

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA
4	Programme Title	Cross Cultural Communication and International Relations
5	UCAS/Programme Code	4054
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Education
8	FHEQ Level	Level 7
9	Date written/revised	April 2009

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 Communication plus a specialist subject/discipline (in the present case: International Relations) in the public sector, the private sector, or the non-profit sector.
- 2 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 (International Relations) in Universities.
- 3 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)).
- 4 to provide a qualification which fully meets the learning outcomes at Level 7 in the national qualifications framework.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

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

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.

<p>A3 Bibliographic and Computing Skills</p> <ul style="list-style-type: none"> 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.
<p>Teaching and Learning Methods</p>
<p>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. Students 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.</p>
<p>Assessment Strategy</p>
<p>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 research files.</p>
<p>Cognitive Skills</p>
<p>The programme provides the opportunity for students to develop and demonstrate abilities:</p> <ul style="list-style-type: none"> 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.
<p>Teaching and Learning Methods</p>
<p>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.</p>
<p>Assessment Strategy</p>
<p>Cognitive Skills will be assessed by critical book reviews and independent reading (with presentation at seminar).</p>
<p>Subject-Related Skills</p>
<p>The programme provides the opportunity for students to develop and demonstrate:</p> <ul style="list-style-type: none"> C1 a grasp of the main theories, models and ideas in the study of Cross-Cultural Communication plus a specialist subject/discipline (International Relations). C2 an understanding of the main methodological approaches used in the study of Cross-Cultural Communication plus a specialist subject/discipline (International Relations). C3 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 (International Relations). C4 the techniques of making oral presentation, both individually and in teams, on issues of Cross-Cultural Communication plus a specialist subject/discipline (International Relations).

- C5 the ability to write a research proposal in their chosen area of Cross-Cultural Communication plus a specialist subject/discipline (International Relations).
- C6 enhanced communication in cross-cultural/international contexts.

Teaching and Learning Methods

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.

Assessment Strategy

Subject-Specific Skills are assessed through exams and essays as well as the research portfolio.

Key Skills

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

- D1 the skills to communicate and present research findings effectively to specialist and non-specialist audiences.
- D2 the skills of effective written communicative and presentation
- D3 the skills to manage research, including writing proposals, planning the research project, and implementation on time.
- D4 the skills to work effectively as members of teams, both subject-specific and multi-disciplinary.

Teaching and Learning Methods

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.

Assessment Strategy

Key Skills are assessed through oral and written presentation and the research files. 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

12 Programme Curriculum, Structure and Features
Basic structure of the programme
The programme consists of 120 credits of taught modules and 60 credits research portfolio.
Key features of the programme (including what makes the programme distinctive)
All students will be required to choose 60 credits in Cross-Cultural Communication, and 60 credits from the existing Master's programme in 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.
Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme

13 Criteria for admission
<p>Entry qualifications</p> <p>GCSE's required. A-Level Subjects and Grades Alternative entry qualifications</p> <p>Admissions policy/selection tools</p> <p>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 language and linguistics, communication studies, business, and politics.</p> <p>Arrangements for non-standard entrants</p> <p>Additional Requirements</p> <p>Overseas candidates whose first language is not English must have IELTS 6.5 or above.</p>

14 Support for Student Learning
<p>The Student Services portal provides links to key services and other information and is available at http://www.ncl.ac.uk/students/</p> <p>Induction</p> <p>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.</p> <p>Study skills support</p> <p>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.</p>

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.

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.

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.

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.

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-session 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.

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. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

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.

Accreditation reports

Additional mechanisms

16 Regulation of assessment

Pass mark

The pass mark is 50 (Postgraduate programmes)

Course requirements

Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. In summary, students must pass, or be deemed to have passed, 120 credits at each Stage.

Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. (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

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass

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

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

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

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

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

The Degree Programme Handbook

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
B1	CCC8001 CCC8077 CCC8026
B2	CCC8001 CCC8077 CCC8026
B3	CCC8001 CCC8077 CCC8026
B4	CCC8001 CCC8077 CCC8026
C1	CCC8001 CCC8026
C2	CCC8001 CCC8077 CCC8026
C3	CCC8026
C4	CCC8001 CCC8077 CCC8026
C5	CCC8001 CCC8077 CCC8026
C6	CCC8001 CCC8077 CCC8026
D1	CCC8001 CCC8077 CCC8026
D2	CCC8001 CCC8077 CCC8026
D3	CCC8001 CCC8077 CCC8026
D4	CCC8001 CCC8077 CCC8026