



HUMANISTINEN
AMMATTIKORKEAKOULU

**Degree Programme in Sign Language
Interpreting**

SYLLABUS

2013–2018

HUMAK UNIVERSITY OF APPLIED SCIENCES

Bachelor of Humanities, Sign Language

Interpreter

Degree Programme in Sign Language Interpreting

240 ECTS / 4 years

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OBJECTIVES OF THE PROGRAMME

The aim of the training programme is to train community and educational interpreters and translators for specialized work in interpreting, translation, human interaction, and communication. The professional competence of sign language interpreters is based on proficiency in the working languages, extensive general knowledge, professional ethics, familiarity with the interpreting process, and knowledge in the special characteristics of sign language and Finnish culture. The tasks of sign language interpreters can include interpreting and translation between two languages (Finnish sign language and Finnish language); translation within one language (from Finnish into Finnish; e.g. typing interpretation); transmitting monolingual information through various communication methods; and teaching sign language.

The aim of the programme is to train interpreters to provide interpreting services in all situations that people encounter in their work, studies, and leisure time. Sign language interpreters are needed in translating various kinds of Finnish materials such as movies, TV programmes, documents, reports, books, and instructions into sign language. Interpreting services facilitate the actualization of the linguistic rights of persons using sign language as their first language and their equal participation in society.

More detailed descriptions of the competence objectives of each study module can be found in this syllabus under the relevant study unit description.

The aim of the degree programme is to achieve the level of interpreting competence described in the table below (Table 1).

Table 1. Professional competences in interpreting.

<p>PROFESSIONAL SKILLS OF INTERPRETERS</p> <p>The student:</p> <ul style="list-style-type: none"> • has adopted the principles of high-quality interpreting and translation, and can follow them in their own work; • can analyse assignments and their own professional skills, and apply their own experiences in developing their professional skills; • understands the tasks of an interpreter in various assignments; • can work as an entrepreneur in the interpreting and translation sector; • is familiar with and properly integrated into the interpreting service system; • can act in different work communities and with customers in a professional manner and in accordance with professional ethics; • can assess and manage the workload and make firmly-grounded choices with regard to coping well in their work.
<p>INTERPRETING SKILLS AND PROFICIENCY IN THE WORKING LANGUAGES</p> <p>The student:</p> <ul style="list-style-type: none"> • can analyse interpreting and translation assignments as a whole; • is familiar with the central theoretical and practical starting points of interpreting, translation, and terminology work and is able to apply them in their work as an interpreter; • can apply interpreting methods in a manner required by the assignment; • can react quickly and make professionally sound decisions under pressure; • can apply the techniques central to the work of an interpreter; • can use technical tools central to the work of an interpreter, and can easily adopt new technical solutions; • is fluent in their working languages, and familiar with the communication methods used by their clients in accordance with the task requirements;

<ul style="list-style-type: none"> • can use variations and conventions of their working languages as necessitated by the assignment.
<p>COMMUNICATION AND INTERACTION SKILLS</p> <p>The student:</p> <ul style="list-style-type: none"> • understands the central factors relating to successful interaction and various communication situations; • can act in multilingual interaction situations and assume responsibility for the success of the communication; • understands the special characteristics of institutional interaction, and can act as appropriate to the context.
<p>CULTURAL AND OPERATING ENVIRONMENT SKILLS</p> <p>The student:</p> <ul style="list-style-type: none"> • is familiar with the central operating environments relating to interpreting; • understands the cultural factors relating to each situation, and can accommodate them in their work; • understands the differences between various cultures and linguistic areas and resolve problems arising from them in interpreting and translation; • recognizes interaction problems arising from cultural and status disparities and can resolve them appropriately, confidently and professionally.

CONTENT AND STRUCTURE OF STUDIES

The first-year studies will start with common multidisciplinary studies offered by Humak. The aim of the common studies is to introduce students to Humak pedagogy and training through group-based teaching, and to prepare them for multidisciplinary working implemented between various training programmes. In the first year, the main focus of the studies is on the basics of Finnish sign language and the Finnish language. The aim is for students to learn the basics of Finnish sign language and acquire the basic Finnish language skills.

The second-year curriculum is designed to improve students' proficiency in Finnish sign language, and includes a larger proportion of translation and interpreting studies. The actual interpreting studies will start in the third year because it requires an excellent command of the basics of Finnish sign language. International exchange studies should preferably be completed during the autumn term of the second year. The first and second year studies are organized mainly on the campus of the regional unit.

In the third year, students will study interpreting and translation and begin their thesis-related studies. In addition, students can include optional studies in their third year studies.

The fourth study year mainly consists of specialization studies and studies relating to the writing of the thesis. In the fourth year, each student can direct their studies to the focus areas of their choice. The third and fourth year studies are mainly organized at the regional unit's RDI centre.

FOLLOWING THE SYLLABUS

The sign language interpreting studies have been constructed so that each course always builds on previously learned knowledge and skills. In practice, this means for instance that students cannot take the Finnish sign language and interaction 1 study unit before having completed the Introduction to Finnish sign language study unit. Similarly, students must complete the Interpreting 1 study unit before participating in the Interpreting 2 study unit, and so on. The study modules have been compiled so that the following study unit always deepens and extends previously acquired knowledge and skills.

The teaching language of the study units may vary so that depending on the year, teaching can be provided both in Finnish and in Finnish sign language, or only in Finnish or in Finnish sign language. The teaching language of each study unit depends on e.g. whether the lecturer or teacher is a native Finnish or Finnish sign language speaker. The lecturer responsible for the study unit can regulate that lecturers or teachers who are native Finnish speakers but fluent in sign language use sign language as their teaching language. The language used in each study unit will be specified in the study guidance discussion organized for the group at the beginning of each study unit.

STRUCTURE OF THE SYLLABUS

Working life development studies, 30 ECTS			
Methods of development work 1, 5 ECTS	Methods of development work 2, 10 ECTS	Thesis, 15 ECTS	
Optional studies, 10 ECTS			
Professional specialization studies, 30 ECTS			
Pedagogy, 30 ECTS	Interpreting, 30 ECTS		
Pedagogy (theory), 5 ECTS	Interpreting and translation (theory), 5 ECTS		
Pedagogy (practical training), 10 ECTS	Interpreting (practical training), 10 ECTS	Translation (practical training), 10 ECTS	Diverse interpreting to various customer groups (practical training), 10 ECTS
Professional growth and working life skills, 5 ECTS Finnish sign language and interaction IV, 5 ECTS (specialization languages) Advanced skills in sign language, 5 ECTS (specialization languages) OR Signed speech, 5 ECTS			

Professional studies in sign language interpreting, 75 ECTS		
Translation, 15 ECTS	Interpreting, 60 ECTS	
Specialization language studies, 80 ECTS		
Finnish sign language, 50 ECTS	Finnish language, 20 ECTS	Foreign languages, 10 ECTS
Common studies, 15 ECTS		
<p style="text-align: center;">Becoming a professional and professional growth process, 5 ECTS Acting in society and working life, 5 ECTS Finnish language and communication, 5 ECTS</p>		

COMPULSORY PRACTICAL TRAINING INCLUDED IN THE SYLLABUS (30 ECTS)

STUDY UNIT	ECTS	STUDY YEAR	FOCUS
Finnish sign language and interaction 1	2 ECTS	1 st year/spring	Language and culture practice
Finnish sign language and interaction 2	3 ECTS	2 nd year/spring	Language practice
Interpreting 4	5 ECTS	2 nd year	Orientation to the professional field
Interpreting 10	5 ECTS	3 rd year	Professional image of interpreters
Interpreting 11	5 ECTS	4 th year/autumn	Communication and interaction in various situations
Specialization 2	10 ECTS	4 th year/spring	Varies according to specialization

* Studies can include a varying amount of other practical training depending on the academic year.

COMMON MULTIDISCIPLINARY STUDIES, 15 ECTS

Becoming a professional and the professional growth process, (5 ECTS)

Becoming a professional and the professional growth process (1/2, 4 ECTS)

Objectives

The student:

- is familiar with Humak's general pedagogic principles and practices and conceptions of learning;
- understands the significance of self-regulation and assuming responsibility for their studies;
- can use information and communication technology relating to their studies and open learning environments* (including digital literacy and HumakPro);
- can evaluate their own learning and professional development.

Contents:

- study skills and self-development (including accessibility at Humak, forms of support relating to study difficulties, adaptation or customization where needed);
- studying in Humak's learning environments: Humak pedagogy and training as part of the study process, basics of RDI-operations, conception of learning, study practices, and aims of integrative learning;
- the use of information and communication technology tools and open learning environments at Humak;
- self-management, self-regulation, responsibility for one's own studies, and problem solving skills.

Becoming a professional and the professional growth process (2/2, 1 ECTS)

Objectives

The student:

- learns to plan and evaluate their own developing competences and professional development throughout their studies, based on their evolving competences;
- learns to prepare their own career plan and make their skills visible and assess them (including CV and job application).

Contents:

- advanced study skills
- development discussions and goal-oriented self-development
- advanced self-management, self-regulation, responsibility for one's own studies, and problem solving skills
- planning and evaluation of competences and professional growth.

Acting in society and working life (5 ECTS)

Objectives

The student:

- can use various influencing opportunities in Humak and the student community;
- understands the significance of working in a manner that is sustainable in terms of professional ethics;
- is familiar with the ethical principles relating to their studies and future profession, and can identify and resolve ethical problems

- understands the diversity of working and operating environments (e.g. entrepreneurship and related operating culture)
- is familiar with the decision-making, service, and systems of influence in Finnish society
- understands the significance of human rights, promotion of equality, taking responsibility, and the principles of sustainable development, and can apply these principles
- understands the role and significance of networks in learning and in a professional context.

Contents:

- ethics in professional operations (ethical instructions, social ethics in Humak)
- opportunities for influencing development within Humak (including Humak's quality development work group, student's wellbeing work group);
- diversity of working and operating environments;
- social decision-making, service, and systems of influence
- human rights, taking responsibility, and principles of sustainable development;
- professional and learning networks.

Finnish language and communication (5 ECTS)

Oral communication (1 ECTS)

Objectives

The student:

- can act effectively in various communication situations in working life
- knows their strengths as a communicator and receives tools for developing their skills
- can create and maintain interaction in communication situations
- can receive and provide constructive feedback
- is familiar with and skilled in the use of specialised methods of effective communication.

Contents:

- communicator image and development of communication competence
- management of stage fright
- interaction on communication situations (listening and making observations)
- receiving and providing constructive feedback
- argumentation and influence
- illustration skills (silent communication, verbal illustration, content building, illustration tools).

Written communication (2 ECTS)

Objectives

The student:

- can produce texts in the genres needed in university of applied sciences studies
- is familiar with the special characteristics of scientific texts
- is familiar with and can produce the main documents needed in working life
- knows how to find literature that is central to the development of their studies and professional development, and is familiar with the forms and methods of information acquisition and usage

Contents:

- the writing style used in the university of applied sciences
 - factual writing
 - correct language usage
 - editing and proofreading
 - main genres
 - online communication and social media (including email, online etiquette, and blog writing)
- reference practices, features typical of scientific writing
- documents needed in working life (except for CVs and job applications)
- information acquisition for specialists (online course)

Group communication (2 ECTS)

Objectives

The student:

- recognizes various groups and group processes and can act effectively and confidently in various groups
- understands participation methods, roles, and structures in groups and knows how to take them into consideration in their own communications
- is familiar with goal-oriented group working and can act constructively in problem situations
- is familiar with negotiation strategies and conference practices and can apply them to their own work tasks.

Contents:

- various groups and their characteristics
- participation methods and roles in group communication situations
- group structures and group processes
- realizing the desired outcome in group operations (learning multidisciplinary cooperation, emergency communication)
- problem solving and decision-making skills
- basics of conference and negotiation skills.

SPECIALIZED LANGUAGE STUDIES, 80 ECTS

Finnish sign language, 50 ECTS

The Finnish sign language study unit focuses on interactive language learning. The studies are organised as follows: 20 ECTS in the first year, 15 ECTS in the second year, 10 ECTS in the third year, and 5-10 ECTS in the final year.

In the first year, the aim is for students to develop strategies for learning sign language, to become familiar with sign language study materials and dictionaries, to learn to communicate using Finnish sign language in everyday situations, and to become extensively familiar with the deaf culture. After the first study year, students will have, on average, attained the competence level A2 in Finnish sign language. In the first year, the competence level is not graded, but the students are given time to learn and develop their skills. The

language and culture training (5 ECTS) is divided between the first and second year study units.

In the second year, linguistic research terminology is used more systematically in the teaching to support learning. Students will become familiar with the structure of Finnish sign language and terminology relating to sign language research. Students will start by analysing signed texts and practise understanding sign language. Towards the end of the academic year, the focus will shift to learning to sign. The targeted competence level is B1 in understanding sign language in particular; with regard to socio-linguistic skills, expectations are set at a lower level. Students will become familiar with the structure of tactile signing and signed Finnish as a means of communication.

In the third year, attention is paid to developing the skills needed in the interpretation studies. At this stage, students have a good command of general level sign language and their competence level is B1-B2. Students focus on the variations of sign language and is able to adjust their signing according to the age of the recipient. Students will learn about international signing, art produced using sign language, and sign language research.

In the fourth year, students will learn to analyse their own professional identity and role in the signing community. Students have a realistic understanding of their language proficiency and the tools required to develop their language skills. The aim is that the students are able to produce and understand demanding language structures and idiomatic expressions and to study signs relating to special fields; and are familiar with the most recent publications relating to Finnish sign language research and be able to apply this information in order to develop their own language skills. Students are able to use the language flexibly and adjust to normal changes in the direction, style, and emphasis during discussion. After the fourth study year students will, on average, have progressed to the competence level B2 in Finnish sign language.

The last two Finnish sign language study units are included in the specialization studies. One of these can be modified according to each student's personal objectives.

Introduction to Finnish sign language (10 ECTS)

Objectives

The student:

- is able to study sign language and use dictionaries
- is familiar with the basics of sign language communication such as the use of movements and eyes
- can discuss familiar matters with native sign language speakers
- is familiar with the basic vocabulary and structure of Finnish sign language
- knows the basics of the deaf community
- knows the basics of language learning and the use of an interpreter

Contents:

- introduction to Finnish sign language and deaf culture
- use of movements in visual communication
- basics of Finnish sign language structure
- phrases, numerals, new finger alphabet, most common nouns and verbs, non-manual markers
- the use of dictionaries, learning strategies of sign language
- the use of an interpreter.

Finnish sign language and interaction 1 (5 ECTS)

Objectives

The student:

- has achieved the competence level A2 (of the Common European Framework of Reference for Languages) on average in Finnish sign language
- can express their emotions and ideas in Finnish sign language
- can objectively assess their own language skills
- understands various signing styles in familiar topics
- has extensive knowledge in sign language communication and various signing styles and use of movements
- is familiar with the habits of their own culture, and can compare it to other cultures

Contents:

- signing styles and idiolectic characteristics of different language users
- cross-cultural communication
- language use in different situations: passage of the year, anniversaries, festivals
- old finger alphabet, basic signs, verbs, and descriptive expressions
- language skill self-assessment

The history and culture of the deaf (5 ECTS)

Objectives

The student:

- is familiar with being a native sign language user and deafness from socio-cultural and medical point of view
- can analyse the origin, development, and phases of the Finnish sign language community and sign languages
- is familiar with the status of native sign language users in Finland
- understands the basics of bi- and multilingualism.

Contents:

- deafness from the linguistic, medical, and cultural points of view
- language policy of Finnish sign language, UN Universal Declaration of Human Rights
- history of sign language users in Finland
-
- deafness and future challenges of the sign language community

Structure of Finnish sign language 1 (5 ECTS)

Objectives

The student:

- knows the basics of the structure and use of Finnish sign language, including connecting text, combining language and movements, and use of the eyes, pointing, and space
- can analyse speech, i.e. observe aspects relating to sign language structure and use by others, and can make use of such aspects to help in understanding difficult texts
- is familiar with the key grammatical and language research concepts relating to Finnish sign language
- understands general level Finnish sign language well, and various variations reasonably well

- can analyse and differentiate the structure of signed language and can write the signs down

Contents:

- practising understanding sign language, understanding signed text
- language research terminology
- Finnish sign language at various levels: phonetics, phonology, morphology, syntax, semantics, movements as part of the language, and socio-linguistics; in particular in terms of understanding
- writing systems of signed languages
- analysing signed text.

Structure of Finnish sign language 2 (5 ECTS)

Objectives

The student:

- knows the basics of the structure and use of Finnish sign language including connecting text, combining language and movements, and the use of the eyes, pointing, and space
- can use these in their own signing, including relatively good space utilization, expressing relations between matters on sentence and textual levels, temporal expressions, sign formation
- can knowledgeably discuss matters relating to school, studying, and social services
- is familiar with the variations of sign language used by deaf-blind persons.

Contents:

- general language, producing fact-based texts using general Finnish sign language
- variations; modifying Finnish sign language
- Finnish sign language at various levels: phonetics, phonology, morphology, syntax, lexis, semantics, movements as part of the language, socio-linguistics, related particularly to language production
- tactile signing and sign language variations used by deaf-blinds
- Finnish sign language used in schools.

Finnish sign language and interaction 2 (5 ECTS)

Objectives

The student:

- has achieved the minimum competence level A2 and, in some areas, level B1 (of the Common European Framework of Reference for Languages) in Finnish sign language
- is able to consider from various viewpoints the story-telling tradition of Finnish sign language, bilingualism and multilingualism within the Finnish sign language community, and the status of native sign language users in Finland
- can assess their socio-linguistic and interaction skills and recognize their own development needs
- can modify the language they produce to suit a presentation situation, for example
- can assess their language skills in comparison with the skill levels of the Common European Framework of Reference for Languages
- is familiar with the code exchange and interlingual influence especially between Finnish sign language and signed Finnish used as a communication method

- is relatively familiar with the traditions, language use, attitudes, and values of the deaf culture and is able to compare them to their own culture.

Contents:

- an advanced knowledge and appreciation of deaf culture, multilingualism, and multiculturalism
- creative use of Finnish sign language and expressing emotions
- status of native sign language users
- interaction using sign languages, especially related to healthcare
- adjusting and modifying own language use, assessing their own language skills.

Structure of Finnish sign language 3 (5 ECTS)

Objectives

The student:

- knows the basics of the structure of Finnish sign language, which is reflected in clear negative forms and expressions of time, use of the passive hand and of their own body, and management of various verb types
- pays attention to articulation
- recognizes new fixed and descriptive signs and identify details in signed text
- can compare Finnish sign language with other sign languages
- is familiar with the characteristics of the research and historic development of Finnish sign language and the basics of sign formation.

Contents:

- processing the structures of Finnish sign language through various themes e.g. healthcare, social services, leisure time activities, festivities, religious events
- creative use of descriptive verbs
- introduction to signed languages as used worldwide.

Finnish sign language and interaction 3 (5 ECTS)

Objectives

The student:

- has achieved the competence level B1 (of the Common European Framework of Reference for Languages) on average in Finnish sign language
- can identify variations and genres of Finnish sign language
- can apply and modify their language according to the age of the recipient and the situation
- understands the basics of international signing and is able to apply their knowledge in short discussions with native sign language users who do not use Finnish sign language
- can competently analyse representative art produced in and culture and social history of Finnish sign language

Contents:

- processing the structures of Finnish sign language through various themes e.g. school, studying, working life, and institutional situations
-
- art forms and sign language theatre produced in Finnish sign language

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Structure of Finnish sign language 4 (5 ECTS)

Objectives

The student:

- can produce and understand challenging language structures and idiomatic expressions
- can study signs used in special fields
- can produce coherent, connected, and well-articulated language
- can modify their language expansively e.g. scientific signing, interaction with children
- can assess the text they have produced on phonetic, morphological, and semantic levels
- knows the basics of learning and adopting Finnish sign language
- is familiar with the most recent publications on Finnish sign language research and is able to apply their information to developing their own language skills.

Contents:

- sign language research and analysis, in particular phonology, morphology, syntax, and semantics
- on cognitive perception of language
- most recent research on Finnish sign language
- specialized signs
- interaction with children and youth.

Finnish language, 20 ECTS

The motto of the Finnish and communication studies of sign language interpreters is *From Daring to Proficiency*.

The objective of the Finnish language study unit included in the sign language interpreting training is to develop the students' communication and interaction skills in Finnish in order to ensure that they can act effectively and appropriately in various working life communication and interaction situations after graduation.

Students will learn to understand the wide range of communication and interaction situations, changing situations, and the requirements set for the interpreter by various linguistic aspects and changes in the language.

Students learn to analyse and understand various spoken and written discourses, semantic meanings of textual worlds, and deeper meanings of communication.

Students understand institutional interaction as part of the profession of a sign language interpreter. Students can take into account the characteristics of the language worlds of different cultures, and are equipped to act skilfully, purposefully and professionally in multicultural communication situations.

Students acquire the means and the will to develop their Finnish language and communication skills as part of their professional skills during the studies, and can continue to do so throughout their working life.

The Finnish language and communication studies emphasise oral communication skills.

The aim is to create a coherent continuum: the self-assurance and basic knowhow achieved in the first year is gradually developed and deepened, until in the fourth year students have achieved the communication and interaction skills needed by a professional sign language interpreter.

The interpreting and translation study units are also important to the development of students' Finnish language skills.

Finnish language 1: Communication and interaction (5 ECTS)

Objectives

The student:

- understands the significance of native tongue and identity and the relations between language, the world, society, and power
- understands the concepts of bi- and multilingualism and -culturalism
- understands the significance of communication competence
- is familiar with creative writing genres and the registers and structures of different genres
- understands the significance of analysing different spoken and written texts
- can use their presentation and expression skills and speech technique in communication
- understands the significance of constructive feedback and peer assessment as part of the development process of communication and interaction skills.

Contents:

- language, thinking, native tongue, and identity
- bilingualism and multilingualism, intercultural communication
- communication competence
- language, society, and power
- presentation and expression skills
- speech technique (articulation, breathing technique, voice maintenance, voice as a working tool)
- giving and receiving feedback, peer assessment
- assessing and analysing written and oral communication and interaction
- creative writing (fiction, poetry)
- registers and structures of genres and text analysis.

Finnish language 2: Fact-based genres (5 ECTS)

Objectives

The student:

- understands the principles of efficient and purposeful communication and interaction in face-to-face and network communication
- can produce and understand various fact-based texts and communication used in working life
- is familiar with the principles of plain-language production and understands the importance of clear communication
- is familiar with the temporal, regional, social, and cultural variations of the Finnish language
- is familiar with the cultural characteristics of the Finnish language and the common idioms, metaphors, sayings, and words of foreign origin.

Contents:

- fact-based genres used in working life: working life documents, reports, abstracts, and network communication
- temporal, regional, social, and cultural variations of the Finnish language
- metaphors, sayings, and words of foreign origin used in the Finnish language
- plain language (written and oral)
- efficient and purposeful communication and e.g. Grice's maxims
- professional communication skills.

Finnish language 3: Texts and discourses (5 ECTS)

Objectives

The student:

- is familiar with the basics of text and discourse analysis and can utilize them in interpreting various texts
- understands the significance of pragmatics and situation-oriented use of language in communication
- can apply discourse strategies
- understands the basics and dimensions of semantics and semiotics in interpreting meanings
- uses linguistic politeness strategies
- understands synonymy, homonymy, and polysemy in the Finnish language

Contents:

- text linguistics, text analysis, and discourse analysis
- multimodality and discourse analysis
- discourse and discourse strategies
- deep meaning of texts
- semiotics and semantics
- language politeness
- pragmatics, situation-oriented language use
- synonymy, homonymy, polysemy

Finnish language 4: Finnish language as the working language of a sign language interpreter (5 ECTS)

Objectives

The student:

- understands the features and forms of spoken Finnish
- applies the registers and situational variations of the Finnish language correctly
- understands the significance of normativity and uses institutional Finnish correctly
- uses interactional and discussion strategies correctly
- shows professionalism and communication competence needed by sign language interpreters in their communication
- is familiar with the principles of specialist communication and communication competence and is able to apply them to their own communication.

Contents:

- features and forms of spoken Finnish
- registers of the Finnish language
- situational variation
- discourse strategies

- normativity of the Finnish language
- communication competence and achieving it
- interaction
- working life communication and specialist communication.

Swedish and English, 10 ECTS

English (5 ECTS)

The prerequisite for the course is the ability to communicate orally and in writing in English in everyday situations, and a good level of familiarity with the central structures of the English language (corresponding to skill level B2 of the Common European Framework of Reference for Languages).

The, 5 ECTS English language study module has two parts:

- Professional English (2 ECTS)
- Advanced professional English (3 ECTS)

Objectives

The student:

- can use the vocabulary of their own field both orally and in writing
- can communicate in multiprofessional working communities in English both orally and in writing
- can act effectively and confidently in various international professional situations in English
- can act effectively and confidently in English in various interview and instructional settings
- can apply for work in English, and can introduce their operating environment and work tasks in English;
- knows how to acquire information from various English-language sources in their own field;
- understands the difference between factual and spoken styles, and uses each appropriately.

Contents:

- written and oral communication in various interaction situations (e.g. reporting, negotiations, telephone discussions, emails, and job seeking)
- various instructional, interview, and advisory situations
- acquisition and utilization of information in one's own field so as to maintain one's professional skills

Swedish (5 ECTS)

Prerequisite for the course is the ability to communicate in Swedish in everyday situations in writing and orally and familiarity with the central structures of the language (corresponding to the skill level B1 of the Common European Framework of Reference for Languages). (Students who have received their general education outside Finland can study Finnish instead of Swedish.)

The, 5 ECTS Swedish language study module is divided into two parts:

- Professional Swedish (2 ECTS)
- Advanced professional Swedish (3 ECTS)

Objectives

The student:

- can use the vocabulary of their own field both orally and in writing
- can communicate in multiprofessional working communities in Swedish both orally and in writing
- can act effectively and confidently in various international professional situations in Swedish
- can act effectively and confidently in Swedish in various interview and instructional settings
- can apply for work in Swedish, and can introduce their operating environment and work tasks in Swedish;
- knows how to acquire information in their own field from various Swedish-language sources;
- understands the difference between formal and spoken styles, and can use each appropriately.

Contents:

- written and oral communication in various interaction situations (e.g. reporting, negotiations, telephone discussions, emails, and job seeking)
- various instructional, interview, and advisory situations
- acquisition and utilization of information in one's own field so as to continually maintain one's professional skills

PROFESSIONAL STUDIES IN SIGN LANGUAGE INTERPRETING, 75 ECTS

Interpreting, 60 ECTS

The interpretation study units are divided into three sub-units:

Basics of interpreting: Interpreting 1-3 (15 ECTS). These units provide students with basic understanding and knowledge of interpreting and the profession of a sign language interpreter. Students also learn instructing, description, and signed speech.

Various operating environments and cultures in interpreting assignments: Interpreting 5-9 (25 ECTS). These units concentrate on introducing the tasks of the interpreters in various operating environments and cultures. In all units, learning the terminology, documentation, texts, and discourse central to the special field studied is vital. In addition, students meet specialists representing various fields and consider situations relating to these fields. The aim is to determine the most typical interaction and communication situations in the operating environments and cultures under inspection and to understand related requirements from the interpreter's point of view. In assignments, interpreters must be able to understand the purpose of the situation, participants, and their own objectives relating to the situation. Also, they must be able to recognize the requirements relating to language, interpreting, and factual content management in various situations, and in relation to their own skills.

Interpretation practice: Interpreting 4, 10, and 11 (15 ECTS). During these units, students participate in field training. Training is a purposeful activity, the aim of which is to develop the students' ability to apply the various professional interpreting skills acquired during their studies to real-life situations.

The starting point for and objective of each interpreting study unit is to train professionals to work as interpreters in various communication and interaction situations. The interpreter's task is to facilitate and promote communication. Social and cultural sensitivity, smoothness of interaction, and knowhow relating to interaction and communication situations is the main objective and content of all interpreting study units.

The aim of the interpreting study units is that students learn to see their role in a wide range of communication situations. Students practise sensitivity and situational understanding needed in communication and interaction situations as part of all interpreting study units. Students must learn to adjust their work according to the situation in a professionally sustainable manner that is, to adjust their own behaviour and skills to suit each situation so that they can at all times provide the highest possible standard of client service.

Interpreting 1: Basics of interpreting I, Introduction to interpreting (5 ECTS)

Objectives

The student:

- understands the history of and central legislation relating to interpreting services and the interpreting service system as a whole
- can approach interpreting from a multidisciplinary point of view
- understands the basic principles of interpreting
- understands the significance on memory and is able to develop their own memory in interpreting
- understands the basic tasks of community interpreters and their most common operating environments
- understands the anatomy of the ear, the basics of hearing, and hearing aids
- understands the basics of descriptive and social-haptic communication.

Contents:

- Interpreting
 - Interpreting services from the historic, legislative, and organisational point of view
 - Interpretation research, views of various branches of science on interpreting, and various interpretation models
 - Basic concepts, methods, and processes of interpreting
 - Significance, maintenance, and development of memory
 - Basic tasks and operating environments of community interpreters
 - The ear, hearing, and hearing aids
- Description and social-haptic communication

Interpreting 2: Basics of interpreting II, Professionalism (5 ECTS)

Objectives

The student:

- knows the ethical principles of interpreter's work, and acknowledges the demands which the professional code sets for working in various situations

- understands the tasks of an interpreter in various assignments
- understands the factors that contribute to working in different situations, with customers, and in working communities
- understands the various elements that make the interpreter's work demanding
- understands the significance of reflection in ensuring the quality of interpreting services
- can act as a consecutive interpreter in relatively easy communication and interpreting situations
- can instruct in a safe manner.

Contents:

- Professional skills
 - Professional ethics and code
 - Professional image of sign language interpreters
 - Tasks of the interpreter in various communication and interaction situations/assignments
 - Tasks, operation, and responsibilities of other people participating in the interpreted communication and interaction situation
 - Customer service
- Wellbeing at work
- Reflection
 - Practical theory
 - Power of the interpreter in interpreting situations
 - Significance of non-verbal communication
- Consecutive interpreting
- Basics of instructing

Interpreting 3: Basics of interpreting III, Working life skills (5 ECTS)

Objectives

The student:

- understands the central theoretical and practical starting points of interpreting, and can apply them in their interpreting work
- can analyse the interpreting process and the requirements set by different assignments to the interpreter and the interpreting process
- is familiar with the techniques and various interpreting strategies that are central to the interpreter's work
- understands the significance of planning, evaluation, and social skills to the interpreter's work
- understands the significance of self-assessment as a means to develop their skills
- understands the principles and requirements of simultaneous interpreting on a theoretical level and is able to act as a simultaneous interpreter in easy dialogues
- understands the basics of signed speech and manages simple communication and interaction situations using signed speech.

Contents:

- Simultaneous interpreting
 - Planning, assessment, and social skills as part of the interpreter's work
 - The interpreting process (receiving, analysing, understanding, and conveying messages)
 - Managing techniques that are central to the assignments (e.g. preparation, making specifying questions, coping with stress)

- Various assignments (different kinds of customers, communication and interaction situations) and their requirements for the task and operation of and methods used by the interpreter
- Interpreting strategies
- Simultaneous interpreting
- Self-assessment
- Basics of signed speech and other communication methods

Interpreting 4: Practising interpreting I, Orientation to the field (5 ECTS)

Objectives

The student:

- is familiar with the typical day of a community interpreter and the related requirements
- is familiar with the professional requirements set by various customer groups to the interpreter's task
- is familiar with the various operating environments of community interpreters and the related requirements to the interpreter's operations
- understands the principles of receiving and giving constructive feedback relating to interpreting assignments
- can act effectively as a simultaneous interpreter in relatively easy community interpreting situations, for which they had time to prepare in advance
- can analyse their own interpreting process and understands the significance of self-assessment as a means to develop their skills.

Contents:

- Orientation to the professional field
 - Introduction to the organization
 - Customer groups
 - Interpreted events
 - The typical working day of a community interpreter
 - Introduction to different operating environments
- Workshop week
 - Simulated community interpreting situations through dialogue
 - Theme seminars on the central contents of practice sessions aimed at cumulative skill acquisition
 - Developing one's own skills through self-assessment
 - Analysing one's own interpreting practices

Interpreting 5: Different operating environments and cultures: Social and private situations (5 ECTS)

Objectives

The student:

- can act appropriately and purposefully in various social and private interpreting assignments, taking account of the related operating environment and culture
- can prepare for various social and private interpreting assignments appropriately
- understands the principles of pair/team interpreting
- understands the meaning of shared expertise with regard to sign language interpreting
- can interpret dialogue in an interpreting situation alone and with a fellow interpreter

- understands the requirements set by the events of various Finnish religious communities for the work of an interpreter
- is familiar with interpreting the arts and events with organized programme.

Contents:

- preparation process from the point of view of social and private interpreting assignments
- pair/team interpreting and work
- shared expertise as part of the interpreter's work, both in the working community and during interpreting assignments
- cooperation skills of the sign language interpreter, both in the working community and during interpreting assignments
- religious and spiritual communities in Finland from the interpreter's point of view
- leisure time activities
- interpretation of dialogue
- interpreting of representative arts and family events, and events with an organized programme.

Interpreting 6: Different operating environments and cultures: * healthcare-related situations (5 ECTS)

Objectives

The student:

- can act in a purposeful manner in various healthcare related interpreting assignments taking the related operating environment and culture into account
- can prepare for various healthcare related interpreting assignments appropriately
- can use the language and interpreting methods suited for various healthcare related interpreting assignments
- is familiar with the basic requirements set for the work of the interpreter by the healthcare related working environments
- can react to and resolve problems arising during and in connection to healthcare related interpreting assignments
- can consciously consider the assignment from the participants' point of view, and can take on the responsibilities of an interpreter in the situation
- can accurately communicate the content of the message

Contents:

- professional interaction and communication in accordance with the context
- healthcare and related situations
- central concepts, documents and texts relating to healthcare
- preparation process from the healthcare-related perspective of the interpreting assignment
- the interpreter's task in healthcare-related interpreting situations
- self-assessment of one's own skill in interpreting healthcare-related interaction situations.

Interpreting 7: Different operating environments and cultures: School and study related situations (5 ECTS)

Objectives

The student:

- can act in a purposeful manner in various school- and study-related interpreting assignments, taking into account the prevailing operating environment and culture
- can prepare for various school and study related interpreting assignments appropriately
- can use the language and interpreting method suited for various school-and study-related interpreting assignments
- can react to and resolve problems that arise during and in connection to school- and study-related interpreting assignments
- can act as an interpreter in an individual and small group setting, and can equally accommodate all participants in the interaction
- can realistically assess one's own work performance
- understands the task and responsibilities of an interpreter as a specialist in their field, and can distribute information about the work and training of sign language interpreters.

Contents:

- various educational institutions as a working environment and working community
- various situations relating to studying/school attendance
- different kinds of learners as customers
- central concepts, documents, and texts relating to studying/school attendance
- preparation process from the school and study related interpreting assignments' point of view
- interpreting for individuals and small groups
- self-assessment of own interpreting skills and operations
- expert presentation: distributing information on the work and training of sign language interpreters

Interpreting 8: Different operating environments and cultures*: Institutional situations (5 ECTS)

Objectives

The student:

- can act effectively and professionally in various institutional interpreting assignments, taking adequate account of the prevailing operating environment and culture
- can prepare for various institutional interpreting assignments appropriately
- can use the language and interpreting method best suited for various institutional interpreting assignments
- can react to and resolve problems that arise during and in connection to institutional interpreting assignments
- can translate various texts as part of the interpreting assignment and utilize and apply existing translations in the interpreting
- can interpret spiritual and religious events.

Contents:

- institutional communication and interaction situations
- institutional interpreting assignments
- central institutional concepts, documents, and texts
- preparation process from the institutional interpreting assignments' point of view

- interpreting assignments in various commercial companies
- an authentic pair interpreting assignment in a religious event (Evangelical-Lutheran Church of Finland)
- translation and translating as part of interpreting assignments.

Interpreting 9: Different operating environments and cultures*: Work/working life related situations (5 ECTS)

Objectives

- The student:
- is familiar with the operating principles of distance interpreting
- can act as an interpreter in a manner that promotes communication and interaction in various distance interpreting situations
- can act effectively and professionally in various tasks related to interpreting assignments, taking into account the attendant operating environment and culture
- can prepare adequately and appropriately for various work and working life-related interpreting assignments
- can use the language and interpreting method best suited to various work and working life-related interpreting assignments
- can react to and resolve problems that arise during and in connection to work and working life-related interpreting assignments
- can act as an interpreter in relatively routine conference situations.

Contents:

- Interpreting and technology
 - Distance interpreting
- Workplace interpreting
 - Various communication and interaction situations relating to working life
 - Various working life related assignments
 - Special characteristics of workplace interpreting (e.g. specialist terminology)
 - Basic information and skills requires for conference interpreting
 - Central concepts, documents, and texts relating to working life (general and field-specific)
 - Preparation process from work related interpreting assignments' point of view Seminars and other work-related training events

Interpreting 10: Practising interpreting II, Working life skills (5 ECTS)

Objectives

The student:

- understands the various elements that make up the interpreter's professional image
- is familiar with the entire interpreting service process, from the decision to use an interpreter to the actual interpreting situation and its assessment
- can act respectfully and responsibly with and towards colleagues in the organization and in the local interpreter community
- understands the regulations and contracts that affect the work of the interpreter
- can act as a simultaneous interpreter in various community and lecture interpreting situations.

Contents:

- Practice
 - The core practice: the professional image of interpreters

- Contracts and regulations that guide the interpreter's work
- The service-oriented nature of the interpreting process
- Operating methods of the companies providing interpreting services Effective use of communication techniques in other interpreting tasks
- A company that provides interpreting services as a working community
- Perception of oneself as a member of the working community and part of an organization and identifying and assuming responsibility for one's liabilities
- Communication with the interest groups in the interpreting sector.
- Workshop week
 - Simulated lecture interpreting situations (a monologue)
 - A thematic seminar on various companies and their operating methods, self-leadership, collegiality, and the interpreter's professional image.

Interpreting 11: Practising interpreting III, Customer service (5 ECTS)

Objectives

The student:

- is familiar with the labour legislation contracts applied to sign language interpreters
- understands the operating methods of various companies in the interpreting sector
- can act in a purposeful manner from the various interpreting assignments' point of view and take the operating environment and culture into account
- understands the basic principles of the mediation activities relating to interpreting assignments
- can use the language and interpreting method that is best suited for each interpreting assignment
- can react to and resolve problems arising during and in connection to interpreting assignments
- can act as an interpreter in a professional and ethically sustainable manner

Contents:

- Practise
 - The core practice: Communication and interaction in various situations
 - Acting as an interpreter in various communication and interaction situations
 - Companies providing interpreting services and their operating principles
 - Mediation of interpreting assignments
 - Ethics in the work of a sign language interpreter
 - Professionalism of a sign language interpreter

Introduction to typing interpreting (5 ECTS)

Objectives

The student:

- can touch-type
- is familiar with the clientele base of a typing interpreter
- is familiar the details of one real-life situation in which typing interpreting was used
- can provide an adequate general description of the profession of a typing interpreter
- can write good Finnish.

Contents:

- correct Finnish spelling
- touch-typing
- typing speed

- clientele profile typing interpreting
- typing interpreting in practice
- basic characteristics of typing interpreting.

Translation (15 ECTS)

Translation studies are offered as compulsory studies (15 ECTS), optional studies (5 ECTS), and specialization studies (30 ECTS). The common translation study units concentrate on intralingual translation (K1, 5 ECTS), interlingual translation (K2, 5 ECTS), and terminology work as a sign language interpreter's tool (K3, 5 ECTS). Optional study unit (K4, 5 ECTS) and specialization studies (30 ECTS) offer an opportunity to deepen the knowledge and skills learned in the previous translation study units through real life assignments.

All study units aim at providing students with good professional readiness to implement translation assignments that fall within the sign language interpreter's work description. The study units offer diverse practise in various areas of translation and include the making of translation recordings, e.g. audio dubbing, texting, and translation of factual texts. Humak's projects and real assignments provided by external cooperation partners are used in the translation study units.

The objective of the translation studies is that students understand the factors affecting the client-subcontractor relationship and is able to act professionally and take the needs and wishes of various customer groups into account in their work. Another objective is that students are able to complete translations independently and as part of a translation team. It is vital that students understand their translation process as a customer-oriented activity and is able to assess their skills as a translator. During the study units, attention is paid to developing the management of working languages, and to self-assessment and peer assessment throughout the translation process.

Translation 1: Intralingual translation (5 ECTS)

Objectives

The student:

- is familiar with the central concepts of translation
- understands the principles of intralingual translation
- is familiar with the forms of intralingual translation (strategies and techniques)
- is familiar with the operators, operating fields, and customer groups of intralingual translation

Contents:

- intralingual translation in Finnish
- intralingual translation in Finnish sign language
- intralingual translation and subtitling

Translation 2: Interlingual translation (5 ECTS)

Objectives

The student:

- is familiar with the history and theories of translation
- understands the principles of interlingual translation

- is familiar with the forms of interlingual translation (strategies and techniques)
- is familiar with the operators, operating fields, and customer groups of interlingual translation

Contents:

- translation of texts of various genres from Finnish into Finnish sign language and vice versa
- documents as the source material of translations
- translation and dubbing

Translation 3: Basics of terminology work (5 ECTS)

Objectives

The student:

- is familiar with the differences between inter-conceptual relationships and concept systems of their translation languages (Finnish and Finnish sign language)
- is familiar with the theoretical basis of vocabulary and terminology work
- has the technical skills to collect and record vocabulary

Contents:

- Finnish basic terminology in the chosen special field and the signs relating to it
- a sample translation of signed professional or some other special field terminology
- a vocabulary work sample, in Finnish and in Finnish sign language

PROFESSIONAL SPECIALIZATION STUDIES, 30 ECTS

Interpreting specialization studies, 30 ECTS

The interpreting specialization studies (30 ECTS) consist of the following:

Specialization 1 (5 ECTS)

Specialization 2 (10 ECTS)

- Interpreting
- Translation
- Diverse interpreting to various customer groups

Specialization working languages 1 (5 ECTS): see Finnish sign language and interaction IV

Specialization working languages 2 (5 ECTS): see Advanced sign language skills OR Signed speech, 5 ECTS

Professional growth and working life skills, 5 ECTS

Professional interpreters must have diverse skills. By the end of the interpreting studies, students must understand the requirements set by different contexts to the operations of an interpreter and must be able to work fluently in various working environments and cultures.

During interpreting assignments, knowledge of the vocabulary and terminology, correct use of the working languages, and smoothness of the interpreting process are not enough. Graduates must be able to understand the factual content, structures, protocols, and power relations relating to various contexts and the tasks of the operators participating in the interpreting situation. By the time of graduation, students must be capable of adjusting to various situations and understand different people and situations.

At the end of the specialization studies, students must be able to combine various professional areas of the interpreter into a functional whole in a manner required by the situation and the need.

Interpreting and translation: Specialization 1 (5 ECTS)

(5 ECTS: “Generating and distributing information”)

Objectives

The student:

- can read and understand factual source material in the field, and can make an expert speech based on the information acquired
- can assess the work of an interpreter, discuss it, and make pertinent observations on it
- can report their observations and findings in writing
- can report their observations and findings orally
- can adopt the central factual content and concepts relating to interpreting assignments, and identify central documents and texts
- understands central structures, protocols, and hierarchies relating to the context of the interpreting assignments
- understands the central operators relating to interpreting assignments and their tasks
- can clearly and vividly report the results of the investigative work they have done in relation to interpreting assignments.

Contents:

- Shared expertise
 - Writing a survey on a topical or significant article, publication, or research in the field
- Information on tacit knowledge and good practices
 - The students will investigate tacit knowledge and good practices and prepare a survey based on their observations.
- New viewpoints on the work of the interpreter based on literature/document reviews relating to various fields
 - Each student will prepare a survey handling and introducing various fields from the interpreter’s point of view.

Interpreting and translation: Specialization 2/Interpreting (10 ECTS)

(10 ECTS: “Practising interpreting in authentic operating environments”)

Objectives

The student:

- understands various interpreting assignments as entities
- can prepare for various interpreting assignments in a purposeful and efficient manner
- can use the language and interpreting method best suited to each interpreting assignment
- can act in a purposeful manner from the various interpreting assignments' point of view and take the operating environment, operating culture, nature of the situation, and the needs of individual customers into account
- can identify, react to, and resolve problems arising during and in connection to interpreting assignments in an ethically sustainable manner
- can act responsibly as part of the working community
- can set themselves development targets, and realistically and constructively assess their skills and progress.

Workshop week

- Orientation to practical training

Practical training

- Planning, practical, assessment, and social skills of the interpreter
- Authentic interpreting assignments during the practical training
- Analysing the practical training, assessing own operations, and reflection in the training report

Final seminar of the specialization studies

- Working life rules applied to the work of sign language interpreters
- Various working communities of the sign language interpreter
- Tacit knowledge in the work of the sign language interpreter
- Professionally demanding situations in the sign language interpreter's work
- Professional skills of sign language interpreters

Interpreting and translation: Specialization 2 /Diverse interpreting to various customer groups (10 ECTS)

Objectives

The student:

Orientation to practical training: personal, communal, and cultural orientation to various customer groups

- understands personal, linguistic, and cultural factors affecting hard of hearing, deaf, and deaf-blind customers and working with them
- understands the personal requirements set by various customer groups and customers to interpreting
- can interact with persons belonging to various customer groups using their own language and/or communication method
-

Practical training: interpreting assignments in various operating environments for various customer groups

- can act appropriately and professionally from the perspective of various interpreting assignments, and can take into account the operating environment and culture and the changing individual needs of various customer groups into account
- can prepare appropriately and efficiently for various social and private interpreting assignments
- can use the language, communication method, and interpreting method suited for each interpreting assignment
- can identify, react to, and resolve problems arising during and in connection to interpreting assignments in an ethically sustainable manner
- can discuss matters in a professional manner and make an expert speech on their own work
- can act in an ethically sustainable manner with deaf and deaf-blind customers and related experts, operators, and organisations
- can interpret using Finnish sign language and signed speech in free space, in a narrow field of vision, and using tactile signing
- can describe physical, psychological, and social environments to their customers
- is familiar with safe instruction practices

Contents:

Workshop week

- Orientation to practical training

Orientation to practical training

- Personal, communal, and cultural orientation to various customer groups
- Hard of hearing, deaf, and deaf-blind people as individuals and a linguistic and cultural group
- Deaf-blinds as a community, deaf-blinds as individuals and linguistic and cultural group, and hearing impaired
- Born deaf SI persons as customers of a sign language interpreter

Practical training

- Interpreting assignments in various operating environments for various customer groups
- Planning, practical, assessment, and social skills of the interpreter
- Individual requirements set by various customer groups to interpreters with regards to language, communication, and interpreting and other methods
- Interpreting assignments in various operating environments for various customer groups
- Hard of hearing, deaf, and deaf-blind customers and interpreting (Note! CI)
- Analysing the practical training, assessing own operations, and reflection in the training report

Final seminar of specialization studies

- Working life rules applied to the work of a sign language interpreter
- Various working communities of the sign language interpreter
- Tacit knowledge in the sign language interpreter's work
- Professionally demanding situations in the work of the sign language interpreter
- Professional skills in the work of a sign language interpreter

Interpreting and translation/Specialization 2: translation (10 ECTS)

Objectives

The student:

Part 1

- is familiar with the most recent translation publications in sign language
- can utilize topical scientific literature on translation for their upcoming training
- can take account of the wishes of the client and the needs of special customer groups.

Part 2:

- can act as a translator in organizations in the field listening to and showing respect go customers and operators
- can apply their acquired skills and theoretical information to their working languages, interpreting, and translation in translation assignments
- can act ethically as a translator.

Contents:

Part 1:

- translations and translation theories and strategies in the work of a sign language interpreter
- quality criteria of translation and translation assessment

Part 2:

- implementing a real translation assignment during practical training

Pedagogy, 30 ECTS

Specialization studies (30 ECTS) consist of the following:

- Specialization 1 (5 ECTS)
- Specialization 2 (10 ECTS)
- Specialization working languages 1 (5 ECTS): Finnish sign language and interaction
- Specialization working languages 2 (5 ECTS): Advanced sign language skills OR Signed speech (5 ECTS)
- Professional growth and working life skills (5 ECTS)

During the pedagogic specialization studies, students will become familiar with the customer groups that use sign language communication, various alternative communication methods, and language acquisition disorders. Students become familiar with various language and communication teaching situations and methods. The aim is that the students are able to, under supervision, teach sign language communication as a replacing communication method.

Pedagogy: Specialization 1 (5 ECTS)

(5 ECTS: “Starting points for sign language communication”)

The student:

- understands the difference between the language and communication method
- is familiar with the basics of sign language communication

- understands the special character of customer groups that use sign language communication
- is familiar with perceptions of learning and their starting points, forms, and practical applications in the teaching of sign language communication
- learns about the teaching of sign language communication as a replacement communication method.

Contents:

- customer groups using sign language communication (cochlear implants, sli, intellectual disabilities, autism, deafened persons, deaf-blind persons)
- language acquisition disorders
- signed speech and support signs, an introduction to AAC methods
- perceptions of learning, learning strategies, and instructing styles
- dialogue, group dynamics, and teacher ethics
- introduction to various language and communication teaching situations and methods.

Specialization 2 (10 ECTS)

(10 ECTS: “Teaching of sign language communication”)

Objectives

The student:

- can teach sign language communication as a replacing communication method under supervision
- can create practical teaching theory to meet their own needs.

Contents:

Practical training 1-5

1. Observing communication (1 ECTS)
2. Observing teaching (1 ECTS)
3. Teaching simulations (1 ECTS)
4. Supervised training in a genuine teaching situation (2 ECTS)
5. Authentic sign language communication teaching assignment (5 ECTS)

Finnish sign language and interaction 4 (5 ECTS)

Objectives

The student:

- has achieved the competence level B2 (of the Common European Framework of Reference for Languages) on average in Finnish sign language
- is sufficiently fluent in Finnish sign language to use it as an interpreting language
- can analyse their own professional identity and role in the sign language community and in relation to other customer groups that use interpreting services
- can reflect on the language that they produce on socio-linguistic and pragmatic levels in particular and to develop their linguistic and cultural knowledge and language skills

- can apply their interaction skills, for example in group discussion situations and with senior citizens can modify their language to suit the situation.

Contents:

- the interpreter's role in and relationship with the language community
- cultural and social history of Finnish sign language: persons, locations, and associations
- senior citizens using sign language and interaction
- group discussion skills, conference and meeting skills using sign language, presentation skills
- tools for lifelong learning
- self-assessment of language skills (skill levels of the Common European Framework of Reference for Languages): understanding, preparing textual content for presentations, modifying language according to the audience.

Advanced sign language skills (5 ECTS)

Objectives

Will be modified based on each students' personal plan.

The student:

- is competent in the terminology of their chosen special field and is able to modify their language use especially well in one chosen situation e.g. church and religious signs, youth language, seminars and scientific signs, sports, theatre

OR

- knows the basics of another signed language (Finnish-Swedish sign language, ASL, BSL)
- can assess their skills with regard to their objectives.

Contents:

- various customer groups
- various language use situations
- projects, events
- online learning
- self-assessment

Signed speech (5 ECTS)

Objectives

The student:

- is able to communicate with various kinds of customers using signed speech
- improves their interaction skills based on signed speech
- improves their interpreting skills in interpreting into and from signed speech.

Contents:

- signed speech and related variations
- signed speech in various communication and interaction situations
- interpreting into signed speech

- interpreting from signed speech

Professional growth and working life skills (5 ECTS)

Objectives

The student:

- understands the basics of acting as an entrepreneur in the sign language sector
- is familiar with the regulation systems (e.g. legislation) relating to the sign language sector and the rights and liabilities of employees
- understands the central principles and practical applications relating to the promotion of occupational safety and health and wellbeing at work
- is familiar with the central principles of work organization and leadership
- is familiar with the job seeking process in practise and is able to profile their skills in accordance with their professional specialization.

Contents:

- entrepreneurship in the sign language sector
- working life regulation systems, rights and liabilities of the employee
- occupational safety and health and wellbeing at work
- basics of work organization and leadership
- job-seeking process and professional specialization and profiling (this will be linked to the professional specification study module).

WORKING LIFE DEVELOPMENT STUDIES, 30 ECTS

Working life development studies consist of the thesis (15 ECTS) and study units that support the thesis: Methods of development work 1 (5 ECTS) and Methods of development work 2 (10 ECTS). During working life development studies, students learn to apply the methods of development work and become acquainted with the future outlook of their field. The study module helps students develop their competences, progressing gradually from achieving to assessment and development.

Methods of development work 1 (5 ECTS)

During the study unit, students learn to identify real development needs of working life in their own sector. Students practise the methods of development work such as communal brainstorming methods, benchmarking, prediction methods, and making of questionnaires or interviews in cooperation with actual operators. The students are familiar with Humak's thesis requirements. Objectives

The student:

- can recognize development needs of working life
- is familiar with the various methods used in development work
- can apply the methods used in development work
- knows the requirements set for theses at Humak, and is familiar with the thesis writing and assessment process.

Contents:

- central methods used in development work
- Humak's RDI projects and other development projects in one's own professional field

- outlook of own professional field
- recognizing development needs of working life as teamwork
- principles of thesis writing at Humak

Further information: The study unit will be taken in the autumn of the third year (at the beginning of studies at the RDI centre), and will be carried out as contact teaching and training (3 ECTS), and as development practices (2 ECTS).

Methods of development work 2 (10 ECTS)

The study unit helps students to improve their skills in development and research methods and in information acquisition. The methods of development work are applied by implementing a research and development assignment commissioned by a real operator as multidisciplinary teamwork. During the study unit, students learn to produce easy-to-read professional style text and validate the results of development work. Students prepare a thesis plan, and sign a three-party cooperation contract on the thesis.

Objectives

The student:

- becomes thoroughly familiar with the methods of development work and is able to apply them
- can apply theoretical knowledge to working life development tasks
- can develop operations in an analytical, critical, and aesthetically sustainable manner
- can assess development work
- produces excellent professional-standard text.

Contents:

- advanced knowledge in and application of methods used in development work
- ethical principles of development work
- development work in a multidisciplinary group as a genuine working life assignment
- theory and practising of producing professional style texts
- improving information search skills
- planning and starting of the thesis process
- signing of the contract on the thesis assignment
- preparing of the thesis plan and its presentation at a seminar and to the client.

The study unit is scheduled to take place in the spring of the third study year (RDI centre) and is implemented as contact teaching (5 ECTS) and as a development assignment (5 ECTS).

Thesis (15 ECTS)

The thesis is a development assignment commissioned by a real working life operator. A contract is signed on the thesis assignment between the commissioner, the author, and the thesis supervisor. The aim of the thesis is to develop the commissioner's operations and to enable and encourage the student to generate new information and professional skills.

Objectives

The student:

- learns to develop working life practices in a concrete manner
- adopts a future-oriented and developing approach to working
- learns to apply the methods of development work to work tasks of their own field
- learns to evaluate and apply Finnish and international information sources

- develops as a writer of professional style texts
- learns to apply the results of development research in working life

Contents:

- the entire thesis as an individual, pair, or group work
- oral presentation of the thesis in a seminar or at an event organized by the client
- writing a maturity test similar in style to a press release.

Further information: The study unit is scheduled to take place in the fourth study year (RDI centre) and is implemented as independent work.

OPTIONAL STUDIES, 10 ECTS

The sign language interpreter study programme include the optional study units listed below. Study units that will be implemented as multidisciplinary studies are marked 'M'.

- Professional project, 5 ECTS
- Finnish literature reading group, 5 ECTS (M)
- Translation 4, 5 ECTS
- Better study skills 2 ECTS (M)
- Preparatory English language study unit 2 ECTS (M)
- Preparatory Swedish language study unit, 2 ECTS (M)
- Professional skills in an international operating environment, 3 ECTS (M)

Personalised studies included in the training programme will be principally included under the following study units (scopes given are indicative):

- International studies, 5 ECTS
- Translation studies, 5 ECTS
- Pedagogical studies, 5 ECTS
- Language and culture studies of spoken language, 5 ECTS
- Interpreting studies, 5 ECTS
- Language and culture studies of sign language, 5 ECTS

Acting as a tutor or student active at HUMAKO can be included into the following study units:

- Peer tutoring, 5 ECTS
- International tutoring, 5 ECTS
- Marketing tutoring, 5 ECTS
- Acting as a student active at HUMAKO, 10 ECTS

The students can also include optional studies from other training programmes and Humak's multidisciplinary studies into their studies.

Professional project (5 ECTS)

Objectives

The student:

- knows the various sub-areas relating to assignments and the relations between them and can manage entities and processes relating to assignments (the assignment can

be an interpreting event, a translation assignment, a project relating to the sign language sector, or similar)

- takes responsibility for and is aware of the responsibilities relating to the professional project
- recognizes their own role as a sign language operator in the assignment and understands the limits of their work description (as an interpreter, interpreting coordinator, event organizer, project worker, reporter, translator, or similar)
- is familiar with the responsibilities and liabilities relating to the coordination of the project on a practical level and understands the various work descriptions such as an interpreting coordinator or brochure author
- takes responsibility for their activities as a professional interpreter in multidisciplinary communities
- can assess assignments from the customers and other participants' point of view can assess the alternative methods relating to the various phases of the assignment (planning implementation, and assessment)
- can choose the most appropriate methods the whole considered
- is familiar with their role as a representative of their profession.
-

Contents:

- basics of project management relating to the assignment
- coordination, planning and preparation, implementation, and assessment of an assignment relating to the sign language sector
- planning and final reporting on the assignment.

Finnish literature reading group (5 ECTS)

Objectives

- The student:
- is familiar with various reading styles
- is familiar with concepts relating to the reading and interpretation of literature
- is familiar with the trends and styles of fiction
- understands the significance of fiction as part of cultural and communal heritage and worldview.

Contents:

- various reading styles: intensive, extensive, inspiring, critical, and intertextual reading skills
- concepts relating to reading: narrator, style, theme, plot, structure, imagery
- reading and analysing literature alone and in a group
- prose and poetry.

Objectives

The student:

- can complete extensive translation work
- can translate parallel texts and other sources
- has the technical skills needed for dubbing and subtitling.

Contents:

- conducting an extensive translation task through an authentic assignment or translation development task
- the translation process and self-assessment.

Better study skills (2 ECTS)

Objectives

The student:

- can take responsibility for and promote their own studies
- gains a better understanding of themselves as a learner and student
- acquires study skills that work in practice
- improves their group working skills and ability to partake in social interaction.

Contents:

- will be chosen according to the wishes and needs of the group, such as:
 - use of time
 - building motivation
 - confidence in themselves as a learner
 - ability to find the energy and motivation for advancing their studies
 - setting suitable objectives and attaining them

Professional skills in an international operating environment (3 ECTS)

Objectives

The student:

- is familiar with the central structures and operating methods in the sector in Finland and is able to introduce them in English or in the language of the target country
- understands that the practices and structures vary from country to country and is able to compare various structures and operational practices
- is able to understand diversity and encounter individuals and groups from different cultures.

Contents:

- operating structures of Finnish society and professional sector
- operating structures of the society and professional sector of the target country
- encountering cultural identity and diversity

Preliminary English language studies (2 ECTS)

Objectives

The student:

- can communicate understandably both orally and in writing in everyday situations in English and has a working knowledge of the core structures of the English language
- is sufficiently competent in the English language both orally and in writing to complete other English studies included in the degree.

Contents:

The student:

- is familiar with the basic structures and vocabulary of the English language

- can discuss and write about various leisure time and working life situations (emails, greeting, introducing oneself, telephone conversations, requesting for clarifications, etc.)
- written and oral communication relating to one's own field.

Preliminary Swedish language studies (3 ECTS)

Objectives

The student:

- can communicate understandably both orally and in writing in everyday situations in Swedish and has a working knowledge of the core structures of the Swedish language
- improves their spoken and written Swedish language skills in order to be able to undertake other Swedish studies included in the degree.

Contents:

- basic structure and vocabulary of the Swedish language
- oral and written practices relating to various leisure time and working life situations (emails, greeting, introducing oneself, telephone conversations, requesting for clarifications, etc.)
- written and oral communication relating to the one's own field.