| | **PROGRAMME SPECIFICATION** | |
|---|---|---|

| 1 | **Awarding Institution** | Newcastle University |
|---|---|---|
| 2 | **Teaching Institution** | Newcastle University |
| 3 | **Final Award** | Master of Arts |
| 4 | **Programme Title** | Cross Cultural Communication and Applied Linguistics |
| 5 | **UCAS/Programme Code** | 4067 |
| 6 | **Programme Accreditation** | n/a |
| 7 | **QAA Subject Benchmark(s)** | n/a |
| 8 | **FHEQ Level** | Masters |
| 9 | **Date written/revised** | May 2010 |

**10    Programme Aims**

1       To provide learning opportunities to enable graduates to acquire the knowledge and understanding, skills and aptitudes necessary to proceed to careers in cross-cultural and international professional contexts and/or where a knowledge of Applied Linguistics is required, in the public sector, the private sector, and the non-profit sector.

2.      To provide learning opportunities to enable graduates to acquire the multidisciplinary knowledge to undertake advanced studies in Cross Cultural Communication, involving knowledge of relevant theory from Social Psychology, Psychology, Communication, and/or advanced study in the filed of Applied Linguistics which will be at the forefront of these disciplines

3.      To provide learning opportunities to enable graduates to acquire the skills and aptitudes necessary to undertake further advanced studies in Cross-Cultural Communication and/or Applied Linguistics.

4.      To contribute to the University objectives by providing high quality research training to an increasing number of postgraduates (Institutional Plan 6.7 (2) and (3) and enhancing their key skills and employability (5.7 (iv)).

5.      To provide a qualification which fully meets the requirements of the Higher Education Qualifications Framework at Masters Level.

6.      To provide a programme which conforms in full with University policies and QAA codes of practice.

**11    Learning Outcomes**

Intended Learning Outcomes for the Degree Programme conform to those defined by the HEQF as being at Masters Level.  Thus the programme provides the opportunity for students to develop and demonstrate originality in the application of knowledge of Cross Cultural Communication and of Applied Linguistics, and an understanding of how the boundaries of knowledge are advanced through research in these disciplines.  Graduates of this Degree Programme will be able to deal with complex issues both systematically and creatively, and will be able to show originality in tackling and solving problems. They will also have the ability to critically evaluate current research and advanced scholarship in Cross Cultural Communication and in Applied Linguistics.

Graduates of this programme will also have a systematic understanding and critical awareness of current problems with, and new insights into, the nature of knowledge of cross-cultural communication.  They will also have a deep understanding of the nature of culture and of group identity and their manifestation and realisation in individual communication practices.  Allied to this will be a knowledge of the multidisciplinary nature of Applied Linguistics, and how theory derived from these various sub-disciplines can inform an understanding of Applied Linguistics, and how Applied Linguistics can inform us

about contemporary culture, societies and social relationships in different national, international and/or cross-cultural settings and contexts.

Specific Intended Programme Learning Outcomes are detailed below.

## Knowledge and Understanding

A1    an advanced level of knowledge of the main theories, models and ideas in the study of Cross Cultural Communication and in the study of Applied Linguistics

A2    an advanced understanding of the complex nature of culture and social and cultural identity, and how such identifications impact on communication practices, both within a cultural group, and in cross-cultural contexts

A3    an advanced understanding of how human communication in general, and visual and aural Applied Linguistics in particular, influence and are themselves influenced by culture, cross-cultural communication and cultural identification

A4    an advanced understanding of how theory derived from the various sub-disciplines of Applied Linguistics can inform an understanding of the nature of social relationships and wider societal issues and interrelationships and ways in which these are articulated

A5    an advanced and critical understanding of the main methodological approaches used in the study of Cross-Cultural Communication and Applied Linguistics such as surveys, ethnographic observation, interviews and discourse analysis.

A5    an advanced understanding of the main methodological approaches used in the study of Cross-Cultural Communication and in Applied Linguistics. This will include an advanced understanding of strengths and weaknesses of different types of data and the development of a critical use of sources.

A6    an advanced level of knowledge of how ethical issues impact on research. This will involve an advanced knowledge and understanding of matters relating to privacy and confidentiality in research; a critical awareness of the political context of research; a critical awareness of professional codes of practice; an advanced knowledge and understanding of the power relations inherent in research fieldwork; and a critical awareness of the ethical responsibilities that a researcher has towards the researched.

## Teaching and Learning Methods

The teaching and learning strategies and methods for Ai, Aii, Aiii and Aiv are a combination of content specific lectures, workshops and group and individual tutorials, which are usually case-based.

The main theories, models and ideas of Language and Communication in general, and Cross Cultural Communication in particular, will be introduced in the core module CCC8086 Language and Cross Cultural Communication, and in the language and communication modules (CCC8015 Sociolinguistics, CCC8077 Professional Communication, CCC8001 The Social Psychology of Communication), CCC8087 English in the World, CCC8088 Culture, Interculturality and Identity.

In the specialist optional modules in Applied Linguistics such as ALT8101 TESOL for Young Learners, ALT8084 Introduction to TESOL, ALT8085 Bilingualism and Bilingual Education, ALT8094 Core issues in Second Language Acquisition, T8095 Understanding Second Language Classroom Interaction, ALT8076 Psycholinguistics and Language Development, students will have the opportunity to focus on wider issues relating Applied Linguistics, as determined by their individual needs and interests.

Students develop data collection and analysis skills through seminars, independent reading and hands-on experience in their Research Portfolio Project (Module CCC8086) , as well as through direct training during Group Tutorial Sessions for all Cross Cultural Communication+ students. Students are made aware of and acquire knowledge of ethical issues (Avi) through teamwork, presentations, case studies and independent reading, and in the preparation of the various parts of their research portfolio. Methodological and theoretical approaches will also be taught via these methods (Av).

## Assessment Strategy

Ai-Aiii assessed by means of coursework for Core and Optional Modules, written assignments, oral presentation and the research portfolio, part of which will be presented in written form, and part of which will be presented in the form of an oral presentation and related handout.

Aiv assessed by means of coursework and assignments for the Optional Modules in Applied Linguistics

Av assessed by means of coursework and assignments for core and optional modules, and in the research portfolio

Avi assessed by means of the work produced for the research Portfolio.

## Intellectual Skills

The programme provides the opportunity for students to develop and demonstrate abilities:
B1    to define and formulate research problems and questions and hypotheses
B2    to understand the rationale for research methods, evaluate and select them
B3    to understand sampling, sampling error, and biases in general
B4    to understand and apply concepts of generalisability, validity, reliability and replicability

### Teaching and Learning Methods

The teaching and learning strategies and methods for Bi – iv are a combination of lectures, workshops, group tutorials and both discipline-specific individual and team-based problem solving exercises. Students will learn through completing assignments, practical exercises and their research projects for the Portfolio.

### Assessment Strategy

Cognitive Skills Bi–Biv are assessed by means of written essays, individual and group presentations, book and empirical literature reviews and research for the Portfolio

## Practical Skills

**The programme provides the opportunity for students to develop and demonstrate**
C1    the advanced skills of working to apply different theoretical and methodological approaches to particular cases of research in Cross-Cultural Communication and in the field of Applied Linguistics
C2    the advanced techniques of making oral presentation, both individually and in teams, on issues related to Cross-Cultural Communication and to Applied Linguistics
C3    the ability to write a research proposal in their chosen area of Cross-Cultural Communication and/or Applied Linguistics
C4    enhanced professional and general communication skills in cross-cultural/international contexts

### Teaching and Learning Methods

The teaching and learning strategies and methods for subject related skills (Ci) are in the delivery of a range of specialist modules, through a combination of interactive seminars, lectures and workshops. Students will be given support and guidance by their Module leaders on both Core and Optional Modules. Supervisors, who will be either the DPD for the CCC+ Applied Linguistics Programme, or other staff teaching on the Programme, will discuss all aspects of the research project and portfolio production 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.

Oral presentation and written skills will be taught and practiced (Cii), both as preparation for assessed exercises on the individual modules, both core and optional, as well as in group tutorials.  Research proposals will be taught and practiced as preparation for the Research Portfolio (Ciii).  General professional and communication skills will be taught via the modules, and in the preparation of the research portfolio

### Assessment Strategy

Related to specific subject related ILOs:
Ci-    Core and optional Communication and Applied Linguistics specialism module assignments,  and the research portfolio
Cii-    Core Module assignments and research portfolio

| Ciii- | Research Portfolio |
|---|---|
| Civ- | All modules and research portfolio |

## Transferable/Key Skills

The programme provides the opportunity for students to develop and demonstrate:
D1   the skills to identify and retrieve relevant materials, including annals, books, conference proceedings, journals, theses, and resources available electronically and on the www
D2    the skills to maintain a personal bibliography
D3       IT skills, including word processing and other basic computing skills, including spreadsheets and database management.
D4   the skills to communicate and present research findings effectively  to specialist and non-specialist audiences

## Teaching and Learning Methods

The teaching and learning strategies and methods for Di – vii are in the preparation and feedback for a range of written assignments, and in the preparation and feedback for student led seminars at which students are required to make team and individual presentations. These will occur in Core and Optional Modules, and in preparing the Research Portfolio, and also during group tutorial sessions. They provide opportunities for the students to co-operate, develop ideas, improve problem-solving capacity and work to deadlines. They will also provide opportunities for students to enhance their oral presentation skills. The Research Portfolio provides specific opportunities for skills development through the construction of a research plan, through synthesising knowledge and by participating in workshops and individual meetings with supervisors and module leaders.

## Assessment Strategy

Related to specific ILOs:
Di-   Assessed via bibliographies for all modules, and the research portfolio
Dii-   Assessed via the research portfolio
Diii-  Assessed via assignments for all modules
Div-  Assessed via research portfolio
Dv-   Assessed via assignments all modules
Dvi-  Assessed via research portfolio

Dvii- Assessed via assignments for all modules

## 12    Programme Curriculum, Structure and Features
### Basic structure of the programme

This strand of the degree offers students the opportunity to follow their own professional and/or research interests in the field of Applied Linguistics , while relating the theory, practice and knowledge in the field to that of social psychological and psychological approaches to the study of cross-cultural communication.

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

60 credits of **Language and Communication** modules

Other options within SECLS may also be considered, but students wishing to do so will be required to consult with the DPD. The final choice of modules needs to be approved by the Degree Programme Director in consultation with the pathway leader.

60 credits ofa  research portfolio will be required.

The research portfolio consists of three sets of research files where students are required to research and discuss aspects of cross cultural communication

Candidates who successfully complete all the taught elements of the programme but do not wis

to proceed to the research portfolio will be awarded a Postgraduate Diploma, under the University's Examination Conventions for Taught Master's Programmes.

**Key features of the programme (including what makes the programme distinctive)**

Research Portfolio
Language and Communication Modules designed to be especially useful to international students (90%+ of the usual cohort)
Multidisciplinary – language and communication and specialism studies

**Programme regulations (link to on-line version)**

http://www.ncl.ac.uk/regulations/programmes

| 13 | Criteria for admission |
|---|---|

*Entry qualifications and Admissions policy/selection tools*
A candidate must either be a graduate of this or another approved University or awarding body with a 2nd 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 Applied Linguistics, Media Studies, Sociology, Communication Studies, TESOL, Translation, Psychology, Social Psychology and Cross-Cultural Communication

*Non-standard Entry Requirements*

Any special cases will be considered individually by the DPD.

*Additional Requirements*

Overseas candidates whose first language is not English must have IELTS overall 6.5 with at least 6.0 for the written component.

Overseas candidates with IELTS 6.0, or with IELTS 6.5 but writing lower than 6.0 will be offered places conditional on undertaking at least 5 weeks Pre-Sessional English Language training

*Level of English Language capability*

| 14 | Support for Student Learning |
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*Induction*
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/postgraduate/international

*Study skills support*
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

*Academic support*
The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of

School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

*Pastoral support*
All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at http://www.ncl.ac.uk/undergraduate/support/tutor.htm
In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see http://www.ncl.ac.uk/undergraduate/support

*Support for students with disabilities*
The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see  http://www.ncl.ac.uk/students/wellbeing/disability-support

*Learning resources*
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see http://www.ncl.ac.uk/undergraduate/facilities

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-sessional language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See http://ncl.ac.uk/undergraduate/international/into

| 15 | Methods for evaluating and improving the quality and standards of teaching and learning |
|---|---|

*Module reviews*
All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

*Programme reviews*
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

*External Examiner reports*
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

*Student evaluations*
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies..

*Mechanisms for gaining student feedback*
Feedback is channelled via the Staff-Student Committee and the Board of Studies.

*Faculty and University Review Mechanisms*
The programme is subject to the University's Internal Subject Review process, see

*Accreditation reports*


*Additional mechanisms*

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## 16 Regulation of assessment

*Pass mark*
The pass mark is 50 (Postgraduate programmes)

*Course requirements*
Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research http://www.ncl.ac.uk/students/progress/staff-resources/information/contact/regs.htm) and Examination Conventions for Taught Masters Degrees. (http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.


*Common Marking Scheme*

| **Summary description applicable to postgraduate Masters programmes** | | **Summary description applicable to postgraduate Certificate and Diploma programmes** | |
|---|---|---|---|
| <50 | Fail | <50 | Fail |
| 50-59 | Pass | 50 or above | Pass |
| 60-69 | Pass with Merit | | |
| 70 or above | Pass with Distinction | | |

*Role of the External Examiner*
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:
        See and approve examination papers
        Moderate examination and coursework marking
        Attend the Board of Examiners
        Report to the University on the standards of the programme

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

The University Prospectus (see http://www.ncl.ac.uk/requests)

The School brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see http://www.ncl.ac.uk/regulations/docs)

The Degree Programme Handbook

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Please note. 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.

**Mapping of Intended Learning Outcomes onto Curriculum/Modules**

| Intended Learning Outcome | Module codes (Comp/Core in Bold) |
|---|---|
| A1 | CCC8001  CCC8077 **CCC8026** |
| A2 | CCC8001  CCC8077  **CCC8026** |
| A3 | CCC8001  CCC8077  **CCC8026** |
| A4 | |
| A5 | CCC8001  CCC8077 **CCC8026** |
| A6 | CCC8001  CCC8077 **CCC8026** |
| B1 | |
| B2 | CCC8001 CCC8077 **CCC8026** |
| B3 | CCC8001 CCC8077 **CCC8026** |
| B4 | CCC8001 CCC8077 **CCC8026** |
| C1 | CCC8001 **CCC8026** |
| C2 | CCC8001  CCC8077 **CCC8026** |
| C3 | Research Portfolio |
| C4 | CCC8001  CCC8077 **CCC8026** |
| D1 | CCC8001  CCC8077 **CCC8026** |
| D2 | CCC8001  CCC8077 **CCC8026** |
| D3 | CCC8001 CCC8077 **CCC8026** |
| D4 | CCC8001 CCC8077 **CCC8026** |

| Intended Learning Outcome | Module codes (Comp/Core in Bold) |
|---|---|
| A1 | ALT8001 |
| A2 | |
| A3 | |
| A4 | ALT8001 |
| A5 | ALT8001 |
| A6 | ALT8001 |
| B1 | ALT8001 |
| B2 | ALT8001 |
| B3 | ALT8001 |
| B4 | ALT8001 |
| C1 | ALT8001, ALT8101, ALT8084, ALT8085, ALT8094, T8095, ALT8096, ALT8076, ALT8017, ALT8100, ALT8097 |
| C2 | |
| C3 | ALT8001 |
| C4 | |
| D1 | ALT8001, ALT8101, ALT8084, ALT8085, ALT8094, T8095, ALT8096, ALT8076, ALT8017, ALT8100, ALT8097 |
| D2 | |
| D3 | |
| D4 | ALT8001, ALT8101, ALT8084, ALT8085, ALT8094, T8095, ALT8096, ALT8076, ALT8017, ALT8100, ALT8097 |