

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	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 professional cross-cultural contexts 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, Intercultural Communication 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. 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 interpersonal communication practices. Allied to this will be a knowledge of the multidisciplinary nature of Education, and how theory derived from this field can inform an understanding of language and language education, the interrelationship between language and language users, as well as what Education can tell us about contemporary cultures, societies and social relationships in different national, international and/or cross-cultural 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 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 language in particular, influences and is influenced by culture, cross-cultural communication and cultural identification.

A4 An advanced understanding of how theory derived from the various sub-disciplines of Education can inform an understanding of the nature of language, language education, social relationships and wider societal issues and interrelationships.

A5 An advanced and critical understanding of the main methodological approaches used in the study of Cross-Cultural Communication and Education 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 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 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 modules

In the specialist modules in Education students will have the opportunity to focus on wider issues relating to Education, 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 Cross-cultural Communication Research Portfolio Project (Module CCC8026), 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 Education.

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 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 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 (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 Option modules. Supervisors, who will be either the DPD for the CCC+Education 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 also work in teams and will present their work orally. 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 practised (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 option Communication and Education 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 Option 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 Education, 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 (20 credits each) from the following list:

Core:

CCC8086 Language and Cross-Cultural Communication

Optional:

CCC8015 Sociolinguistics

CCC8077 Professional Communication

CCC8001 The Social Psychology of Communication

CCC8087 English in the world

CCC8088 Culture, Interculturality and Identity

60 credits of **Education** specialism modules (20 credits each) from the following list:

Compulsory:

ALT8001 Research Methods in Education

Option:

ALT8101 TESOL for Young Learners

ALT8084 Introduction to TESOL

ALT8085	Bilingualism and Bilingual Education
ALT8094	Core issues in Second Language Acquisition
ALT8095	Understanding Second Language Classroom Interaction
ALT8096	Developing Thinking Through Language Learning
ALT8076	Psycholinguistics and Language Development
ALT8017	Discourse Analysis
ALT8100	English Writing Systems
ALT8097	Linguistics Profiling and Language Testing
<p>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.</p>	
<p>60 credits of CCC8026 research portfolio will be required.</p>	
<p>The research portfolio consists of three sets of research files where students are required to research and discuss aspects of cross cultural communication</p>	
<p>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.</p>	
<p>Key features of the programme (including what makes the programme distinctive)</p>	
<p>Research Portfolio (comprising 3 distinct, yet interrelated stages of research: relevant literature, methodology, and small-scale study) Language and Communication Modules designed to be especially useful to international students (90%+ of the usual cohort) Multidisciplinary – language and communication and specialism studies</p>	
<p>Programme regulations (link to on-line version)</p>	
<p>http://www.ncl.ac.uk/regulations/</p>	

<p>13 Criteria for admission</p>
<p><i>Entry qualifications</i></p>
<p><i>Admissions policy/selection tools</i></p> <p>A candidate must either be a graduate of this or another approved University or awarding body with an upper 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 Education, Sociology, Communication Studies, TESOL, Translation, Psychology, Social Psychology and Cross-Cultural Communication</p>
<p><i>Non-standard Entry Requirements</i></p>
<p>Any special cases will be considered individually by the DPD.</p>
<p><i>Additional Requirements</i></p>
<p>Overseas candidates whose first language is not English must have IELTS overall 6.5 with at least 6.0 for the written component.</p> <p>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-session English Language training</p>
<p></p>

Level of English Language capability

14 Support for Student Learning

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/international/coming_to_newcastle/orientation.phtml)

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.phtml>
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/welfare.phtml>

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/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/support/acfacilities.phtml>

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. See <http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml>

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. 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 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 http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

Additional mechanisms

16 Regulation of assessment

Pass mark

The pass mark is 40 (Undergraduate programmes)

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/calendar/university.regs/tpmdepr.pdf>) 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

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

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

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

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

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