

**1 Awarding Institution:** University of Newcastle upon Tyne

**2 Teaching Institution:** As above

**3 Final Award:** Master of Arts

**4 Programme title:** Cross-Cultural Communication and International Management / Cross-Cultural Communication and International Relations

**5 Programme Accredited by:** n/a

**6 UCAS Code:** n/a

**7 QAA Subject Benchmarking Group(s):** n/a

**8 Date of production/revision:** September 2001

**9 Programme Aims:**

- to provide learning opportunities to enable graduates to acquire the knowledge and understanding, skills and aptitudes necessary to proceed to careers in Cross-Cultural Communication plus a specialist subject/discipline (in the present case: Management or International Relations) in the public sector, the private sector, or the non-profit sector
- to provide learning opportunities to enable graduates to acquire the knowledge and understanding, skills and aptitudes necessary to undertake advanced studies in Cross-Cultural Communication plus a specialist subject/discipline (Management or International Relations) in Universities
- to contribute to the University objectives by providing high quality research training to an increasing number of postgraduates (Institutional Plan 6.7 (ii) and (iii)) and enhancing their key skills and employability (5.7 (iv)).
- to provide a qualification which fully meets the learning outcomes at Level 4 in the national qualifications framework

**10(a) Programme Intended Learning Outcomes:**

**A. Knowledge and Understanding**

The programme provides the opportunity for students to develop and demonstrate:

**A1. Data collection and analysis**

- (i) a knowledge and understanding of the application of selected methods of data collection
- (ii) an understanding of strengths and weaknesses of different types of data and the development of a critical use of sources
- (iii) an understanding of the use of methods and tools to analyse data in both qualitative and quantitative data analysis

A2. Ethical Issues

- (i) a knowledge and understanding of matters relating to privacy and confidentiality in research
- (ii) an awareness of the political context of research
- (iii) an awareness of professional codes of practice a knowledge and understanding of the power relations inherent in research fieldwork
- (iv) an awareness of the ethical responsibilities that a researcher has towards the researched

A3. Bibliographic and Computing Skills

- (i) the skills to identify and retrieve relevant materials, including annals, books, conference proceedings, journals, theses, and resources available electronically and on the www
- (ii) the skills to maintain a personal bibliography
- (iii) IT skills, including word processing and other basic computing skills, including spreadsheets and database management.

B. Cognitive Skills

The programme provides the opportunity for students to develop and demonstrate abilities:

- (i) to define and formulate research problems and questions and hypotheses
- (ii) to understand the rationale for research methods, evaluate and select them
- (iii) to understand sampling, sampling error, and biases in general
- (iv) to understand and apply concepts of generalisability, validity, reliability and replicability

C. Subject-related skills

The programme provides the opportunity for students to develop and demonstrate:

- i) a grasp of the main theories, models and ideas in the study of Cross-Cultural Communication plus a specialist subject/discipline (Management/International Relations)
- ii) an understanding of the main methodological approaches used in the study of Cross-Cultural Communication plus a specialist subject/discipline (Management/International Relations)
- iii) the skills of working to apply different theoretical and methodological approaches to particular cases of research in Cross-Cultural Communication plus a specialist subject/discipline (Management/International Relations)
- iv) the techniques of making oral presentation, both individually and in teams, on issues of Cross-Cultural Communication plus a specialist subject/discipline (Management/International Relations)
- v) the ability to write a research proposal in their chosen area of Cross-Cultural Communication plus a specialist subject/discipline (Management/International Relations)
- vi) enhanced communication in cross-cultural/international contexts

D. Key Skills

The programme provides the opportunity for students to develop and demonstrate:

- (i) the skills to communicate and present research findings effectively to specialist and non-specialist audiences
- (ii) the skills of effective written communicative and presentation
- (iii) the skills to manage research, including writing proposals, planning the research project, and implementation on time
- (iv) the skills to work effectively as member of teams, both subject-specific and multi-disciplinary

### **10(b) Teaching and Learning Methods and Strategies**

#### Knowledge and Understanding

The teaching strategy for A1 and A3 is a combination of lectures, workshops and group tutorials. A2 is covered by content-specific lectures and workshops, which are case-based. Students develop data collection and analysis skills through seminars, independent reading and hands-on experience in their research project. Student acquire knowledge of ethical issues through team work, presentation, case studies and independent reading. Students learn bibliographic skills by developing an initial bibliography for their research project.

#### Cognitive Skills

The teaching strategy is a combination of lectures, workshops, and both discipline-specific and team-based problem solving exercises. Students will learn through completing assignments, practical exercises and their research project.

#### Subject-Specific Skills

The teaching strategy is range of specialist modules, delivered through a combination of interactive seminars, lectures and workshops. Students will be given support and guidance by their supervisors who will discuss all aspects of research project/dissertation on an individual basis. Students will work in teams and will orally present their work. They will learn through participation in seminars and lectures, preparation of oral presentation, preparation of research project.

#### Key Skills

The teaching strategy is a range of written assessment and seminars at which students are required to make team and individual presentations. They provide opportunities for the students to co-operate, develop ideas, improve problem-solving capacity and work to deadlines. The Contrastive Genre Analysis and Contrastive Genre Analysis Practical modules will enable the students will develop both discipline-specific and transferable skills, especially language for particular purpose and presentation skills. The research project/dissertation provides specific opportunities of skills development through the construction of a research plan, through synthesising knowledge and by participating in dissertation workshops and individual meetings with supervisors.

### **10(c) Assessment Strategy and Methods**

A full range of assessment methods - including group and individual presentation, case report, written essays, critical book review, data analysis, and research portfolio- will be involved which will reflect the aims and objectives of the programme. They will also reflect the postgraduate level of the degree. More specifically,

Knowledge and Understanding will be assessed by means of coursework, oral presentation and the dissertation. Cognitive Skills will be assessed by critical book reviews and independent reading (with presentation at seminars). Subject-Specific Skills are assessed through exams and essays, as well as the research portfolio. Key Skills are assessed through oral and written presentation and the dissertation. On average 80 percent of the assessment will be done through the written medium and 20 orally, although the exact format of the assessment will vary.

Assessments, as appropriate, will test factual knowledge and application and dissemination of knowledge through practical and written assignments. The latter will be geared towards applied research ends (formulating questions from theoretical and applied issues/problems, critically appraising past work in the field, designing experimental and applied investigations, analysing results for theoretical and practical significance, presenting and discussing findings in oral and written presentations). As well as being used separately according to the suitability for different modules, these skills will all be brought together in the research portfolio exercise.

The assessments are appropriate for the postgraduate nature and aims of the course. They permit assessment on an equal footing for students from a wide range of educational and disciplinary backgrounds.

### **11. Programme Curriculum, Structure, and Features**

The programme consists of 120 credits of taught modules and 60 credits research portfolio.

All students will be required to choose 60 credits in Cross-Cultural Communication, and 60 credits from the existing Master's programmes in International Business Management or International Relations

The choice of modules needs to be approved by the Degree Programme Director and Pathway Leader.

A 60 credits research portfolio will be required.

Candidates who successfully complete all the taught elements of the programme but do not wish to proceed to the research portfolio will be awarded Diploma.

### **12 Criteria for Admission:**

GCSEs required

A-Level Subjects and Grades

Alternative entry qualifications

Admissions policy

A candidate must either be a graduate of this or another approved University or awarding body with a 2<sup>nd</sup> class or above degree; or hold another qualification approved by the Graduate School of HASS (Faculty of Humanities, Arts and Social Sciences) as equivalent to a degree of a university in the United Kingdom. Preferred subjects include language and linguistics, communication studies, business, and politics.

Arrangements for non-standard entrants

Any Additional Requirements

Overseas candidates whose first language is not English must have IELTS 6.5 or above.

### **13 Support for Students and their Learning:**

Induction

There will be an induction meeting hosted by the School of Education, Communication and Language Sciences for all students on the Cross-Cultural Communication + programme. One staff representative from each of the partner School will be present (in the present case, Management and Politics). The Programme Handbook will be issued, together with timetable and module choice forms. The DPD, who will be

based in Speech, will explain the details of the programme structure, curriculum and assessments requirements. Students will be asked to choose their modules.

Students will be asked to attend the Faculty/University Induction programmes. Overseas students will be asked to attend the Orientation Programme, organised by the International Office.

#### Study Skills support

DPD will provide tutorial support to all the students on the programme as well as acting as the liaison officer between the participating schools. Special sessions on study skills and tour of library and UCS will be conducted by DPD during Induction Week.

#### Academic support

The DPD will have the overall responsibility for ensuring co-ordination of the programme across departments, as well as for the administration and management of the programme. There will be Pathway Leaders from the participating schools who, together with the Programme Tutor, oversees the coherence of the students module choices. All students will have access to the DPD, Pathway Leaders and all the module leaders for advice and discussion of academic issues arising.

#### Pastoral support

The Personal tutors will be available to discuss pastoral issues. The overall responsibility for pastoral issues, however, will lie with the DPD.

#### Support for Special Needs

No special arrangement beyond those made by the University centrally.

#### Learning resources

No special arrangement beyond those made by the University centrally.

### **14 Methods for evaluating and improving the quality and standards of teaching and learning:**

#### Module reviews

Students will be asked to complete a module evaluation questionnaire at the end of each module. The questionnaires will be summarised by the DPD and discussed with module leaders. Module leaders will be asked to comment on any substantive issues which will be feedback to student where appropriate. Modules are reviewed each year by module leaders in the light of students and staff evaluations.

#### Programme reviews

The programme is reviewed regularly by Boards of Studies, which will be based in School of Education , Communication and Language Sciences. It will include the DPD, at least one representative of each contributing School and student representatives. Staff-student committee will discuss issues arising from the programme. It will also be included in any Faculty and University programme and subject review.

<p>External examiner reports External examiners will be asked to provide written reports on the assessment process as with all other taught master's programmes of the University.</p>
<p>Accreditation reports n/a</p>
<p>Student evaluations Students will be asked to complete a module evaluation questionnaire at the end of each module, as well as a programme evaluation questionnaire at the end of the programme. Staff-student committee will discuss issues arising from the programme. Graduate and employer surveys will be conducted periodically.</p>
<p>Feedback Mechanisms The Boards of Studies, which will have student representatives, will consider feedback from students and staff, as well as that from the external examiners. The DPD will be responsible for the initial gathering of feedback on individual modules, and where appropriate will discuss issues with the staff and students concerned. Staff-student committee will discuss issues arising from the programme.</p>
<p>Faculty and University Review Mechanisms The programme will be reviewed by the FTCs and UTC and included in any Faculty and University programme and subject review.</p>

## **15 Regulation of Assessment**

### **Course Requirements**

To qualify for the award of the degree, candidates shall be required to satisfy the examiners in both course work and the research portfolio.

### **Role of the External Examiner**

The External Examiner will act as moderator for all the coursework and research portfolio. S/he will be sent a sample of coursework and research portfolio in accordance with the participating departments' normal practice. S/he will attend the Board of Examiners and report to the University on the comparability of standards.

**16 Indicators of Quality and Standards:**

Professional Accreditation Reports  
n/a

Internal Review Reports

Previous QAA Reports

Speech:	24
Management:	n/a
Politics:	23

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

The University Prospectus

The Departmental Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

QAA Subject Review Report