UNIVERSITY OF WOLVERHAMPTON

Course Specification

Published Date:	10-Jun-2026
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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Social Science, Humanities and Creative Industries		
Course Code(s):	DI007P31UM	Part-time	1 Years
Course Title:	Postgraduate Certificate Interpreting		
Hierarchy of Awards:	Postgraduate Certificate Interpreting University Statement of Credit Interpreting		
Language of Study:	English		
Date of DAG approval:	14/Sep/2026		
Last Review:			
Course Specification valid from:	2025/6		
Course Specification valid to:			

Academic Staff

Course Leader:	Dr Christopher Stone
Head of Department:	

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Standard Provision (Not delivered in partnership)
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

- A first or second class (2:2 or above) Undergraduate Honours Degree from a UK university or overseas equivalent, or a professional qualification and/or experience considered to be equivalent to the above;
- A reference from a tutor who has supervised the applicant's undergraduate studies and/or employer or equivalent experience (volunteering).
- NVQ level 6/C1 fluency in BSL.
- And/or NVQ level 6/C1 fluency in English.

Students may apply for recognition of prior learning (RPL) subject to the guidelines set out in the RPL Handbook. RPL includes accreditation of prior certificated learning and /or accreditation of prior experiential learning.

Applications are also welcome from individuals who do not possess the above academic qualifications, but who have significant interpreting or translation experience and are able to demonstrate previous non-certificated learning equivalent to the above. In such cases, admission to the programme will be based on an evaluation of the applicant's ability to continue to benefit from and achieve the award. Applicants may be required to attend an interview.

International applicants with an equivalent of a 2:2 or above honours degree in Interpreting of their national sign language and spoken language with either English or BSL at NVQ level 6 / C1 fluency and C1 fluency in their native sign language, may be accepted on the course. In such cases, admission to the programme will be based on an evaluation of the applicant's ability to continue to benefit from and achieve the award. Applicants may be required to attend an interview.

Distinctive Features of the Course:

- A first or second class (2:2 or above) Undergraduate Honours Degree from a UK university or overseas equivalent, or a professional qualification and/or experience considered to be equivalent to the above;
- A reference from a tutor who has supervised the applicant's undergraduate studies and/or employer or equivalent experience (volunteering).
- NVQ level 6/C1 fluency in BSL.
- And/or NVQ level 6/C1 fluency in English.

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Educational Aims of the Course:

Intakes:

September

January

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be

published on the University website.

Year	Status	Mode	Amount
2022/3	H	Part Time	£3077.00
2023/4	H	Part Time	£3230.00
2024/5	H	Part Time	£3392.00
2025/6	H	Part Time	£3497.00
2026/7	H	Part Time	£

PSRB:

None

Course Structure:

January (Part-time)

Students study one module per semester.

Module	Title	Credits	Period	Type	
Option Group 02 | Min Value: 30 | Max Value: 30 Any combination of two modules can be used to create a Postgraduate Certificate. However, to be eligible for registration with NRCPD, you must complete one of the following combinations: *Hearing Students: Conference Interpreting AND Healthcare Interpreting OR Legal Interpreting. *Deaf Students: Healthcare Interpreting AND Legal Interpreting.					
7DI003	Legal Interpreting	30	SEM2	Core/Option	Minna Kantonen
7DI004	Conference Interpreting	30	SEM2	Core/Option	Minna Kantonen

January (Part-time)

Students study one module per semester.

Module	Title	Credits	Period	Type	
Option Group 01 | Min Value: 30 | Max Value: 30					
Any combination of two modules can be used to create a Postgraduate Certificate. However, to be eligible for registration with NRCPD, you must complete one of the following combinations: *Hearing Students: Conference Interpreting AND Healthcare Interpreting OR Legal Interpreting. *Deaf Students: Healthcare Interpreting AND Legal Interpreting.					
7DI001	Translanguaging	30	SEM1	Core/Option	Sandra Pratt
7DI002	Healthcare Interpreting	30	SEM1	Core/Option	Thaisa Hughes

September (Part-time)

Students study one module per semester.

Module	Title	Credits	Period	Type	
Option Group 01 | Min Value: 30 | Max Value: 30					
Any combination of two modules can be used to create a Postgraduate Certificate. However, to be eligible for registration with NRCPD, you must complete one of the following combinations: *Hearing Students: Conference Interpreting AND Healthcare Interpreting OR Legal Interpreting. *Deaf Students: Healthcare Interpreting AND Legal Interpreting.					
7DI001	Translanguaging	30	SEM1	Core/Option	Sandra Pratt
7DI002	Healthcare Interpreting	30	SEM1	Core/Option	Thaisa Hughes
Option Group 02 | Min Value: 30 | Max Value: 30					
7DI003	Legal Interpreting	30	SEM2	Core/Option	Minna Kantonen
7DI004	Conference Interpreting	30	SEM2	Core/Option	Minna Kantonen

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Regulations Exemption:

N/A

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act 2010: guidance - GOV.UK

Apprenticeship Standard

PSRB requirements – demonstrate the national occupational standards:

CEFR – Sign language descriptors (C1, C2);

The **National Occupational Standards** including: Language (CFALANG 2.6, CFALANG 2.7); Intercultural working (INSIWS001); Translation (PTra1, PTRa2, PTra 3, PTra4); Interpreting (CFAINT1, CFAINT2, CFAINT4, CFAINT5, CFAINT6, CFAINT7, CAFINT9); and

ISO 13611:2024 Interpreting – Guidelines for community interpreting; ISO 21998:2020 Interpreting services — Healthcare interpreting — Requirements and recommendations, ISO 20228: Interpreting services — Legal interpreting — Requirements, ISO 23155:2022 Interpreting Services – Conference interpreting, requirements and recommendations; ISO 24019:2022Simultaneous interpreting delivery platforms — Requirements and recommendations

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
PGCERT01 Demonstrate in-depth knowledge and practical and/or professional skills in Translation and Interpreting in line with national occupational standards (Knowing)	
PGCERT02 Recognise and apply current theories, concepts and insights informed by Translation and Interpreting Studies and professional practice. (Knowing)	
PGCERT03 Communicate effectively and make informed decisions on complex translation and interpreting issues clearly to all relevant stakeholders. (Doing)	
PGCERT04 Demonstrate self-direction and originality by acting autonomously in planning and executing tasks as a professional translator and/or interpreter. (Doing)	
PGCERT05 Competently identify and reflect various study methods to improve your own translation and/or interpreting practice. (Being)	
PGCERT06 Engaging in continuous professional development to identify future goals and plan for future readiness. (Being)	

Teaching, Learning & Assessment Strategy/(Learning and Teaching):

Learning and teaching on the PG Cert Interpreting combine theoretical input with applied, practice informed approaches, supporting you to develop both academic understanding and professional insight. Modules are structured to build on foundational knowledge before progressively engaging with more complex concepts and a range of interpreting contexts as well as going on to conduct independent research. You are also supported to develop interpreting/translation, academic, digital, and research skills.

Collaboration and peer learning are encouraged, particularly through group tasks and discussion-based learning. The teaching approach promotes reflective practice, autonomy, and confidence, preparing you to operate effectively as a postgraduate learner and professional interpreter.

The course is delivered with a combination of, predominantly, face to face classes with a few sessions being delivered online. Students will be made aware of which weeks they are required to be on campus and which weeks they will be accessing sessions online.

The synchronous face to face and online sessions are complemented by online resources and asynchronous tasks which are designed to aid students in applying their new knowledge to their interpreting practice.

*NB Students are required to be on campus for face-to-face classes, there will not be an online option to join these sessions.

Assessment Methods/Assessments:

The PG Cert Interpreting has a range of assessment types, guided by the requirements of the professional body, and includes simulated live interpreting assignments, critical reflective analyses of these assignments as well as essays, presentations and ultimately a dissertation.

Formative assessment opportunities are built into modules, enabling you to practise key skills and receive feedback before submitting summative work. Feedback is timely, constructive, and clearly linked to assessment criteria, supporting you to understand expectations and improve your performance.

Many tasks are closely aligned with professional interpreting practice, encouraging you to apply theory to semi-authentic scenarios and to articulate justified decision-making.

Inclusivity is embedded through clear guidance, transparent marking criteria, and flexibility in assessment focus. Where appropriate, you are given choice in topics or case studies, enabling them to tailor assessments to their interests and professional goals.

Further Information for Student:

Whatever your background you will become part of a student community, and you can meet and discover who your fellow students are and what experience they might bring into the course. You can bring your own experience and subject knowledge into discussions and assignments during each module which also enhances variety and depth of discussion.

The course has been designed to support your transition into postgraduate-level study, recognising that students may come from a range of academic, professional, and cultural backgrounds. Modules provide structured opportunities to revisit and extend core academic skills such as critical reading, reflective writing, and analytical thinking, ensuring that you gain confidence in working at Level 7.

Academic expectations are made explicit from the outset. Teaching staff provide you with clear guidance on assessment criteria, academic conventions, and professional standards relevant to interpreting and translation studies in English and British Sign language. You are made aware of the plethora of resources available via the university Skills for Learning team to support their study skills.

Early formative simulated assignments and critical analyses allow you to practise key skills and receive constructive feedback before undertaking major summative assessments, to help build confidence.

Student feedback is highly valued and used to continually improve the course and your experience. There are both formal and informal routes to offer feedback and we respond to this either with immediate implementation or for future delivery depending on the specific feedback. You can feedback individually or, if you prefer, through a student representative who represents the group and can feed into our course management meetings.

The University provides a wide range of academic and pastoral support to help students succeed in their studies and personal development. This includes access to the Library and Skills for Learning service and tailored advice from the Careers and Enterprise teams. Students also benefit from 24/7 wellbeing support through WLV Student Life Connect, pastoral care via the Multi-faith Chaplaincy, and assistance from the Mental Health and Wellbeing team. Those living in university accommodation have additional access to Residential Life support, and all students can engage with the Students' Union for advocacy, societies, and further peer-led services.

Currency:

Your course is kept up to date through regular review of module content to reflect current research, professional standards, and developments in interpreting and translation practice. Teaching is informed by the latest scholarship in Interpreting Studies and Deaf Studies, and by the fact that teaching staff are research-active in these fields, contributing directly to academic and professional knowledge through their own research and publications.

The programme responds actively to changes in professional interpreting contexts, including technological, societal, and policy developments that affect interpreting work. Strong links with the Association of Sign Language Interpreters (ASLI), Deaf organisations, and placement partners across the UK help ensure that teaching remains closely aligned with current professional expectations and workplace realities.

Interdisciplinary perspectives are incorporated where interpreting intersects with healthcare, legal, educational, and community settings, ensuring the curriculum reflects real-world practice. A strong emphasis on translanguaging, discourse analysis, intercultural competence, and reflective practice ensures the course remains relevant to the multilingual and multicultural nature of contemporary Deaf and hearing communities.

Together, these approaches ensure that your learning is informed by current research, active professional practice, and emerging debates, supporting your development as a responsive and future-focused interpreting professional.

Personalisation Opportunities:

Across modules, you are encouraged to draw on your own linguistic repertoires, interpreting experiences, and experience of professional contexts when engaging with theory, discussion, and assessment tasks.

There are opportunities for you to conduct interpreting roleplays/simulations using the topic of their choice withing the parameters of the specific module topics. You will engage in frequent discussions with you peers which allow you to hear their lived experience.

Tutors actively value diverse perspectives, particularly those shaped by Deaf, signing, multilingual, and intercultural experiences. You are encouraged to reflect critically on your positionality and professional identity, and to shape your learning journey through ongoing discussions with tutors and peers. Academic guidance supports students in making informed decisions that connect their learning to future employment, professional registration, or further study.

Employability in the Curriculum/Employability and Professional Development:

Modules are closely aligned with professional interpreting standards and ethical frameworks, specifically those of the NRCPD, supporting you to develop practice that meets sector expectations.

You will engage critically with professional roles, responsibilities, and decision-making across a range of interpreting contexts. Assessment tasks and learning activities reflect real-world interpreting challenges, helping you to build confidence and credibility as emerging senior practitioners. Within sessions you will encounter professionals from a range of associated professions, allowing you to gain insight into interprofessional practice.

Opportunities for reflection are embedded throughout the course, enabling you to identify strengths, address development needs, and plan your career trajectory.

Academic staff bring professional practice and research expertise into their teaching. By the end of the course, you will have developed practical and analytical skills, alongside a strong ethical framework, and a clear understanding of the professional context of interpreting and translation, supporting their transition into practitioner roles or further academic study.

Digital fluency is embedded across the course. You will use digital tools for taught sessions, research, collaboration, and analysis, and you will learn to navigate the ethical use of technologies—including responsible use of AI, data security, and digital communication—reflecting the professional requirements for working translators and interpreters.

