

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 Education
5	UCAS/Programme Code	4069
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	n/a
8	FHEQ Level	Level 7
9	Date written/revised	May 2014

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 professional international and cross-cultural contexts, and/or where knowledge of Education is required, in the public sector, the private sector, or 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, Communication Studies, Intercultural Communication Studies, Ethnography and Discourse studies, and advanced study in Education.
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 Education.
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 Level 7.
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 Education, 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, and designing and conducting empirical research projects. They will also have the ability to critically evaluate current research and advanced scholarship in Cross-Cultural Communication and in Education.

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 the field of Education, and how theory derived from these various sub-disciplines can inform an understanding of Education, and how both Cross-Cultural Communication and the field Education 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 both Cross-Cultural Communication and Education.

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 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 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 in Education, such as research questionnaires, ethnographic approaches, research interviews and various forms of discourse analysis and an advanced understanding of applying these approaches when conducting research in the fields of Cross-Cultural Communication and Education. 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 A1, A2, A3 and A4 are a combination of content specific lectures, seminars, workshops and group and individual tutorials.

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. Theories, models and ideas of language and communication in general, and Cross-Cultural Communication in particular will be introduced in more detail in specific modules. These include CCC8001 The Social Psychology of Communication and CCC8077 Professional Communication Skills for social psychological approaches; CCC8015 Sociolinguistics for ethnographic approaches; CCC8043 International Business Talk and Interaction, CCC8087 English in the World and CCC8091 Micro-Analysis of Intercultural Interaction for discourse analytic approaches).

In the specialist optional modules in Education, students will have the opportunity to focus on wider issues relating to the field of Education, as determined by their individual needs and interests.

A5 and A6 are also addressed in the teaching of the above-mentioned modules. Students also develop a knowledge of methodological and theoretical approaches, data collection and analytic skills through lectures, seminars, independent reading and hands-on experience in their Research Portfolio Project (CCC8026), and the the connected course, Methods in CCC Research, which is compulsory for all Cross-Cultural Communication students. Students are made aware of and acquire knowledge of ethical issues (A6) through this module, as well as through teamwork, presentations, case studies and independent reading.

Assessment Strategy

A1-A4 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.

A4 assessed by means of coursework and assignments for the optional modules in Education.

A5 assessed by means of coursework and assignments for core and optional modules, and in the Research Portfolio.

A6 assessed by means of the work produced for the Research Portfolio.

Intellectual Skills

B1 to define and formulate research problems, research questions and, where applicable, research hypotheses.

B2 to understand the rationale for research methods, evaluate and make selections according to existing scholarship, research findings and thinking in connected disciplines, combined with students' own interests and professional ambitions.

B3 to understand sampling, sampling error, and biases in general, and, in their own research, to consider ways to limit these inevitable limitations as much as possible.

B4 to understand and apply concepts of generalisability, validity, reliability and replicability.

Teaching and Learning Methods

The teaching and learning strategies and methods for B1 – 4 are a combination of lectures, seminars, workshops, group tutorials and both discipline-specific individual and team-based problem solving exercises. Students will learn through completing assignments, practical exercises and designing and conducting research projects for the Research Portfolio.

Assessment Strategy

Intellectual Skills B1–B4 are assessed by means of written essays, individual and group presentations, empirical literature reviews and the empirical research project element of the Research Portfolio.

Practical Skills

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

C1 the advanced skills of applying different theoretical and methodological approaches to particular cases of research in Cross-Cultural Communication and in the field of Education.

C2 the advanced techniques of making oral presentation, both individually and in teams, on issues related to Cross-Cultural Communication and to Education.

C3 the ability to write a research proposal and conduct an empirical research project in their chosen area of Cross-Cultural Communication and/or Education.

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 (C1) are in the delivery of a range of specialist modules, through a combination of interactive lectures, seminars, and workshops. Students will be given support and guidance by their module leaders on both core and optional modules.

Students will also work in teams for group presentations, and will produce an oral presentation as part of the Research Portfolio (C2). They will be provided with guidance on this through participation in lectures and seminars and lectures, particularly CCC8026 Methods in CCC Research.

Writing research proposals, and conducting and writing up empirical research projects, will be taught and practiced throughout CCC8026 lectures and seminars (C3). Supervisors, who will be either the Degree Programme Director, or another staff member from Cross-Cultural Communication, will discuss all aspects of the research project through individual supervision meetings. General professional and communication skills will be taught throughout core and optional the modules, and in the preparation of the Research Portfolio (C4).

Assessment Strategy

Practical skills C1, C2 and C4 are assessed by means of module assignments, and in particular the Research Portfolio. Practical skill C3 is assessed through the 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 online.

D2 the skills to maintain a personal bibliography.

D3 IT skills, including word processing, presentation slide preparation, 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.

D5 the skills to work effectively to deadlines, both individually and multilingual and multicultural groups,

Teaching and Learning Methods

The teaching and learning strategies and methods for D1–4 are in the preparation and feedback for a range of written assignments, and in the preparation and feedback for individual and group student presentations. These will occur in core and optional Modules, and in preparing the Research Portfolio. 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

Practical skills C1, C2 and C4 are assessed by means of module assignments, and in particular the Research Portfolio. Practical skill C3 is assessed through the Research Portfolio.

12 Programme Curriculum, Structure and Features
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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 fields of Cross-Cultural Communication and Education, while relating the theory, practice and knowledge in the fields of Social Psychology, Communication Studies, Intercultural Communication Studies, Ethnography and Discourse studies to their application in the study of Cross-Cultural Communication.

The programme consists of 120 credits of taught modules and a 60 credit Research Portfolio (support for which is provided through the CCC8026 Methods in CCC Research lectures and seminars). The Research Portfolio is made up of three, inter-related assignments, produced throughout the year, and culminating in an empirical research project conducted over the summer.

The 120 credits of taught modules are made up of 60 credits from the Language and Communication range of modules, and 60 credits from the Education range of modules. Students who wish to take slightly more from one of the two strands may do so, following approval from their Degree Programme Director. Further details of the compulsory and optional taught modules are outlined in the Programme Regulations.

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

The MAs in Cross-Cultural Communication offered by Newcastle University are uniquely multidisciplinary, being the only MA programmes in the world which offer the students the chance to study Cross-Cultural Communication in addition to another academic and professional disciplines, through the range of pathway specialisms. The Research Portfolio is a unique alternative to the traditional MA dissertation model, providing students with the opportunity to do an MA dissertation equivalent in three parts, over the course of the academic year, while maintaining the requirement for an independent empirical research project to be submitted as a final assignment.

Programme regulations (link to on-line version)
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<http://www.ncl.ac.uk/regulations/programme/>

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 and Social Sciences) as equivalent to a degree of a university in the United Kingdom. Candidates with a degree in disciplines or subjects in the Social Sciences, Humanities, or Arts will be eligible for enrolment. 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

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 Faculty of Humanities and Social Sciences as equivalent to a degree of a University in the UK. Preferred subjects include Education, TESOL, Psychology, Social Psychology and Cross Cultural Communication.

Candidates whose first language is not English have to satisfy the University's language requirements. Candidates must have an overall IELTS score of 6.5 with at least 6.5 for the written component. Candidates with IELTS score slightly lower than 6.5, or with IELTS 6.5 but with a writing score lower than 6.5, will be issued with a conditional offer on successful completion of the Pre-sessional English Language Training programme.

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

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.

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.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities

The University's Disability Support team 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 Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources 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 Student-Staff 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 Student-Staff Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff 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. Further information is at www.thestudentsurvey.com/ 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 Student-Staff Committee and the Board of Studies.

Faculty and University Review Mechanisms

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports

Additional mechanisms

16 Regulation of assessment

Pass mark

The pass mark is 50.

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

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

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

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

Degree Programme and University Regulations: <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 CCC8015 CCC8026 CCC8043 CCC8077 CCC8086 CCC8087 CCC8088 CCC8091 ALT8020
A2	CCC8001 CCC8015 CCC8026 CCC8043 CCC8077 CCC8086 CCC8087 CCC8088 CCC8091 ALT8020
A3	CCC8001 CCC8015 CCC8026 CCC8043 CCC8077 CCC8086 CCC8087 CCC8088 CCC8091 ALT8020
A4	CCC8001 CCC8015 CCC8026 CCC8043 CCC8077 CCC8086 CCC8087 CCC8088 CCC8091 ALT8020
A5	CCC8001 CCC8015 CCC8026 CCC8043 CCC8077 CCC8086 CCC8087 CCC8088 CCC8091 ALT8020
A6	CCC8001 CCC8015 CCC8026 CCC8043 CCC8077 CCC8086 CCC8087 CCC8088 CCC8091 ALT8020
B1	CCC8001 CCC8015 CCC8026 CCC8043 CCC8077 CCC8086 CCC8087 CCC8088 CCC8091 ALT8020
B2	CCC8001 CCC8015 CCC8026 CCC8043 CCC8077 CCC8086 CCC8087 CCC8088 CCC8091 ALT8020
B3	CCC8001 CCC8015 CCC8026 CCC8043 CCC8077 CCC8086 CCC8087 CCC8088 CCC8091 ALT8020
B4	CCC8001 CCC8015 CCC8026 CCC8043 CCC8077 CCC8086 CCC8087 CCC8088 CCC8091 ALT8020
C1	CCC8001 CCC8015 CCC8026 CCC8043 CCC8077 CCC8086 CCC8087 CCC8088 CCC8091 ALT8020
C2	CCC8001 CCC8015 CCC8026 CCC8043 CCC8077 CCC8086 CCC8087 CCC8088 CCC8091 ALT8020
C3	CCC8026 CCC8086
C4	CCC8001 CCC8015 CCC8026 CCC8043 CCC8077 CCC8086 CCC8087 CCC8088 CCC8091 ALT8020
D1	CCC8001 CCC8015 CCC8026 CCC8043 CCC8077 CCC8086 CCC8087 CCC8088 CCC8091 ALT8020
D2	CCC8001 CCC8015 CCC8026 CCC8043 CCC8077 CCC8086 CCC8087 CCC8088 CCC8091 ALT8020
D3	CCC8001 CCC8015 CCC8026 CCC8043 CCC8077 CCC8086 CCC8087 CCC8088 CCC8091 ALT8020
D4	CCC8001 CCC8015 CCC8026 CCC8043 CCC8077 CCC8086 CCC8087 CCC8088 CCC8091 ALT8020
D5	CCC8001 CCC8015 CCC8026 CCC8043 CCC8077 CCC8086 CCC8087 CCC8088 CCC8091 ALT8020