to undertake independent study related to the professional structure and/or the performance of sign language interpreting and translating. Students will be expected to demonstrate an ability to develop and sustain a logical and consistent argument in relation to the analysis of relevant issues. This must be accomplished with due regard for the validity of available evidence and methods of enquiry.

Syllabus

Contents

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.

Teaching methods

After registering their topic for their MA thesis, students have 20 weeks to write their MA thesis. During this time, students work independently under supervision from two tutors from two partner countries. Students are encouraged to choose one of the areas of research dealt with in module 4.2 as a topic for their MA thesis. The MA thesis may thus follow up, elaborate upon or expand previous work.

At the end of the module, student work will be presented and discussed publicly at a colloquium.

Learning outcomes

By completing their master thesis students will demonstrate

- Knowledge: Demonstrate an awareness of issues of current or potential significance for the development of the field of sign language interpreting and translation.

- Knowledge: Demonstrate an awareness of issues pertinent to carrying out empirical research.

- Application and Synthesis: Formulate research questions for an independent study and develop an appropriate methodological design.

- Application and Analysis: Gather, analyse, and interpret relevant data.

- Synthesis and Evaluation: Present the results of an independent study in a cohesive manner form according to established scientific standards.

Assessment methods

1. Submission of MA thesis (75%)
2. Colloquium (25%)

Bibliography

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

III. Appendices

Cooperation Agreement

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

represented by the Rector, Professor Dr. Manuela Schwartz

Heriot-Watt University
Riccarton
Edinburgh
EH14 4AS
United Kingdom

represented by the Global Director of Governance and
Legal Services, Sue Collier

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

represented by the President/CEO, Dr. Jukka Määttä,

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 summer semester of 2024, on the basis of the study and examination regulations for the European Master's in Sign Language Interpreting study programme enacted by the Department of Social Work, Health and Media of the Hochschule Magdeburg-Stendal, University of Applied Sciences, on 27 February 2024, and their appendices, "Standard curriculum and examination schedule" (see appendix 1), the conversion table for German, British and Finnish grades (see appendix 2) and regulations on implementation of the assessment procedure to determine eligibility (see appendix 3). The study programme is implemented on condition that each partner has the necessary financial means to be able to implement it and cover all of the associated costs that are incurred.

(2) The partners expressly agree that Magdeburg-Stendal University of Applied Sciences will function as the lead institution in the context of this agreement. The lead institution will act where no other partner's express responsibility is invoked.

(3) Furthermore, the partners expressly declare their active commitment to the programme. In particular, they will contribute to continuous communication between partners, an intensive exchange of information and prompt execution of any actions that may be necessary and beneficial for the successful implementation of the European Master's in Sign Language Interpreting study programme.

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

§ 2
Study programme directors

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

> Magdeburg-Stendal University of Applied Sciences
> Prof. Dr. Okan Kubus
> E-mail: okan.kubus@h2.de
>
> Heriot-Watt University
> Assoc. Prof. Robert Adam
> E-mail:r.adam@hw.ac.uk
>
> Humak University of Applied Sciences
> Lecturer Juha Manunen
> E-mail: juha.manunen@humak.fi

§ 3
Organisation and structure of the study programme

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

(2) On the basis of the study and examination regulations for the European Master's in Sign Language Interpreting study programme enacted by the Department of Social Work,

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

(3) In order to ensure optimal study conditions, the partners will allow incoming students who are registered for the study programme at one of the other partner universities the use of any study-related infrastructure, such as access to IT resources, library, etc., at no additional cost for the duration of their mandatory stay.

(4) With regard to student complaints, appeals and misconduct of an academic or non-academic nature not covered by the study and examination regulations for the European Master's in Sign Language Interpreting study programme enacted by the Department of Social Work, Health and Media at the Magdeburg-Stendal University of Applied Sciences (see appendix 1), the national regulations of a student's home university shall apply.

§ 4
Financing

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

§ 5
Duration of agreement

This agreement is valid for the duration of the implementation of the European Master's in Sign Language Interpreting study programme to begin in the summer semester 2024, 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.

This Agreement may only be terminated by the mutual consent of all the Institutions, or by one Institution giving no less than twelve months written notice in advance to the other Institution(s).

In the event of early termination of this Agreement at the instigation of any of the Institutions, adequate arrangements must be in place to support registered students who wish to continue their studies under the Programme/Discipline without any detriment or disadvantage. These arrangements are to be described in detail in a formal letter between the institutions.

§ 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

In relation to potential liabilities which may arise from any party's failure to deliver satisfactory services under the contract, or from harms caused by acts of any party, or of negligence or omission by any party, each party will be responsible for the liability, or its share of the liability, arising from its own acts or negligence, and will not be responsible for the other parties' liabilities.

§ 9
Written form, other business

(1) Changes, additions, and subsidiary or additional agreements to this agreement shall be invalid unless made in writing. In particular, this applies to any revocation of the requirement to use the written form.

(2) Should any clause in this agreement be or become invalid, this will not affect the validity of the remaining clauses. The parties to this agreement shall replace the invalid clause with a valid clause that complies with the content and aim of the invalid clause as closely as possible.

(3) The partners expressly agree to try to resolve any possible disagreement extrajudicially. Should this fail, they will initiate arbitration proceedings. This agreement is subject to the laws of the Federal Republic of Germany.

Magdeburg,   Edinburgh,   Helsinki,

Prof. Dr. Manuela Schwartz	Sue Collier	Dr. Jukka Määttä
Rector	Global Director of Governance and Legal Services	President/CEO

Certified translation

**Study and Examination Regulations for the continuing education Master's degree programme European Master's in Sign Language Interpreting
in the Department of
Social Work, Health and Media
at Magdeburg-Stendal University of Applied Sciences
dated 27.02.2024**

On the basis of §§ 9 para. 7, 13 para. 1 sentence 1, 15 para. 4, 16 paras. 1 and 2, 16a, 55 para. 3 sentences 1 and 2, 67a para. 2f and 3a and 77 para. 2 no. 1 of the Saxony-Anhalt Higher Education Act (HSG LSA) in the version published in the official announcement dated 01 July 2021 (German Länder Law Gazette LSA 2021, 368, 369), Magdeburg Stendal University of Applied Sciences has enacted the following Study and Examination Regulations:

Contents

I. Programme-Specific Provisions

§ 1 Scope

(1)   These Study and Examination Regulations govern the objective, content and structure of the study program and Master's examination in the European Master in Sign Language Interpreting (abbreviated to EUMASLI) in the Department of Social Work, Health and Media at Magdeburg-Stendal University of Applied Sciences. The Master's programme is run jointly by 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".

(2)   This Master's programme is a continuing education programme. It is assigned to the "application oriented" profile type and takes place in the form of a part-time study programme with phases of on-campus presence at the participating universities as well as periods of independent study and also, if required, online study.

(3)   The language of instruction is generally English. Some modules may in addition be offered in International Sign.

(4)   In the absence of special national regulations to the contrary, this Master's study program is subject to tuition fees. At Magdeburg-Stendal University of Applied Sciences, enrolment of students on the continuing education Master's degree programme is subject to the legal condition of achieving the minimum number of participants when the programme commences, provided that no regulation to the contrary has been introduced. The corresponding details are set out in the statute concerning the levying of fees for participation in the European Master's in Sign Language Interpreting continuing education programme.

§ 2 Programme objective

(1)   The objective of the course of studies is for students to acquire thorough specialised and general expertise and the ability to work independently in accordance with scientific methods, to independently familiarise themselves with the many diverse tasks relating to employment in professional practice, research and/or teaching, and to cope with and responsibly shape the frequently changing tasks that arise in professional life.

(2)   Specialised skills are taught in the field of sign language interpreting. Students will acquire competence in the areas of research, organisation and development of sign language interpreting.

(3)   Possible professional outlets for graduates of this programme include:

- interpreting work in special settings including in the international arena

- working in the organisation and development of the professional field

- working in the applied research and teaching of sign language interpreting.

§ 3 Academic degree

After successful completion of the required module examinations including the Master's thesis and defence, the participating universities will award the academic Master's degree for which the following names are used at the participating universities:

- "Master of Arts ", abbreviated: "M. A." (Magdeburg-Stendal University of Applied Sciences, Germany),

- "Master of Humanities (Humak University of Applied Sciences, Finland) and

- "Master of Science in Sign Language Interpreting", abbreviated "M. Sc." (Heriot Watt University, United Kingdom).

§ 4 Admission to the programme

(1) The prerequisite for admission to a Master's degree programme at a university is an internationally recognised first 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 two 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 aptitude test, as specified in paragraph 3.

(3) Admission to the programme is dependent on successful participation in the aptitude test. Full particulars are set out in the "Regulations on implementation of the assessment procedure to determine eligibility for the European Master in Sign Language Interpreting.

(4) Applicants to the programme apply to one of the participating universities and take part in the aptitude test. Places on the study programme will be distributed among the participating universities according to a quorum to be decided upon before commencement of the aptitude test. For each cycle of the study programme, the maximum total number of student places is 30.

§ 5 Duration and commencement of the programme

(1) The study programme is organised as a part-time, in service study programme in such a way that, including the Master's thesis and defence, it can be successfully completed within the standard study duration of 5 semesters.

(2) In order to ensure equality of opportunity and to compensate for any disadvantages, individual agreements may be reached concerning the standard study duration. It is also possible to apply for an individual part-time study arrangement. Further regulations regarding this can be found in §§ 10, 11 and 19.

(3) The course is generally scheduled to begin in the winter semester.

§ 6 General information on modularisation

(1) The study programme is divided into modules. The modules consist of thematically self-contained study units. Modules are generally concluded with an examination, the result of which contributes to the final degree classification. Examinations and assessments must be undertaken alongside the respective modules, either during or at the end.
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. A module usually comprises at least five credits.
The awarding of credits does not necessarily require an examination, but rather the successful completion of the relevant module (attendance certificate).

(2) The number of credits is governed by the average workload (total effort) required of the students for the respective module. In accordance with the European Credit Transfer System (ECTS), one credit corresponds to a student workload, either in class or in independent study, of 25 to a maximum of 30 hours; the total credits required for this study programme are set out in § 7 para. 1. One credit includes participation in classes, preparation and follow-up, independent study, preparing for examinations and completing assessments and examinations. Only whole credits can be awarded. The content of a module must be fixed in such a way that as a rule it can be taught within a single semester or a year. If studying full time, 30 credits must be obtained per semester. This corresponds to a workload of 750 to 900 hours per semester.

(3) The modules are categorised as either compulsory, compulsory elective or voluntary elective modules.

(4) The designation <u>compulsory module</u> applies to all modules which are necessary for the successful completion of the programme in accordance with the examination and study regulations.

(5) The designation <u>compulsory elective module</u> 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 programme leader/subject advisor, may be replaced by equivalent modules from the range of modules offered by the participating universities.

(6) The designation <u>voluntary elective module</u> applies to modules which the students may choose from among the modules offered at the participating universities in addition to the compulsory and compulsory elective modules that are required for their programme of study. Students are free to take examinations in these voluntary elective modules. The results of these examinations will not be taken into consideration when determining their final degree classification. If desired, a certificate of attendance will be issued.

(7) 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 Magdeburg-Stendal University of Applied Sciences register in the Dean's office of the Department of Social Work, Health and Media. If the minimum number of participants in a module as specified by the host university is not met, the module in question will be withdrawn and students will be required to select one of the remaining modules in its place. This provision may be varied if there is good cause.

§ 7 Organisation of the study programme

(1) The total duration of the required courses necessary for the successful completion of the study program is 470 teaching hours.

A total of 90 credits must be obtained to successfully complete the programme, whereby 1 credit equates to a workload of 25 hours. For this purpose, it is necessary to pass the compulsory modules. The contents of the modules offered in the study programme are set out in detail in the module handbook. The structure of the module handbook corresponds to the criteria in the catalogue of Quality Criteria for Teaching and Learning at Magdeburg-Stendal University of Applied Sciences. The modules, their recommended distribution across the semesters, the number and types of courses, the examinations that must be taken and the allocation of credits to the individual modules can be found in the Standard Curriculum and Examination Schedule contained in the appendix.

(2) As long as evidence has been provided that the requirements for admission to the given examination have been satisfactorily met, the module exams may be taken before the end of the semester indicated in the examination schedule.

(3) The Master's exam comprises module examinations taken during the programme and the Master's thesis with defence.

(4) It is possible to complete additional modules. §§ 6 and 25 provide further details on this.

§ 8 Types and forms of course

(1) Students are involved in shaping their teaching and learning processes and have scope to direct their studies themselves. This is, among other things, facilitated by a variety of types and forms of course.

(2) Courses can be offered in the form of lectures, seminar-style lectures, seminars, tutorials, colloquia, projects and study visits, and combinations thereof. Teaching on the study programme takes the form of international block seminars, local workshops and independent study phases. More specific details are given in the Standard Curriculum and Examination Schedule.

(3) Lectures convey fundamental technical knowledge, theory and methodology in a cohesive and systematic form.

(4) Seminar-style lectures systematically and cohesively convey fundamental technical, theoretical and methodological knowledge and are used to explore theoretical and practical questions.

(5) In seminars, students and professors work together to analyse and evaluate theoretical and practical issues. This may be done in a variety of forms (information presentations, disquisitions, developing hypotheses, discussions) and in groups. 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.

(6) Tutorials enable students to acquire fundamental methods and proficiencies. Tutorials may be held in the form of local workshops with national groups of students in the participating universities concerned. The purpose of local workshops is to introduce module topics or to present and discuss the results of project work and independent 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).

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

(8) In colloquia, students and professors engage in more thorough academic debate on selected issues.

(9) Study visits facilitate observation and information-gathering and direct contact with on-site practical work.

(10) Projects are used to develop skills for independent scientific work and for finding practical solutions to holistic problems. Projects are carried out in groups.

(11) Courses may be conducted on campus, online or in hybrid form.

(12) Provided that no regulations enacted by the participating universities require otherwise, there is no general obligation to attend classes in person. Wherever the type and content of a course means that a student's physical presence is required, this is indicated in the Standard Curriculum and Examination Schedule.

§ 9 Academic advice

The participating universities offer individual subject-specific and general study advice. This relates in particular to the progression of studies, applying individually for part-time studies, the choice of modules and problems that may lead to significantly exceeding the standard study duration.

§ 10 Individual study plans

(1) Individual study plans are possible in principle. The point of contact for students wishing to set up an individual study plan is the programme leader / subject advisor. Individual study plans are used to achieve the successful completion of the study programme within or in excess of the standard study duration.

(2) They are agreed with students who, in particular
1. due to a longer-lasting or chronic illness, disability, pregnancy, caring responsibilities or another personal reason, are unable to observe the semester requirements for the modules pursuant to the Standard Curriculum and Examination Schedule,
2. or who, in spite of fulfilling admission requirements, are lacking previous knowledge in one or more modules.
§§ 11 and 19 and the regulations of the participating universities concerning individual part-time study arrangements apply accordingly.

§ 11 Individual part-time studies

It is not possible to conclude an individual part-time study arrangement as this continuing education Master's degree is already designed as a part-time study programme.

II. Examination-Specific Provisions

§ 12 Board of Examiners

(1) A board of examiners, comprised of members from the participating universities, has been established in order to organise the examinations and carry out the tasks set out in these Study and Examination Regulations. In general, the board is made up of at least five members; one member of the faculty of each of the participating universities, one student representative and one external board member who holds a relevant academic qualification. The members of the board of examiners are elected by the relevant body in each of the participating universities. At Magdeburg-Stendal University of Applied

Sciences, this is the Departmental Council. The members of the board of examiners elect a chairperson and a deputy chairperson from among their number. The chairperson or the deputy chairperson must be a member of the group of professors. The student member is a non-voting board member and has no involvement in confidential examination issues. One deputy may be appointed for the student representative and the external board member, respectively.

Representatives of the participating universities may attend the board of examiners' meetings in a consultative capacity; § 12, para. (9) applies accordingly.

(2) The board of examiners ensures that examinations are carried out and that the provisions of these Study and Examination Regulations are adhered to. The board of examiners reports regularly to the departmental council about its activities and provides it and the programme leader with suggestions about the further development of the programme. In the process, emphasis should be placed on the achievability of the programme and in particular compliance with the standard study duration.

(3) The board of examiners makes its decision based on a majority vote. It is not permissible to abstain from voting. In the case of an even split, the chairperson or, when absent, his or her proxy, shall have the casting vote. The board of examiners constitutes a quorum 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 written consent 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. Re-election is possible.

(5) The essential matters for discussion and the decisions of the board are recorded in the minutes.

(6) In individual cases, the board of examiners may transfer specifically determined powers revocably to the chairperson. The chairperson prepares and executes the resolutions of the board of examiners, and regularly informs members about his or her activities.

(7) The members of the board of examiners have the right to participate as observers during examinations. This does not apply to advice on the assessment of examination performance.

(8) At the beginning of each semester, the board of examiners determines the examination schedule for the oral and written examinations.

(9) The members of the board of examiners are bound to maintain confidentiality. If they are not public service employees, members must make a pledge of secrecy to the chairperson.

§ 13 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. Professors and research assistants/adjunct professors, provided that they undertake teaching duties, teaching staff and persons experienced in professional practice and education are authorised and obliged to hold university examinations. People may only be appointed as examiners and/or assessors if they possess at least the qualification that is subject to examination or an equivalent qualification.

(2) University examinations and examinations/assessments during the programme which must be passed in order to continue the programme, must generally be evaluated by two examiners. Written final theses must be assessed by at least two examiners. Oral examinations are to be conducted by several examiners or by one examiner in the presence of one expert assessor. The expert does not have the right to pose questions or the right of appraisal of an examiner.

If, taking into consideration all those authorised to be examiners or assessors pursuant to paragraph 1, the board of examiners determines that because of additional undue burdens and in consideration of their normal professional responsibilities, it would be inappropriate to appoint them, or when two examiners are not available for the examination date in question, it may resolve that only one examiner should mark the written exam. This resolution must be communicated to the students when registering for the examination. This does not apply to written final theses.

(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 oral examinations and the Master's thesis. Their proposals shall not be binding.

(5) The examiners must carry out their duties independently.

(6) The examiners are normally the professors for the module in which the examination is to be taken, provided that they are duly authorised examiners pursuant to para. 1. Should this not be the case, the board of examiners shall specify the examiners and ensure that the students are notified in due time.

(7) § 12, para. 9 applies accordingly to examiners and assessors.

§ 14 Recognition of qualifications, crediting of knowledge and skills

(1) The participating universities pursue a recognition and crediting approach that seeks to foster student mobility. Recognition relates to periods of study and academic achievements / examinations from other domestic and foreign universities; crediting takes into account knowledge and skills obtained outside of higher education.

(2) Upon written application by the student, the board of examiners may decide to recognise prior periods of study, academic achievements and examination results. The decision regarding recognition takes place immediately after presentation of all necessary documents and information, and generally within four weeks.

(3) For recognition in connection with the commencement of a study programme, the application should be submitted to the board of examiners immediately after the beginning of the programme in order to ensure a timely start to the student's activities. For recognition in order to continue a study programme, the taking of examinations or, above all, after completion of a study semester abroad, it should be made as soon as possible after the necessary documents become available.

(4) It is the responsibility of the student making the application to provide sufficient information concerning the achievement(s) for which recognition is being sought. The participating universities reserve the right to request original documents and/or a sworn translation in order to verify the achievement.

(5) Achievements must be recognised provided that they do not differ significantly with regard to the skills and competences acquired in comparison with the assessments/examinations to be replaced.

In particular, there may be deemed to be a significant difference if the qualification for which recognition is sought does not include a competence required for successful

completion of the course of studies and whose absence might put that successful completion at risk. Important criteria for recognition are the requirements and qualification objectives of the subsequent programme of study. Rather than being based on a schematic comparison, a holistic consideration and assessment should be conducted. Conditional recognition is possible.

The burden of proof that there are significant differences in the competences acquired in comparison with the content/qualifications to be replaced lies with the board of examiners.

(6) For the recognition of periods of study and academic achievements / examinations attained outside of the area of application of the higher education laws of the German federal states, in addition, in the case of Magdeburg-Stendal University of Applied Sciences, the "Convention on the Recognition of Qualifications concerning Higher Education in the European Region" (Lisbon Convention), the equivalence agreements 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, plus agreements in the context of university partnerships must be taken into account.

(7) The recognition of an examination may be refused if for this examination an examination agreement already exists at one of the participating universities or an examination has been definitively failed.

(8) Recognised achievements for a module receive the relevant number of credits indicated in the Standard Study and Examination Schedule for this module.

(9) In the case of identical or directly comparable grading systems, the grade will be adopted in accordance with § 22. Grades from other scales will be converted.

For the conversion of grades, a comparison of the statistical grade distributions in accordance with the ECTS guidelines of the European Commission must be undertaken. If this method cannot be applied, the conversion must be undertaken using what is known as the Modified Bavarian Formula.

Recognised grades are included in the calculation of the overall grade pursuant to § 31 of these regulations.

Recognised, ungraded achievements in a module must be evaluated as "successfully completed" (ungraded). This also applies if the recognised achievement is graded, however the corresponding module at the participating universities is ungraded.

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

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

In total, knowledge and skills acquired outside of higher education may not replace more than 50% of the university course content.

Using the documentation submitted, the board must consider if, and to what extent, the content and level of the qualifications are equivalent to parts of the course of studies and thus if and to what extent they may replace them.

As a general rule there is no conversion of grades when crediting achievements. The modules thus credited will be assessed as being "successfully completed" (ungraded). Paragraphs 2, 3, 4, 5 and 8 apply accordingly.

(11) The type and scope of recognised achievements and credited skills and knowledge for a degree programme must be identified in the grade overview. In addition, qualifications obtained abroad and recognised and credited for a study programme must be identified in the Diploma Supplement

§ 15 Internship, vocational activity, practical study semester in Germany or abroad

The study programme does not include an internship semester.

§ 16 Study semester 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 handbook.

§ 17 Pre-examination assessments

In accordance with the Standard Curriculum and Examination Schedule, no pre-examination assessments need be undertaken.

§ 18 Types and forms of assessment

(1)   Types of assessment during the programme are:

1.   Oral examination (OE) (paragraph 3)
2.   Term paper (TP) (paragraph 4)
3.   Academic project (APr) (para. 5)
4.   Disquisition (Di) (paragraph 6)
5.   E-portfolio (EPF) (paragraph 7)
6.   Translation/Interpretation (T/I) (paragraph 8)

Assessments are generally graded in accordance with § 22. Exceptions, where necessary, are noted in the individual paragraphs or in the Standard Study and Examination Schedule. The type and scope of individual module examinations taken during the programme and/or the attendance certificates can be found in the Standard Curriculum and Examination Schedule appended to these regulations.

(2)   Examinations may be taken in person on campus or online. The form of examination must be announced by the lecturer in the first class of the module or at the latest 4 weeks before the date of the examination.

(3)   In an **oral examination**, students should be able to demonstrate a coherent knowledge of the subject area being examined and the capacity to understand complex issues relating to this subject.
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 grading 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)   A **term paper** requires an experimental, empirical or theoretical approach to a specific assignment from within the field of study. The assignment should be set in such a way that it can be completed within 4 to 8 weeks. Students are free to propose topics and tasks for their papers. These proposals are not legally binding. In appropriate cases the solutions developed may be presented orally in a form typically used in the professional field in question.

The completion time, even if there are several reasons for doing so, may only be extended by a maximum of half of the original time allowed.
An extension to the time allowed for completion may be granted:

1. in the event of the student suffering an illness that is confirmed by a doctor with a certificate of incapacity for the duration of the illness, although the maximum extension time allowed may not be exceeded,

2. once, in the event of extra burdens on the student proven by the KomPass pursuant to § 19, for a maximum of half of the original time allowed,

3. in individual cases for reasons for which the student is not responsible, however for a maximum of half of the original time allowed,

4. in the case of above-average burdens on the students due to other coursework/examinations, for a maximum of half the original time allowed.

Paragraph 9 applies accordingly.

(5) By working on a joint **academic project**, students must demonstrate their capacity to produce scientific work independently as well as to work in a team. Each individual's contribution to a project must be clearly demonstrated. Project results are presented and discussed in an appropriate form.

(6) A **disquisition** 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.
In general, the assignment should be set in such a way that it can be completed within a period of 3 to 6 weeks.

(7) An **E-portfolio** is a digital folder of assessments with which students can document, reflect upon and/or present the knowledge and skills acquired generally during one module. Portfolios help to encourage independent student work and personal development.

(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) If students are overburdened with other coursework/examinations, the length of time given to complete the assessment may be extended only once upon written application by up to one half. An attempt abandoned because of unduly long illness will not be counted towards the permissible number of repetitions. If the assessment is not submitted by the deadline without a reason acknowledged by the board of examiners, it shall be assessed as "insufficient" or "unsuccessfully completed". § 23 applies accordingly to any repeat attempt.

(10) 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.

(11) Group projects are also a permissible form of assessment. 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.

§ 19 Equality of opportunity, accommodations for disadvantage, statutory protection periods, possible compensations

(1)   If students are able to credibly demonstrate through a doctor's certificate or other suitable form of evidence that, due to a chronic disease or disability pursuant to § 3 of the German law concerning the equality of disabled people (Act on Equality for Persons with Disabilities - BGG) or equivalent legislation in the countries of the participating universities, or due to pregnancy, that they are unable to fully or partially complete their examination(s) in the prescribed manner or within the prescribed time frame, they must be granted an adequate and appropriate accommodation for their disadvantage. To this end, a written application to the board of examiners is required which, in the case of long-term impediments must usually be submitted at the beginning of a semester or immediately after the impediment is first experienced.

(2)   The protective provisions in accordance with the law on the protection of mothers at work, education and studies (Maternity Protection Act) and in accordance with the law on parental benefits and leave (Federal Parental Allowances and Parental Leave Act), parental leave periods as well as, in accordance with the Care Leave Act and in accordance with the Family Care Leave Act, periods for times of actual caring for a close relative must, when applying these Study and Examination Regulations and in particular when calculating deadlines, be taken into account appropriately and their use must be facilitated. The board of examiners must adjudicate based on the facts of the case.
During a leave of absence granted on the grounds of family responsibilities, students are free to continue with their studies and examinations. Upon written application to the board of examiners, the repetition of a failed examination during the leave of absence is admissible. These regulations apply to German students and shall be applied to students of other nationalities accordingly.

(3)   Accommodations should be made for students with caring duties. Students with caring duties include, in particular, those with children under the age of 12 and students undertaking caregiving for relatives or other close associates. Caring duties can be verified with the help of the pass for compensation of extra burdens (KomPass) or other suitable proof (e.g. certificates of birth, adoption or fostering, proof of caring duties from specialist medical personnel or care services).

(4)   For students in accordance with paragraphs 1 to 3, accommodations for disadvantages should be made available whilst retaining the content requirements of assessments. The Pass for Compensation of Extra Burdens (KomPass) and, where necessary, additional documents may be used as proof. This is covered in greater detail by the regulations governing the accommodation of extra burdens on students at Magdeburg Stendal University of Applied Sciences

§ 20 Public access to oral examinations

As long as they themselves are not registered to take the same examination, students who have yet to successfully complete the respective examination may, with the agreement of the examiner, be present at an oral exam as an observer (§ 18, para. 4). This does not extend to the counselling of students or the notification of their examination results. A student may apply to the examiner(s) to exclude observers in accordance with sentence 1 from his or her examination.

§ 21 Registration for examinations during the programme

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

(2)   Students are automatically registered for the examinations stipulated in the Standard Curriculum and Examination Schedule for the current programme semester. The possible forms of examination in each module are set out in the current version of the Standard Curriculum and Examination Schedule. Students who do not yet wish to sit this examination must announce their withdrawal by means of the form specified by the board of examiners no later than one week before the respective examination date. Paragraph 4 applies accordingly.

(3)   Notwithstanding paragraph 2, the students themselves must register for delayed or repeat examinations and examinations in compulsory elective or voluntary elective modules in the manner usual for the location.
If they wish to withdraw from an examination, this must be done no later than one week before the relevant date in the manner usual for the location.

(4)   If a student fails to sit the examination without having given notice of withdrawal, the exam shall be deemed to have been taken and failed.
In the event of withdrawal, the student is responsible for re-registering for the examination at a later date in the manner usual for the location.

(5)   In cases of non-compliance with the registration deadline, admission to the examination is not permitted unless the board of examiners decides otherwise in response to a written application by the student.

(6)   Registration and therefore admission to an examination must be refused if:

1.   the admission requirements are not met, or
2.   the student's documents are incomplete, or
3.   the examination has been definitively failed or is deemed to have been definitively failed.

The board of examiners will decide whether or not to admit the student. Pursuant to § 38, refusal of admission shall be communicated in writing.

§ 22 Assessment of examinations and grading policy

(1)   Each examination is evaluated and graded by the respective examiner. In the case of written examinations, the grade must generally be announced within four weeks of the examination being taken, taking data protection considerations into account.

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

Numerical grade	Classification	Description of performance
1	very good	an outstanding performance
2	good	a performance which is significantly above-average
3	satisfactory	performance which meets the average requirements
4	sufficient	a performance which, in spite of deficits, is considered to be sufficient

| 5 | insufficient | a performance which, because of substantial deficits, does not meet requirements |

For the sake of greater differentiation, individual numerical grades may be raised or lowered by 0.3, with the exception that the numerical grades 0.7, 4.3, 4.7 and 5.3 may not be awarded.

(3) An examination is considered to have been passed if it has been awarded a grade of "sufficient" If the examination is assessed by several examiners, the average of their numerical grades shall be used to determine the final numerical grade. In this case, deviating from the regulation stipulated in para. 2, the numerical grade awarded for the examination corresponds to the arithmetic average of the individual numerical grades awarded by the examiners, cut off after the first decimal place.
A non-graded exam has been passed successfully if it is awarded the result "successfully completed". If the non-graded exam is assessed by several examiners, it is deemed to have been passed if the majority award the grade of "successfully completed".

(4) A module examination is considered to have been passed when all required assessments have received a grade of at least "sufficient".
If a module examination comprises only one exam, the numerical grade for the module corresponds to the numerical grade awarded for the exam.
If a module examination comprises several assessments, notwithstanding the provision set out in paragraph 2, the numerical grade awarded for the module will correspond to the arithmetic average (if necessary weighted) of the individual numerical grades awarded by the examiners, cut off after the first decimal place.
The weightings assigned to the individual modules or examinations can be ascertained from the appended Standard Curriculum and Examination Schedule or in general derived from the relative share of credits.

(5) When arriving at a grade by means of averaging, only the first decimal place after the decimal point will be considered; all other decimals will be ignored without rounding.

Grading structure:

With an average numerical grade of	Classification
up to 1.5	very good
1.6 up to and including 2.5	good
2.6 up to and including 3.5	satisfactory
3.6 up to and including 4.0	sufficient
4.1 or below	insufficient

(6) 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.

§ 23 Repetition of examinations

(1) Examinations which do not receive a passing grade or are considered to have been failed can be repeated twice. First repetitions of an examination must be taken within 2 semesters of being notified of failing the exam via the online portal of the university. Second repetitions of an examination must be taken on the next available examination date after being notified of failing the first repetition of the exam via the online portal of the university. These deadlines do not apply if the student has been granted an extension for reasons that are beyond their control. §§ 21 and 22 apply accordingly for the registration and evaluation. If the time limit is not observed, the examination shall be deemed to have been definitively failed. § 31 para. 4 applies accordingly.

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

(3) The third 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 second repetition.

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

(5) § 22 applies accordingly for the evaluation of a successfully completed repetition of an examination.

(6) Unsuccessful attempts at passing an exam from the same or a comparable course of studies at another university within the scope of application of the Basic Law should be counted towards the number of repetitions.

(7) The repetition of an examination that has already been passed is inadmissible.

§ 24 Free attempt

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

§ 25 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 from continuing education Master's study programmes at the participating universities. This must be agreed in writing before the start of the modules with the leaders of the programmes concerned.

(2) The results of supplementary examinations can be included in academic transcripts or certificates upon application by the student. The results of supplementary examinations are not taken into consideration when calculating average numerical grades and when determining the cumulative numerical grade.

(3) The completion of additional modules is possible subject to the availability of free capacities and must be agreed before the start of a module with the leader of the programme concerned. A fee must be paid for additional examinations if the selected module forms part of a study programme from the range of continuing education courses offered by Magdeburg-Stendal University of Applied Sciences. Details can be found in the Study

and Examination Regulations and the statute concerning the levying of fees for participation in the respective study programme. The tuition fee must be paid before the beginning of the module on the basis of a notification.

III. Master's Degree

§ 26 Specification of the Master's thesis topic

(1) The Master's thesis is an independent academic research paper which is to be submitted in writing and defended orally. 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 be suited to the purpose of the examination as well as the time allowed for completion.
The topic for the Master's thesis must be specified with sufficient time for it to be finished and defended within the standard study duration.
The Master's thesis must be written in English. Only upon application to the board of examiners or the course leader and with their approval is it permissible to complete the thesis in another language. An application will not result in any legal entitlement.

(2) Students should be given the opportunity to make suggestions for the topic and task assignment of the Master's thesis. Whenever possible, a student's suggestion should be accommodated. The suggestion shall not be legally binding. Upon application, the board of examiners will assist students in finding a topic.

(3) The topic is set by the first examiner in agreement with the student, generally at the beginning of the 5th semester. The second examiner is appointed once the topic has been set. During the writing of their theses, students are supervised by their first examiner. Details of the topic, the examiners and the time allowed for completion must be put on official record.

(4) The Master's thesis topic can be determined by any academically qualified member of 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. 13, paragraph 1, other examiners or assessors may also be chosen. In this case, the second examiner must generally be an academically qualified member of one of the participating universities and belong to the programme's regular teaching staff. The board of examiners will rule on individual exceptional cases.

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

(6) The topic, task assignment and scope of the Master's thesis should be kept within suitable limits so that it can be completed within the set time frame. The completion time for the Master's thesis is 20 weeks.
Even if there are several reasons for doing so, the completion time may only be extended by a maximum of 10 weeks.
An extension to the time allowed for completion may be granted:

1. in the event of the student suffering an illness that is confirmed by a doctor with a certificate of incapacity for the duration of the illness, and for a maximum of 10 weeks,

2.	in individual cases in the event of a particular burden on the student as evidenced by the KomPass or possibly by other documents in accordance with § 19, and for a maximum of 10 weeks,

3.	on an individual basis and with the written approval of the first examiner for reasons beyond the student's control, for a maximum of 10 weeks.

The written application for an extension to the completion time must be made to the board of examiners by the student by no later than the expiry of the original completion time.
An attempt abandoned because of unduly long illness will not be counted towards the permissible number of repetitions.
Pursuant to sentence 2, the topic can only be returned once and only within the first third of the completion period.
The new topic for the Bachelor's thesis will be issued in a reasonable time frame, generally within three months.

§ 27 Registration and approval to write the Master's thesis, deadlines

(1)	Students must register in writing with the board of examiners to write their Master's thesis. The following must be appended to the registration:
-	a topic proposal,
-	the names of the examiners and their confirmation signatures
-	if necessary, an application for permission to write a group thesis
-	where necessary, an application to hold the defence in private if secrecy is required.
The board of examiners shall decide whether or not to admit a student to write their Master's thesis.

(2)	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 study programme at one of the participating universities and have successfully passed the module examinations of the Master's exam, and who can also demonstrate having accumulated at least 55 credits. The board of examiners will rule on individual exceptional cases.

(3)	Students must register to write their Master's thesis at the latest by the fifth semester of their studies.

§ 28 Submission and appraisal of the Master's thesis

(1)	Upon submission of a Master's thesis, a student must guarantee in writing that their thesis – or their identified section in the case of a group thesis – has been written individually, that no other sources or aids have been used other than those cited, and that the thesis has not previously been assessed on another Master's degree programme as a Master's thesis.

(2)	The Master's thesis must be submitted within the specified time frame in digital form; the conditions specified by the board of examiners for digital submission must be adhered to. The date and time of submission must be put on official record. Moreover, the Master's thesis must be transmitted within the specified deadline by email or via an equivalent digital service to the examiners and all programme leaders.
If the Master's thesis is to be archived or published, then the rules and practices of the respective participating university must be followed. In particular, the students must deliver one or more identical bound copies of their Master's thesis if this is required by the respective participating university.

If the Master's thesis is not submitted in due time without a reason accepted by the board of examiners, it shall be graded as "insufficient". § 30 applies accordingly to any repeat attempt.

(3) The Master's thesis must be reviewed and graded by 2 examiners. The outcome of their assessment of the Master's thesis should be available within four weeks from the date on which it is submitted. § 22 applies accordingly.

(4) 30 credits will be awarded for successful completion of the Master's thesis and defence.

(5) 75 % of the module grade will be made up of the grade from the Master's thesis and 25 % from the grade awarded for the defence.

§ 29 Master's thesis defence

(1) With the defence of the Master's thesis, students should be able to demonstrate that they are capable of defending the results of an independent scientific work in an academic debate within their chosen field of studies.

(2) Admission to the defence of the Master's thesis is conditional upon passing all module examinations and the Master's thesis being assessed by the examiners with a grade of at least "sufficient".

(3) The examiners will hold the defence of the Master's thesis as an individual or group examination. The defence may take the form of a video-conference or it may be carried out as part of a subject-specific conference. The board of examiners can appoint additional examiners. If it is not possible to arrange for both examiners to be present, one of the examiners may be replaced by an additional examiner. In general, the length of the defence for each student is 30 minutes and no longer than 45 minutes. § 22 applies accordingly to the assessment of the defence.

(4) The essential points of the examination and its grading 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.

(5) The defence is deemed to have been successfully completed if the examiners award it a minimum grade of "sufficient". In the case of a grade of "insufficient" the defence may be repeated in accordance with the provisions of § 30. Furthermore, § 28 paragraphs 4 and 5 apply accordingly.

§ 30 Repetition of the Master's thesis and defence

(1) The Master's thesis may, if it has been graded "insufficient" or is deemed to have been graded "insufficient", be repeated once, with the new topic being specified within 12 months.

(2) If a Master's thesis is repeated, it is only permitted to return a topic if no use was made of this possibility the first time. The new topic for the Bachelor's thesis will be issued in a reasonable time frame, generally within three months.

(3) A second repetition is inadmissible.

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

(5) The Master's thesis defence may be repeated once if it has received a grade of "insufficient" or is deemed to have been graded "insufficient". The repeat attempt must generally be undertaken within 4 weeks.

(6) A second repetition of the Master's thesis defence is inadmissible.

(7) Repetition of a successfully completed defence is not permitted.

§ 31 Cumulative Master's examination result

(1) The Master's examination is considered to have been taken successfully when all compulsory and compulsory elective module examinations and the Master's thesis *and defence* 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 set out in § 22, paragraph 2, the overall grade achieved for the Master's exam 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 defence. § 22 para. 5 applies accordingly.
The weightings assigned to 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 overall grade achieved is better than 1.3, then the overall classification

"passed with distinction"

will be awarded.

(4) A Master's exam is irrevocably failed when a module exam or the Master's thesis and defence receive a grade of "insufficient" or are deemed to have been graded "insufficient" and no further repetitions are permitted.

(5) The overall grade will be provided with a grade distribution scale for the relative classification of the overall grade in accordance with the provisions of the ECTS Guidelines 2015.

§ 32 Academic transcripts and certificates

(1) An academic transcript must be completed without delay, if possible within four weeks of the Master's examination having been passed. The transcript contains the modules and corresponding module grades and 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 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) Students will receive a "diploma supplement" together with the transcript.

(3) If the Master's exam 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 exam must be furnished with instructions on the right to appeal.

(4)   If students 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.

§ 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-Stendal University of Applied Sciences, 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 the participating universities.

IV. Closing provisions

§ 34 Access to examination files, archiving of examinations

(1)   Following completion of each module exam and the Master's thesis with defence and in each case within a cut-off period of three months from notification of the results, students may, upon written application, be granted access to the written exams, corresponding examiners' assessments, and the examination records. Periods of time when classes are out of session shall be disregarded in this connection.

(2)   Assessments in accordance with §18 must be stored in accordance with the regulations of the participating universities. (2)   Assessments in accordance with § 18 must be held in the department for one year and may then be disposed of in compliance with data protection regulations. Final theses must also be held in the department for one year. Afterwards, one copy must be consigned to the archive for permanent storage. Study and examination related proofs (performance records, lists of grades, exam records) must be retained in the department for 10 years. Afterwards, or possibly before 10 years have elapsed, these must be consigned to the archive.

§ 35 Non-attendance, withdrawal, cheating, breach of regulations

(1)   An examination taken during the programme is to be assessed as "insufficient" / "not successfully completed" or shall be deemed to have been assessed as "insufficient" / "not successfully completed" if, without a valid reason, the student
-       does not attend on a compulsory examination date
-       withdraws from the examination after it has already begun,
-       does not retake an examination within the established time frame.

(2)   The justifications claimed for any withdrawal or non-attendance must be notified to the board of examiners immediately in writing and credibly substantiated. Otherwise, the assessment must be graded as "insufficient" / "not successfully completed". In case of illness, a doctor's certificate must be provided as confirmation of the student's inability to sit the examination. In cases of doubt, this must be a public medical officer's certificate. Illness suffered by one of the children for whose care a student is responsible, shall be considered to be the equivalent of an illness suffered by the student, as far as compliance with the deadlines for the first registration for an examination, the repetition of examinations, the reasons for missing examinations and compliance with the time allowed for working on theses are concerned. Unless the board of examiners resolves otherwise,

upon recognition of the reasons for non-attendance or withdrawal, the exam must be taken on the next regular examination date.

(3)   If the student attempts to influence the result of an examination by cheating or the use of unauthorised aids, the examination concerned should be assessed as "insufficient" / "not successfully completed" or the examination concerned should be deemed to have been assessed as "insufficient" / "not successfully completed". Examiners and invigilators are authorised to exclude from further participation in the exam any student who disrupts its orderly conduct. If this is the case, the examination will be assessed as "insufficient" / "not successfully completed". In serious cases of cheating or disruption, 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)   If a student does not provide sufficient reason for not having respected the submission deadline for an assessment it will be deemed to have been graded as "insufficient" / "not successfully completed". Paragraph 2 applies accordingly.

(5)   Boards of examiners are entitled to require and take a sworn statement from a student that an assessment has been completed by them independently and without impermissible outside help and taking into account the general principles of good academic practice. In case of infringements, the assessment concerned must be awarded a grade of "insufficient" / "not successfully completed" or it shall be deemed to have been awarded a grade of "insufficient" / "not successfully completed". In serious cases, the board of examiners may exclude the student from taking further examinations and/or initiate further legal action.

§ 36 Invalidity of examinations

(1)   In the event of a student cheating in an exam, and this becoming 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 an 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 rectified if the examination was completed successfully. In the case of a student gaining admission by committing a deliberate breach, the board of examiners, taking into consideration relevant legal regulations, will decide as to the retraction of unlawful administrative acts.

(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 in accordance with § 32. Once a period of five years has elapsed from the date the transcript is issued, a decision pursuant to paragraphs 1 and 2 is thereafter excluded.

§ 37 Decisions, appeal procedure

(1)   All decisions made in accordance with these Study and Examination Regulations and which constitute an administrative act are to be justified in writing and furnished with instructions on appeal in compliance with § 41 of the Administrative Procedures Act ((VwVfG) or the corresponding national regulations. An appeal can be made to the board of examiners within one month of having received the decision.

(2)   The board of examiners will rule upon the validity of the appeal. In the event that the appeal involves a grade, the board of examiners will send the appeal to the examiner or

examiners concerned for review. If the assessment is amended pursuant to the appeal, the board of examiners shall uphold the appeal. Otherwise, the board of examiners only reviews the decision in terms of

1. whether or not the exam procedures were properly conducted,
2. whether or not the examiner relied on unfounded facts or circumstances,
3. whether or not the 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 grant the appeal, it will be forwarded for a decision to the responsible body at the university at which the student is enrolled. In the case of Magdeburg-Stendal University of Applied Sciences, this is the Dean of the department.

(3) A decision as to the validity of the appeal will be made within a period of one month.

§ 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, examination deadlines and the results, will be made known university-wide in the institution's customary manner. In so doing, data protection regulations will be observed.

§ 39 Transitional regulations

These Study and Examination Regulations apply to all students beginning their studies from the winter semester of the 2024/25 academic year.

§ 40 Entry into force

The entry into force of these study and examination regulations is dependent upon written declarations of approval being issued 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 Magdeburg-Stendal University of Applied Sciences.

Issued pursuant to the resolutions of the Department of Social Work, Health and Media departmental council dated 24.01.2024 and the Magdeburg Stendal University of Applied Sciences senate dated 14.02.2024.

Magdeburg, 27.02.2024

The Rector

Abbreviations of the examination schedule:

T/C = type of course

h   = hours of instruction (on-campus time)

T/A = type of assessment

C   = credits

B   = international block seminar

W   = local workshop

IS   = independent study

OE   = oral examination

TP   = term paper

AP   = academic project

Di   = disquisition

EPF = e-portfolio

T/I   = translation/interpretation

MT   = Master's thesis

De   = defence

,   = and (for example B, W = international block seminar and local workshop)

Annex 1

Standard Curriculum and Examination Schedule

Compulsory and compulsory elective modules		1st semester				2nd semester				3rd semester				4th semester				5th semester				Σ
		T/C	h	T/A	C	T/C	h	T/A	C	T/C	h	T/A	C	T/C	h	T/A	C	T/C	h	T/A	C	C
1.1	Similarity and Diversity in European Sign Languages	B, W	70	TP, OE	5																	
1.2	Similarity and Diversity in European Deaf Communities	B, W	30	AP	5																	
1.3	Personal Development and Academic Skills	B, W	30	EPF	5																	
2.1	Introducing International Sign					B, W	50	TP, OE	5													
2.2	Interpreting and Translation Studies					B, W	60	TP	10													
3.1	Translating Between International Sign and English									B, W	50	EPF, T/I	5									
3.2	Developing the Profession									B, W	60	AP	10									
4.1	Interpreting Between International Sign and English *													B, W	60	T/I	5					
4.2	Research Methods: Sign Language Interpreting and Translation as Profession and Performance													B, W	60	TP, Di	10					
5.1	Master's Thesis																	IS		MT, De	30	
	Σ Compulsory and Compulsory Elective Modules		**130**		**15**		**110**		**15**		**110**		**15**		**120**		**15**				**30**	**90**

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End of translation

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

Michael Lorenz, sworn translator for the English and Russian language

Magdeburg, 5 April 2024

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 (GBBl. 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**

(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

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

		Germany	Finland	United Kingdom	
FAIL	**Insufficient**	5.0	1-	0	F
		5.0	1-	5	F
		5.0	1-	10	F
		5.0	1-	15	F
		5.0	1-	20	F
		5.0	1-	25	F
		5.0	1-	30	E
		5.0	1-	35	E
		5.0	1-	40	D
		5.0	1-	45	D
PASS	**sufficient**	4.0	1	50	C
		3.9	1	52	C
		3.8	1	52	C
		3.7	2	52	C
		3.6	2	55	C
	satisfactory	3.5	2	55	C
		3.4	2	55	C
		3.3	2	55	C
		3.2	2	58	C
		3.1	2	58	C
		3.0	2	58	C
		2.9	3	60	C
		2.8	3	60	C
		2.7	3	60	B
		2.6	3	62	B
	good	2.5	3	62	B
		2.4	3	62	B
		2.3	3	62	B
		2.2	4	65	B
		2.1	4	65	B
		2.0	4	65	B
		1.9	4	68	B
		1.8	4	68	B
		1.7	4	68	B
		1.6	5	68	B
	Very good	1.5	5	68	B
		1.4	5	68	B
Distinction (better than 1.3		**1.3**	**5**	**70- 79**	**A**
		1.2	**5**	**80- 89**	**A**
		1.1	**5**	**90 -99**	**A**
		1.0	**5**	**100**	**A**

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	United Kingdom	
FAIL	insufficient	5.0	1-	0-49	D-F
PASS	sufficient	4.0	1	50	C
		3.7	2	52	C
	satisfactory	3.3	2	55	C
		3.0	2	58	C
		2.7	3	60	B
	Good	2.3	3	62	B
		2.0	4	65	B
		1.7	4	68	B
DISTINCTION (better than 1.3)	Very good	1.3	5	70	A
		1.0	5	100	A

The marking conversion table reflects EUMASLI and individual university regulations.

As stipulated in the EUMASLI exam regulations §22 (5), the German marking system will be used as the basis for provision of all marks, i.e. all assessments will be given a German mark first, which will then be translated into a Finnish mark and a UK mark according to the prepared table. All calculations of marks for final course results and eventually programme results will also be based on the German system, i.e. the average will be calculated on the basis of German marks only and then translated into Finnish and UK systems; no averages will be calculated based on Finnish or UK marks.

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

Where averages are calculated, for example at the end of a module with more than one assessment, please use the more detailed conversion table (Table B) 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 §31; 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.