



**Course Handbook**  
**MA in Intercultural Business Communication**  
and  
**MA in Intercultural Business Communication (with Professional Placement)**

Academic Year 2019-20

Course Leader: Andrea Taberner

School of Language and Global Studies



Please read this Handbook in conjunction with the University's Student Handbook.

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# 1. Introduction to the course

## Welcome to the School

I would like to wish you a warm welcome to the University of Central Lancashire's School of Language and Global Studies. We're delighted that you have chosen to study here with us and we look forward to working with you over the coming year and beyond. The start of any new academic year or a new term is an exciting time and a chance for you to renew your enthusiasm for your specialist subject and to reflect on how you can get the best out of your time at University – of course, there are plenty of people on hand to help you with this.

We are proud of the research members of the teaching team undertake, much of which is of international standing and has a real impact on the lives of communities around the globe. As you go through your studies you will become familiar with some of this research via your classroom sessions and tutorials and, more importantly, we hope you will help us develop that research. Staff in the School are also recognized, as Fellows in the national Higher Education Academy, we have a list of national and institutional award winners for our work with student support and curriculum development. We constantly strive to improve the quality of the courses we offer and to enhance the experience of our students; we value the feedback we get from you, employers, our business partners and our alumni which helps us to ensure that you have a course which is current, relevant and of the highest quality.

As you work with us, you will find the School of Language and Global Studies is a thriving learning community which offers a range of innovative courses related to language, literature and intercultural communication which equips you with up-to-date knowledge of your specialism alongside real-world skills you can use to help you get ahead in the world of work. We are also involved in many exciting projects, and work with partner institutions around the world and regularly offer visits, internships and placement opportunities to our students – indeed as you walk the corridors of our buildings you will see recent graduates working alongside us in their role as interns and helping us develop our School.

This Handbook contains important advice and reference material intended to help you understand what happens on your course and in the School, and to help you learn and develop good study practices – regardless of what year or level of study you are entering. A major purpose of the Handbook is to introduce you to the kind of learning experience you can expect during your time here. For example, we explain our approach to learning and teaching, the learning outcomes you should be able to demonstrate, and regulations on assessment. There is also detailed information on the content of each individual module and some general guidance on how to approach your studies here.

You might find that the way we do things here is different in some respects to your previous experiences in educational institutions. You should therefore read through the Handbook now and keep it in a safe place for reference throughout your studies. You will also be able to retrieve updated versions of the information in the Handbook electronically throughout the course on your course webpages or your virtual learning environment.

Here in School of Language and Global Studies we are a multinational team comprising support staff, lecturers, language assistants, researchers and in excess of 1000 students from about 30 countries. We encourage you to take advantage of all the opportunities available to develop a global perspective on life which will stand you in good stead for your career. You'll find that there are a lot of academic and social activities organised in the School which are aimed at motivating you to develop this perspective. You should remember that the benefit you derive from your study and social programme in Preston depends very much on the amount of effort you put into them. If you would like to build up the kind of additional experience which employers look for and have something interesting and different to put on your CV, now is the time to start. Your Academic Adviser or your Student Engagement Assistant can help you plan out goals at the start of each year to make sure that you have a CV and skills set which stands out.

We'd rather you thought of yourself as an active working member of the School community than simply a student. To be truly effective, Higher Education has to be a participative process, and your input in teaching sessions, your debates with your peers and lecturers are examples of how you can co-create knowledge and work collaboratively with your lectures. Staff in the School will provide the infrastructure, shape the process and tell you how you're doing, but the only person who can learn and succeed is you!

We hope that you will derive stimulation and enjoyment from this course and that in years to come, you will look back on your time spent at the University of Central Lancashire as professionally, intellectually and personally enriching.

On behalf of all staff in the School – a warm welcome!

Dr. Daniel Waller  
Head of School

### **Welcome to the course from the course leader.**

We are certain you have made a good choice in joining the School and I would like to emphasize that I and the other members of the course team are here to guide and support your learning throughout the duration of your studies at UCLan.

In terms of Intercultural Business Communication, the members of the course team have a lot of experience in teaching and researching in the field and are well equipped to provide the pedagogical and pastoral support you need.

We wish you every success in your studies.

Andrea Taberner  
Course Leader, MA Intercultural Business Communication

## 1.1 Rationale, Aims and Learning Outcomes

(See Programme Specification in Appendix for further details)



This course raises awareness of theories of communication, culture, language and society and their applications in business interactions. You may be a recent graduate who has aspirations to work for a multi-national company in your country on completion. You will be someone who aspires to communicate effectively across cultures with a strong interest in widening your skills in intercultural business situations. If you already possess experience of working in multicultural or international contexts, you can raise your level of knowledge and skills in various aspects of intercultural

communication.

This course will be of interest to those wishing to work in careers related to, or who have already worked in, international business and management contexts. Those who wish to become more successful in understanding communication or who are cultural specialists in their own professions will also benefit from this programme. The distinctiveness of the programme lies in the focus of the course's three principal components: emphasis on intercultural and communication theories applied to work-related contexts in International Business; multi-disciplinary pathways; and Research Training. Assessment is not examination-based; the focus will be on presentations, seminars and essays. At the end of the course, you will have acquired knowledge and understanding of principles and theories of communication, language, culture and society; developed an awareness of how cultural differences can create conflict; and learned skills for undertaking independent research.

The staff who will teach you have considerable experience in teaching various aspects of communication, culture and language for vocational purposes. We have combined this experience with suggestions and recommendations from business, communication, cultural consultants and other experts within and outside the University to design this Masters course for you. We hope that on your side, you will share your cultural knowledge and experience of work, business and management in your country; be motivated to learn more and to improve your knowledge of cross-cultural communication.

With a post-graduate degree in Intercultural Business Communication, you will have an in-depth understanding of the language and/or business culture of one or more countries and the ability to work effectively within that culture. You will be well-qualified to work in business and management companies, as well as international and local businesses which require intercultural communication expertise. Hence, you will have ample opportunities to work as a cultural and communication consultant, international project manager, an international relations manager, and other related careers.

The MA in Intercultural Business Communication has distinctive strengths:

- modules are taught by staff who are research-active, and who all have extensive experience in a wide range of contexts, and who have developed particular specialisms;
- it contains optional modules for those who wish to specialise, as well as a focus on intercultural awareness and the development of research skills;
- it combines rigour in the study of the underpinning academic disciplines with a focus on practical skills;

### The aims of the course are:

- To raise awareness of theories of communication, culture, language and society, and their applications in business interactions.
- To demonstrate a practical understanding of research methods through the production of substantial individual research in the field of intercultural business communication and related studies.
- To develop a range of interpersonal skills, critical self-awareness and problem-solving abilities which will prepare students for a career in linguistically and culturally diverse organisations.
- To develop learning approaches necessary for academic and professional development at Level 4 through the maintenance of Progress Files and Personal Development Planning (PDP).

**The specific learning outcomes** which students should have acquired at the end of the course:

- A1. Mature awareness of international business culture and an awareness of the role of communication and society in defining that culture
- A2. Comprehension of processes and skills necessary for undertaking independent research and project management.
- A3. Development of intercultural sensitivity and awareness of any local context.
- A4. Knowledge of various dimensions of culture and their relationships with the communication process in various contexts.

## 1.2 Course Team

As noted above, your studies at UCLan will be supported by a team of lecturers, language assistants, students and support staff. You will gradually get to know everybody (and you can always check their details in the School of Language and Global Studies Handbook or online on our web pages). Your course team for academic year 2018-19 is shown below. For telephone enquiries, please dial (if outside the UK ) 0044 (0)1772 89 and add the 4-digit extension code as indicated for each staff member. Within the UK, dial 01772 89 and add the 4-digit extension code as indicated for each staff member.

Name of Lecturer	Modules taught	Room and Telephone	Email Address
Andrea Taberner	Course Leader EB4902/ EB4204/4701	AB037 01772 893847	<a href="mailto:ATaberner@uclan.ac.uk">ATaberner@uclan.ac.uk</a>
Silke Engelbart	EB4708	AB136 01772 893139	<a href="mailto:SEngelbart@uclan.ac.uk">SEngelbart@uclan.ac.uk</a>
Anna Maria Gregson	EB 4703	AB037 01772 896421	<a href="mailto:AGregson@uclan.ac.uk">AGregson@uclan.ac.uk</a>
Ed Griffith	AI4101/AI4103/AI4104/AI4106	AB152 01772-894245	<a href="mailto:EGriffith@uclan.ac.uk">EGriffith@uclan.ac.uk</a>
Sundeep Satya	EB4603/4707	AB038 01772 894510	<a href="mailto:SSatya@uclan.ac.uk">SSatya@uclan.ac.uk</a>
Victoria Orange-Sibra	EB4602/EB4201	No room number	<a href="mailto:VOrange-Sibra@uclan.ac.uk">VOrange-Sibra@uclan.ac.uk</a>
Kirsty Heimerl-Moggan	TR4995/49964008	AB138 01772 893159	<a href="mailto:KHeimerl-moggan@uclan.ac.uk">KHeimerl-moggan@uclan.ac.uk</a>

### 1.3 Expertise of Staff

Research and teaching in the School of Language and Global Studies are interchangeable. This means that you will be taught by members of staff who are engaged in a wide range of research projects, ensuring that your learning experience with us will be informed by relevant and cutting-edge research. The teaching and research interests of staff within the School cover a broad spectrum and come to particularly sharp focus in the following areas:

1. Business English and Teaching English for International Business;
2. Cultural Integration and Identity and Cross-Cultural Business Communication;
3. Contemporary German Women's Writing;
4. French, European and World Cinema;
5. French Existentialism in Thought and Literature: Sartre, Camus, Simone de Beauvoir;
6. Theory and Practice of Translation;
7. Interpreting Methodologies;
8. Asia Pacific Studies;
9. Interaction in the (EFL) classroom;
10. Integrating Personal Development Planning and Study Skills into the Curriculum;
11. Applied Language Teaching;
12. Second Language Acquisition;
13. The Links between Language Learning and Cultural Acquisition;
14. Intercultural Communication;
15. Digital Language Learning Technologies; and
16. Assessment, Testing and Quality Enhancement.

Andrea Taberner	Andrea Taberner (BA (Hons) German & Spanish, PGCE in TEFL, DMS, MBA with Merit, completing DBA) has worked as a member of academic staff at the University of Central Lancashire since 1992. She is a linguist and teacher, which has involved spending considerable time abroad. She was a fully trained and active commercial retail branch manager (with responsibility for over 70 members of staff in a busy London store) before embarking on a career in Higher Education. Andrea has research interest in all aspects of organizational staff engagement in the public and private sector. Her interest lies especially in the marketisation/commercialization of the HE sector in England and its impact on academics and the nature of their professional work. Most recently published in the International Journal of Organizational Analysis March 2018 Vol 26 (1). This has formed the basis for her doctoral studies.
Victoria Orange-Sibra	Victoria is a Lecturer in International Business Communication and the module leader for a number of modules on both undergraduate and postgraduate programmes including a dissertation module, Intercultural Communication module on MA IBC and others. With a foreign languages background, Victoria has been specializing in intercultural communication since the early 2000's. Victoria's research work on intercultural communication has focused on professional intercultural interactions in the workplace and on teaching methods for intercultural communication.

Sundeep Satya	Sundeep (BA(Hons) MBA MCMi FHEA) is a Lecturer in International Business Communication (IBC), specializing in teaching modules related to Human Resource Management for IBC and Managing International Businesses for IBC. He also teaches the module on International Business Communication in the Digital Age. He joined the family business 18 years ago, which focuses on infrastructure development in India, and is currently a major shareholder in the company. He has pursued his academic career for the past 10 years at UCLan and is also a member of the Chartered Managers Institute UK.
Anna Maria Gregson	Anna-Maria Gregson is a Lecturer for the School of Language and Global Studies. She is module leader for the core language and professional communication module on the BA (Hons) in International Business Communication and also, the Employability Project module for the MA in Intercultural Business Communication. She has a particular interest in the <a href="#">Creative Industries</a> , looking specifically at how the arts can be used to understand global and cultural change.
Silke Engelbart	Silke is a senior lecturer teaching in German and in IBC. She teaches marketing and advertising modules in English for Intercultural Business Communication both on the BA and MA programmes. As a result, she has been able to combine her experience in marketing and in language teaching with a focus on cultural differences. Her research interest are reflected in her teaching with recent publications, such as: Engelbart, Silke M., Delia A. Jackson, Simon M. Smith (2017), <a href="#">Examining Asian and European Reactions within Shock Advertising</a> , Asian Journal of Business Research, Volume 7, Issue 2, 37-56 Engelbart, S. M. & Jackson, D. A. (2016), The Funny Side of Sex: How Acceptable Are Sex Appeal Adverts in Different Cultures and What Role Does Humour Play?, The International Journal of Interdisciplinary Studies in Communication, <a href="#">Volume 11</a> , <a href="#">Issue 1</a> , March 2016, pp.15-49
Ed Griffith	Dr Ed Griffith is Senior Lecturer and Course Leader for Asia Pacific Studies at UCLan. He received his PhD from the University of Leeds, writing his thesis on the Yasukuni Shrine issue in Sino-Japanese relations. His research focuses on East Asian international relations, with a particular emphasis on the complex relationship between China and Japan.
Kirsty Heimerl-Moggan	Kirsty Heimerl-Moggan is an international conference interpreter for German and English. In this role she has worked for Prime Ministers, Federal Chancellors and been asked to interpret at large international meetings such as G8 Summits and EU conferences. In the course of her interpreting work she travels extensively and enjoys visiting some of the most exotic places in the world. At UCLan Kirsty's role is that of a Senior Lecturer and Course Leader for the MA Interpreting & Translation, where she prepares her MA students for what she considers to be one of the most exciting careers - that of a conference interpreter.



Further details of the School's Research Profile, Staff Expertise and recent publications are available via our website

If you have any queries relating to the course as a whole, do not hesitate to contact the Course Leader. I can be contacted by email: [amtaberner@uclan.ac.uk](mailto:amtaberner@uclan.ac.uk)

## 1.4 Academic advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



## 1.5 Administration Details

Campus Admin Services provides academic administration support for students and staff and are located at the C & T Hub (CM235) and is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via school Blackboard sites.

The Hub for our School is as below:

### **C&T Building**

telephone: 01772 891994 or 891995

email: [CandTHub@uclan.ac.uk](mailto:CandTHub@uclan.ac.uk)

Other Hubs:

### **Allen Building**

Medicine

Dentistry

telephone: 01772 895566

email: [AllenHub@uclan.ac.uk](mailto:AllenHub@uclan.ac.uk)

### **Harris Building**

Lancashire Law School

Humanities and the Social Sciences

Centre for Excellence in Learning and Teaching

telephone: 01772 891996/891997

email: [HarrisHub@uclan.ac.uk](mailto:HarrisHub@uclan.ac.uk)

### **Foster Building**

Forensic and Applied Sciences

Pharmacy and Biomedical Sciences

Psychology  
Physical Sciences  
telephone: 01772 891990/891991  
email: [FosterHub@uclan.ac.uk](mailto:FosterHub@uclan.ac.uk)

### **Computing and Technology Building**

Art, Design and Fashion  
Computing  
Journalism, Media and Performance  
Engineering  
telephone: 01772 891994/891995  
email: [CandTHub@uclan.ac.uk](mailto:CandTHub@uclan.ac.uk)

### **Greenbank Building**

Sport and Wellbeing  
Management  
Business  
telephone: 01772 891992/891993  
email: [GreenbankHub@uclan.ac.uk](mailto:GreenbankHub@uclan.ac.uk)

### **Brook Building**

Community, Health and Midwifery  
Nursing  
Health Sciences  
Social Work, Care and Community  
telephone: 01772 891992/891993  
email: [BrookHub@uclan.ac.uk](mailto:BrookHub@uclan.ac.uk)

## **1.1 1.6 Communication**



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Individual module tutors will post announcements within their module areas on elearn, so you should log-on regularly to check what has been sent.

Do make sure that you join our Facebook group to which you will receive an invitation by email shortly after you start the course.

## **1.7 External Examiner**

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The external examiner for the MA Intercultural Business Communication is Dr. Siemons Holger, Head of Quality and Governance at GSM London.. The External Examiner reports can be accessed through Blackboard.

## 2. Structure of the course

### 2.1 Overall structure



This is a full-time or part-time degree course. Full-time students are expected to complete in one year and part-time students between three and five years, with five as the maximum.

#### MA in Intercultural Business Communication

To be awarded the MA in Intercultural Business Communication, you will need to complete 9 full modules carrying 180 credits in total. Detailed descriptors for each module are available on Blackboard. Compulsory modules for this award are shown below.

Module Code	Module Title	Credits
EB4602	Theory and Practice in Intercultural Business	20 credits
EB4902	Organisational Communication	20 credits
EB4204	Research Methods	20 credits
EB4708	Multicultural Marketing	20 credits
EB4701	Dissertation (double module)	double module worth 40 credits
EB4703	OR Work Placement /Enterprise Project (double module)	

Note that these 6 modules are compulsory modules. These are ones, which you must pass to gain the award, regardless of your overall average.

### 2.2 Option Modules Available for MA in Intercultural Business Communication

You will need to choose **THREE** optional modules (20 credits each) from this list:

Module Code	Module Title	Credits
EB4201	Challenges in Global Development	20
EB4707	Human Resources for IBC	20
EB4603	IBC in the Digital Age	20
AI4101	China-Japan-Korea Tri-lateral Relations	20
AI4103	Historical Transformation in the Asia Pacific Region	20
AI4104	Political Changes and social movements in the APR	20
AI4106	East Asian Philosophy and Thought	20
TR4995	Advanced Business Interpreting Arabic/German/French/Chinese	20
TR4996	Conference Translation Arabic/German/French/Chinese	20
TR4008	Professional Business Skills	20
MD4055	Management Theory and Practice	20
TL4019	Tourism Management	20

TL4029	Management Development	20
AC4407	Accounting and Finance	10
MD4018	Strategic Management	10
MD4004	Business Environment	10

Options are offered depending on staffing and student demand so will vary with each cohort.  
***It will not be possible to offer every option each academic year.***

**\*\*\*Note if you choose 10 credit modules than you will need to choose 2, so that your total credit count in option modules is 60 credits.**

## 2.2.1 MA in Intercultural Business Communication (Professional Route)

In order to be awarded an MA in Intercultural Business Communication (Professional Route) you will need to pass the 180 credits required for the MA in International Business Communication and, in addition, complete a year-long professional placement:

Module Code	Module Title	Credits
EB4000	Professional Placement for MA IBC	60 notional credits

The purpose of the placement module is to allow you to develop an understanding of the professional practices associated with working in the field of intercultural business communications, building on the knowledge and competencies you will have acquired in year one of your programme. Your expertise will be developed through gathering information regarding the enterprise in which you undertake the placement and taking an active part in all aspects of the working environment

You will be expected to complete a period of employment as a placement student, working to a set of objectives agreed between you and an employer. with the approval of the Placement Tutor.

These objectives will include the development of their key, subject specific and interpersonal skills:

- Communication in the context of intercultural working;
- Specific problem solving;
- Working within a team;
- In-depth knowledge of management and organisational structures;
- Critical awareness of specific market places;
- Computer and information technology skills;
- Time management;
- General professional practice.

The placement period should normally cover a minimum of 24 weeks full-time or a maximum of 48 weeks part time after completing the taught elements of the MA IBC programme.

Subject to negotiation with tutors, the placement might extend across more than one organisation. Students will be expected to reflect upon this work experience critically and to apply their experience to theoretical and conceptual elements of their course.

Note that you will be expected to seek out and apply for your own placement. However, you will be given the full support of the Placement Tutor in doing this.

Following completion of the relevant modules, your MA award will specify a Masters with Distinction, Masters with Merit or Masters.

**Masters (with Distinction):** you need to complete 9 full modules, worth a total of 180 credits, 160 of which are at level 7. You must also attain an overall average mark of 70% or more, *and* you need to score 70% or more for your dissertation.

**Masters (with Merit):** you need to complete 9 full modules, worth a total of 180 credits, 160 of which are at level 7. You must also attain an overall average mark of between 60% and 69%, *and* you need to score 60% or more for your dissertation.

**Masters:** you need to complete 9 full modules, worth a total of 180 credits, 160 of which are at Level 7. You must also attain an overall grade of over 50%.

A range of exit awards are available if, for whatever reason, you do not complete all the modules for the MA in Intercultural Business Communication.

### **Postgraduate Diploma in Intercultural Business Communication**

To be awarded the Postgraduate Diploma in Intercultural Business Communication, you will need to complete six full modules. You need to attain an overall mark of 50% or above. You will be awarded a Postgraduate Diploma with Distinction if you have attained an overall mark of 70% or more, and you will be awarded a Postgraduate Diploma with Merit if you have attained an overall mark of between 60% and 69%. Compulsory modules for this award are the following plus choose two more option modules:

Module Code	Module Title	Credits
EB4602	Theory and Practice in Intercultural Business	20
EB4902	Organisational Communication	20
EB4204	Research Methods	20
EB4708	Multicultural Marketing	20

### **Postgraduate Certificate in Intercultural Business Communication**

To be awarded the Postgraduate Certificate in Intercultural Business Communication, you will need to complete 3 full compulsory modules carrying 60 credits:

Module Code	Module Title	Credits
EB4602	Theory and Practice in Intercultural Business	20
EB4902	Organisational Communication	20
EB4204	Research Methods	20

## **2.3 Course requirements**

You will need to obtain a pass mark (50%) in all course modules and the requisite number of core and optional modules in order to complete the programme (see Course Structure above for a detailed description of the exit awards available on this course).

## **2.4 Module Registration Options**

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

## 2.5 Study Time

### 2.5.1 Weekly timetable

A timetable will be available once you have enrolled onto the programme through the Student Portal.

### 2.5.2 Expected hours of study

The university assumes an average of 200 study hours per 20 credit module which may be comprised of different learning activities. The teaching content for modules on this course is delivered face to face with some support via e-learning, using a combination of study and guided reading.

Throughout the modules you are expected to engage with your peer groups and tutors. Tutors make themselves available to help guide learning and provide assignment support during the module in a variety of ways including e-mail, discussion board etc. Students are also encouraged to develop their own mechanisms of peer support through study groups and blogs for example. Skype, virtual classrooms and other synchronous technologies can be used for these meetings outside formal tutorial sessions.

As part of the way that you learn you may be enhancing certain employability skills. Your independent learning hours may also help to enhance skills such as time management, self-motivation, report writing and problem solving. Each Module Descriptor /MIP (available on Blackboard) provides detailed information about the type of work you will be expected to undertake during your studies. This may include for example:

- action planning
- directed reading
- homework tasks
- independent library research
- participation in online discussions and forums
- preparation for assignments
- preparation for the next study materials
- reflective revision
- self-evaluation
- supplementary reading
- team meetings

If you feel that you have not understood a particular topic or need extra help you should contact your module tutor as soon as possible in order to agree a course of action.
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### 2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to your Course Leader.

If you are an International student (non EU), you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be

deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Remember that you can check your attendance record through myUCLan.

Each time you are asked to enter your details on SAM or on a paper attendance sheet you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system/attendance sheet**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

### 3. Approaches to teaching and learning

#### 3.1 Learning and teaching methods

If you have studied in an institution overseas, you may well find that there are some quite significant differences between our approach to teaching and learning and what you have been used to in the past.

Our teaching approach is primarily in a workshop style. That is, you will find that you will be involved in a lot of discussion and problem-solving activities, in which you are expected to take a very full and active part. Occasionally, you may also be asked to prepare and lead parts of a class yourself, either individually or together with fellow-students. Underlying this is our firm belief that active participation, questioning and debate is a better way of learning than a one-way communication, based purely on transferring information. Learning at this level is therefore not simply concerned with the passive acquisition of facts and information, but the development of critical thinking and analytical skills, both in terms of what you read and in relation to your own assumptions and practice.

In our learning environment you will spend a significant amount of your time reading – in fact, you will probably find that the time you spend doing your MA is characterised by more reading than any other period of your life! Some of your reading will be guided by the reading lists you are given for each module, but some will be undertaken on your own initiative.

You should see reading, too, as much more than an activity which enables you to transfer information and ideas from the page to your head. If you think of reading in the wider academic context, it is, in fact, very much like taking part in a debate or discussion: you listen respectfully to what others have to say – that is, the writers whose work you read, your tutors and fellow-students – but you also make your own contribution. Your contributions, like those of others, are not simply your opinions or anecdotes from your experience, but things you have thought about, backed up with arguments and evidence. And, as in any proper debate or discussion, you don't simply take what everybody else says at face value – you weigh it up and evaluate it critically, try to identify the underlying principles and assumptions, ask yourself if there are exceptions or counter-arguments, and so on. You can expect that others will question your contributions in the same way, and your understanding of the issues will be all the deeper for it.

In studying at postgraduate level, then, you should bear three things in mind, each of which may seem unusual at first and may take a while to get used to:

- you should not believe that, simply because something has been published in a book or journal, it is necessarily 'true' in the sense that the arguments or opinions cannot be questioned;
- you should also take that attitude towards what your tutors say – that is, we *want* you to disagree with us!

- nobody is interested in your 'opinions'. You have opinions when you start the MA – what you will develop through doing the course is *arguments*.

If at first you do find our way of teaching unusual, please bear with us for a while and we're sure you'll come to appreciate both that you learn more in the long run and that you learn more deeply through this learner-centred approach.

In summary, the essential skills we would like you to develop by the end of the programme are the following:

- self-motivation and autonomy
- innovation and flexibility
- critical analysis and evaluation
- practical problem-solving and decision-making
- reflection and self-analysis
- planning and organising
- interpersonal and team-working skills
- an understanding of culture and cultural contexts

Through these skills we promote a student-centred approach to teaching and learning on the course. You are encouraged to share responsibility for your own learning and to acquire skills in understanding how to learn. You are encouraged to criticise, present and defend your own arguments and to take an active role in monitoring and evaluating your own learning.

**3.1.1 eLearn** eLearn (or Blackboard) is used for online teaching and learning at the University of Central Lancashire in general. Much of the information needed for the course will be made available via eLearn, including some recommended readings, learning materials and other resources. Learning materials will be updated as appropriate, although in some cases there are reasons why material is posted only after individual class sessions.

You can make use of the following eLearn tools to enhance your learning experiences. These tools include:

- the calendar
- discussion lists
- chat room/conferencing
- practice notes
- quizzes
- announcements

### **3.1.2 How to Access eLearn (Blackboard)**

Below are the basic instructions for how to access eLearn:

1. go to the **university home page** ([www.uclan.ac.uk](http://www.uclan.ac.uk))
2. click on the **student** link
3. click on **my institution** link

Once you are logged in you will see the courses for which you are registered and can explore the materials and the information presented there. You can also leave messages for tutors or chat with other students on the course using the conference chat rooms. You will also become familiar with a range of additional tools and functions used by your tutors:



## **Course Management Tools**

*Student tracking:* With the tracking tool your tutors can run reports that provide information on various student activities. The statistics provided in these reports to determine the items, tools, and pages that are of most interest to students.

*Selective Release:* Your tutors may control the release of course materials, assessments, assignments and all other items and folders within course content so that only those materials relevant to your studies at that moment are shown.

## **Assessment Tools**

*Quizzes:* A quiz is an online test that you complete and submit for grading. Quizzes may be used to assess your performance in the course and provide private feedback.

*Surveys:* A survey is an online questionnaire that you complete and submit anonymously. Surveys may be used to allow you to give feedback or opinions about the modules you study or other aspects of the course.

*Self tests:* A self test is an online test that you complete and submit for grading so you can assess your understanding of course material. Feedback is instant and the grades are not recorded.

## **Student Tools**

Blackboard has a set of tools which enable students to process, review and manage the course content. Some popular examples are:

### **Course Management Tools**

The *My Progress* tool allows you to view a report that includes information about your level of participation in the course.

You can use the *My Grades* tool to view grades that have been released for all of the courses in which you are enrolled.

### **Communication and collaboration tools**

*Discussion Forums* facilitate interactive discussion among students around topics relative to your course. They provide you with an opportunity to voice your opinions and establish your presence in the class.

*Chat* allows for real-time online communication providing a virtual classroom in which there is no need for everyone to be in the same location.

*Calendar* can be used as the official class notification area. Students can post private entries making it a personal organizer.

### **Self Assessment Tools**

*Self Test* can be used for formative (or continuing) assessments and provides instant feedback.

*Online tests* can prepare you for real exams by using practice tests. Automatically graded, these tests provide instant feedback.

### **3.1.3 Technical support**

Technical support is offered to students during the following times (Monday to Thursday, 09:00-18:00 and Friday 09:00-17:00) by contacting [LISCustomerSupport@uclan.ac.uk](mailto:LISCustomerSupport@uclan.ac.uk). You

may also contact them by telephone at: +44 (0)1772 895355. If prompted to leave voicemail, clearly specify your name, course title and course module code, and your e-mail. Alternatively, you may contact your module tutor, academic advisor or course leader if the problem persists.

### 3.2 Study skills

Study skills are an important part of postgraduate life. We take this seriously especially since many of you will be international students studying in a second language during this course. It is important that you understand how we expect you to study and produce academic work in a UK university. For this reason we will devote time to study skills in the Induction module where we will examine a number of skills including:

- academic writing skills
- critical reading and thinking skills
- giving oral presentations
- note making and mind maps
- personal development planning (PDP)
- reading and note-making
- referencing and plagiarism
- report writing

In order to do this we will refer you to relevant resources on the subject as well as an interactive e-learning module entitled Skills4Study provided by Palgrave Macmillan. You can watch an introductory video about this innovative study skills module [here](#).

In addition, you will also have access to [Wiser](#), the University's dedicated study skills support unit. Wiser provides an eLearn module which also gives help for postgraduate students. You will also be introduced to these resources during Induction. For more information about Wiser you can also contact them via e-mail at: [wiseraccess@uclan.ac.uk](mailto:wiseraccess@uclan.ac.uk) or look at their website at [www.uclan.ac.uk/wiser](http://www.uclan.ac.uk/wiser)

### 3.3 Learning resources



#### 3.3.1 Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

#### 3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, ebooks, images and texts.

#### 3.3.3 Other Learning Resources in the School of Language and Global Studies

**The Worldwide Learning Centre**, based on the first floor of the Adelphi Building, is an important part of the School's initiative aimed at promoting and popularising the understanding of world cultures and languages among UCLan students and staff and the wider community of the North West of England.

Open year-round the Centre offers advice and support to anybody interested in world languages and cultures, travelling, and working or studying abroad. It also provides a comfortable place to meet and make friends with speakers of different languages in a welcoming environment.

The Centre is the place to:

- Access extensive resources including self-study books, dictionaries and digital video and audio material in a variety of languages;
- Borrow items such as digital voice recorders, video cameras, projectors and audio headsets;
- Access PCs equipped with specialist language learning software (including Rosetta Stone), digital video and audio recording apps and international TV;
- Find out about opportunities to apply for a travel bursary for studying or working abroad;
- Apply for short-term internships and work experience placements;
- Attend culture and language celebration events, shows, exhibitions and guest talks;
- Use our state-of-the-art interpreting and video conferencing facilities for international meetings.

Our website ([www.uclan.ac.uk/worldwise](http://www.uclan.ac.uk/worldwise)) currently offers information on a number of languages and their associated cultures. Both the Centre and the website play an important role in offering users information and advice relating to the learning and understanding of international cultures and languages including Arabic, Chinese, English, French, German, Greek, Italian, Japanese, Polish, Portuguese, Russian, Spanish, Turkish and Urdu.

If you want to find more about the Worldwide Learning Centre or its activities, please visit the Worldwide Learning Centre Helpdesk (AB110) or contact **Sofia Anysiadou** (Worldwide Learning Centre Resources Coordinator) on 01772 893155 or by email to [worldwise@uclan.ac.uk](mailto:worldwise@uclan.ac.uk).

### **3.4 Personal development planning**

Personal Development Planning (PDP) is a mechanism to help you reflect on your learning, your performance and your achievements in order to help you plan for personal, educational and career development. It is embedded in the teaching and assessment of most modules.

Strategies for enhancing skills for academic, personal and professional development are identified during Induction and explicitly taught in compulsory modules and several of the other modules (as relevant). You will meet regularly with your academic advisor and PDP will form a focus for discussion, with an emphasis on academic development.

It is the intention that through the PDP process you will understand how to learn so you can set yourself clear goals and take responsibility for some of your own learning. It is essential that you use PDP to think about how you are progressing, the areas of study which you feel are difficult for you, and your goals to overcome them.

### 3.5 Preparing for your career



Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

**In addition to the communicative skills and knowledge base which the MA Intercultural Business Communication provides, the course also aims to develop:**

- Good presentation skills in written and spoken mode
- Problem-solving skills applicable to real-world situations
- Ability to reflect on your actions and evaluate your performance
- Good time management skills
- Ability to plan and set objectives
- Good IT skills • Higher order critical thinking skills

## 4. Student Support

Your Academic Advisor is available to support you and connect you into central services. You may also seek support from the Course Leader, Andrea Taberner and your individual module tutors. **All administrative support is via the C&T Hub in the C&T Building**  
**Contact Lisa Rhodes and/or Emma Hill.**



### 4.1 Academic Advisers

The Academic Adviser will help you not only settle in to life in Higher Education but also to better understand what is expected from you as a student at The University of Central Lancashire.

Within the system every student is given an Academic Adviser; yours will be a tutor within the

School of Language and Global Studies. The Academic Adviser will be your first point of contact if you wish to discuss any problems or issues (academic or not) which you are faced with while at The University of Central Lancashire.

Your Academic Adviser will listen to your problem and then advise you as best they can on how to resolve it. As we are *academic* experts this may mean we need set up an appointment for you with someone else who is better equipped to help you such as Student Accommodation, Student Services etc. More information can be found in the '**Student Guide to the Academic Adviser System**'.

## 4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Please contact the Course Leader for the details of the named lead for students with disabilities within the School of Language and Global Studies.

## 4.6 Students' Union One Stop Shop

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. You can find out more information on the following website:

<http://www.uclansu.co.uk>

## 5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

### 5.1 Assessment Strategy



We give the same care and consideration to the way we assess your work as we do to the way we teach. Assessment, that is the various written assignments, presentations, portfolios and other course work used to decide your marks, is based on a number of important principles, and you should be familiar with these and understand them.

Assessment will be in line with the aims and learning outcomes of the modules which constitute the MA in Intercultural Business Communication as stated in this Handbook. This means that we will use methods of assessment which reflect the work in the modules and will

use marking criteria based on the Learning Outcomes in each module description. For details of assessment patterns for individual modules, please read the module information at the end of this Handbook. Further information will be given to you in Module Information Packs at the start of your course. You should seek clarification from your module tutor if you have any queries about the assessment requirements.

Assessment will allow you to demonstrate knowledge and practical abilities over a range of activities, for example in learning records and portfolios. Assessment will reinforce the development of your independent study skills and encourage academic autonomy and will more often than not be based on work you do independently outside the classroom.

Our overall approach is to try to make assessment positive and motivating, both to allow you to see where you are making progress as well as showing you where you need to do more work or adopt a different approach.

You will do various pieces of work, or assignments, for each module. Some or all of these pieces of work are given a percentage mark, and these marks are combined to give an overall mark for the module. Note that some modules may require you to pass each assignment, whereas others may require only an overall pass mark.

The marks for each module are combined in turn to give a final award for your course. Each module has its own assessment strategy, and there are three ways in which the assignments for different modules might differ from one another. First of all, the type of assignment you will be given will vary to reflect the different aims and objectives of each module. You may have to do small-scale research projects, oral presentations or written reports, depending on the module you are doing.

Secondly, you will find that some assignments count for a greater proportion of the overall grade than others - they are 'weighted' differently, in other words. That could mean, for example, that one piece of work counts for 50% of your overall grade for a module, while two other assignments count for 25% each. You should therefore make sure that you devote more attention to work which carries a 50% than a 25% weighting

You will need to submit different assignments by different dates. You will be told about submission deadlines well in advance by the module tutor. It is then your responsibility to plan things so that you meet these deadlines. You should always allow for the unexpected when calculating how long it will take to complete an assignment. Remember that you are assessed on the basis of all the modules which together constitute your Masters programme.

When you have submitted your assignment, it may be marked by as many as three people. The module tutor marks all the assignments, and then a selection goes to a colleague - another tutor who has experience in that subject area - for second marking. If there is any discrepancy in any of the marks awarded, the two markers meet to discuss it, and explain their thinking to each other in detail. Discrepancies of more than two or three percentage points are rare.

A selection of assignments is also sent to an external examiner. This is a well qualified and very experienced senior member of staff from another university, whose role it is to monitor the way we carry out assessment. If an external examiner expresses concerns about any aspect of assessment, then there will be a very thorough review, perhaps leading to major changes. The above procedures also apply to the marking of your dissertation.

The assessment strategy used in this course is both formative and summative in approach depending on the module in question. It is formative in that it is designed in a manner to provide you with feedback on your progress at regular intervals and at all levels of the

programme. Feedback on your performance will be provided within specified deadlines and returned to you using the relevant assessment proforma. It is summative in that it provides an assessment profile for consideration at the appropriate assessment board.

A variety of coursework and assessments are used across the modules and may include:

- academic essays
- contributions to the asynchronous discussion boards
- case studies and independent learning tasks
- participation in the synchronous discussions
- presentations
- research projects/dissertations

Assessment patterns are outlined in detail for each of the modules taught on the course. Please see the module descriptors for further details.

Finally, we organise staff workshops on various aspects of assessment from time to time, both to ensure we are fair, rigorous and consistent in what we do, and to identify any areas for improvement.

### **5.1.1 What Percentage Marks Mean**

The following general points apply for all assessed work:

- anything over 70% is a very good mark indeed. Only a very small percentage of students regularly achieve marks like this
- marks between 60% and 69% are good. You can feel satisfied with this sort of mark - it shows you have clearly demonstrated the knowledge, understanding and skills which are being assessed
- a mark that falls within the range 50 - 59% should not be seen as a 'bad' mark. Rather, it provides a useful basis on which to improve
- marks between 50% and 59% are still pass marks, but suggest that there are significant weaknesses in some aspect of your work. If you get grades in this range, it might be a good idea to talk to your module tutor to make sure you know exactly what the problem is and agree what you can do to remedy it
- 50% is the lowest pass mark

This system is very different from some of those found in other countries, and overseas students are sometimes quite disappointed with the marks they get until they become accustomed to the system used here. You may need to make some adjustments to your expectations now to avoid that sort of disappointment.

### **5.1.2 What Happens if I Fail an Assignment?**

Students who fail to achieve a minimum of 50% in module assessment may be offered reassessment for the components they failed.

If you do fail an assignment, you should discuss it with the module tutor so that you are able to understand what the weaknesses were and to eliminate them when you submit the work again, as well as being able to avoid them in subsequent pieces of work.

Note that the maximum mark awarded for a module following reassessment will be 50%,

## 5.2 Notification of assignments and examination arrangements

You will be notified of the requirements for individual assessments and their respective deadlines for submission/examination arrangements within module information packs (MIPs) and/or through eLearn. Precise dates and times will be clearly indicated. Most assignments have individual marking criteria which will be made available to you by the individual module tutors within module information packs and/or via eLearn.

## 5.3 Referencing

In your submitted academic work all direct quotations and paraphrasing of the work of others should be carefully referenced. As part of your research training, and to avoid any suspicion of plagiarism, it is very important that you learn how to follow proper referencing conventions in written work of any kind. Guidance on correct referencing conventions can be found at <http://www.uclan.ac.uk/library/usersupport/lrs/gsguides/index.htm>, or in a great many books on academic writing. As a general principle, online encyclopedias such as Wikipedia can be used to familiarize you with a subject but should not be used as the primary or sole authority on a particular topic. It is expected that you will use other academic and research-based works as appropriate sources for your assignments throughout this course.

We recommend that you use the Harvard referencing system, which is set out briefly below. In the Harvard system, at every point in the text where reference to a document is made, its author's surname, year of publication and the page number should be given in parenthesis, like this: (Bell, 1975, p87). Internet sources also need to be carefully referenced and attributed as follows: (author/owner/date accessed). The following notes cover the basics. **a)**

### Reference to single author's ideas

It has been argued by Murphey (2001) that students who take an active role in aspects of course organisation will develop a sense of responsibility and group cohesiveness. **b) Short direct quote from single author**

Murphey (2001:98) suggests that "one of the best ways to instil responsibility and a positive image of the class is to get students to take an active part in the running of a course." **c) Longer direct quotes (i.e. longer than 3 lines of text)** These should be kept separate from the main text:

It has been argued that:

"many students probably don't want, and are not able, to take a lot of the responsibility for their learning, at least in the beginning. A teacher may have to provide a lot of direction at first, while slowly introducing self-direction methods." (Murphey 2001:106) **d) Referencing for two authors**

This is basically the same as for single authors:

Guy and Mattock (2000) argue that trainers should clarify their own hidden agendas. **e)**

### Referencing for more than two authors

Fisher et al (1999) have pointed out that ...

**f) References to work in an edited collection** This is as for a book authored by the writer(s):



Hutchinson and Waters (1996) claim that ..... **g)**

### **References to journal articles**

The same conventions apply as to works in edited collections:

O'Neill (2003) points out that ....

### **Bibliographies**

You will also need to give full details of all the work you quote from in a special section at the end of your work, called a *Bibliography*.

#### **a) Bibliography referencing for single authors**

Cutting, J. (2002) *Pragmatics and Discourse: A Resource Book for Students*, London: Routledge

#### **b) Bibliography referencing for two authors**

Kang-Kwong, L. and P. Theodossia-Soula (2002) *Telephone Calls: Unity and Diversity in Conversational Structure Across Language*, Netherlands: John Benjamins **c)**

#### **Bibliography referencing for three or more authors**

Schiffin, D., D. Tannen, D. Hamilton. and H. Ehernberger (2003) *A Handbook on Discourse Analysis*, London: Blackwell

#### **d) Bibliography referencing for edited works**

Teubert, W. (Ed.) (2004) *Corpus Linguistics: Critical Concepts*, London: Routledge **e)**

### **Bibliography referencing for journal works**

Ardichvili, A. and P. Kuchinke (2002), Leadership styles and cultural values among managers and subordinates: a comparative study of four countries of the former Soviet Union, Germany, and the US. In *Human Resource Development International*, Vol. 5/1, pp 99-117

### **Notes**

The basic thinking underlying these conventions is that a reader should be able to find the original source you have used without difficulty.

Your bibliography section should appear at the end of each piece of work and should be arranged in alphabetical order by author surname. It should not be numbered.

If you quote from several works by the same author, three principles apply. Single authored items come first, followed by joint and multiple authors. For example:

Tan, M. (2002)

Tan, M. and M. Saraceni (2003)

Tan, M., M. Saraceni and J. McRae. (2004)

Items for each author (single, double or multiple) need to be listed in ascending order of the date of publication. For example:

Carter, R. (2000)

Carter, R. (2005)

When an author has more than one publication within the same year, these need to be identified both in the bibliography and the text with a small case letter. For example:

Halliday, M. (1989a)

Halliday, M. (1989b)

You must include the place of publication and the publisher for all books in the bibliography.

### **Electronic Sources**

As more and more academic material becomes available online, electronic references are becoming increasingly common. The conventions for referencing electronic sources are somewhat less fixed than for paper-based material, but as a rule of thumb, you should aim to include the following:

- details of the title of the site
- details of the author (if known)
- details of the publication date (if known)

Most importantly, you should include a full URL so that the reference can be traced, and the date on which you accessed the site. For example:

[www.oup.com/elt/global/products/englishfile\\_student/englishfile\\_student2/](http://www.oup.com/elt/global/products/englishfile_student/englishfile_student2/) (accessed 3 August 2009)

It is very important that you are very careful about referencing. Try to get into good habits early in your career at university and you won't regret it.

### **Some further hints on referencing**

If you follow these hints, you'll find that it saves you a lot of time and worry in the long run.

- start a bibliography file on your computer/area as soon as you start reading and record all the details you need - (name and initial of author(s); date of publication, full title, place of publication, publisher and page numbers for quotes);
- keep very accurate notes on any quotes you feel you may want to use. Notes should include page numbers and all reference details, otherwise you may have to go back to the library to find this information later;
- if you make photocopies of extracts from journal and books, always write the reference on them immediately, as otherwise you may not know where they came from later.

## **5.4 Confidential material**

The nature of the personal projects you devise e.g. for your dissertation, may require access to confidential information. Please be aware of your ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within your assignments or research. If in doubt, please contact your module tutors or the Course Leader.

## **5.5 Cheating, plagiarism, collusion or re-presentation**

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to

check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations: G7](#) and the [Assessment Handbook](#).

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide

the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.

- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](#) by emailing: [suadvice@uclan.ac.uk](mailto:suadvice@uclan.ac.uk) for support and guidance.

## 6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

## 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your

experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The SLO and the Students' Union can support you in voicing your opinion, provide ongoing advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

## **7.1 Student Staff Liaison Committee Meetings (SSLC)**

Details of the protocol for the operation of SSLCs is included in Section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year). Your Student Liaison Officer will be invited to attend and support the resolution of any issues. The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting:

- Update on actions completed since the last meeting;
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys;
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. resources, IT, library;
- Any other issues raised by students or staff.

The dates of the meetings will be circulated in advance to you by the course leader. You are invited to make your comments to the course representatives who will then present them at the SSLC meetings. Minutes of the meetings will be posted on eLearn as well as being sent out to meeting attendees.

## 8. Appendices

### 8.1 Programme Specification

<b>UNIVERSITY OF CENTRAL LANCASHIRE</b>
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<b>Programme Specification</b>
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This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

*Sources of information on the programme can be found in Section 17*

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution</b>	University of Central Lancashire
<b>3. University School</b>	Language and Global Studies
<b>4. External Accreditation</b>	N/A
<b>5. Title of Final Award</b>	MA in Intercultural Business Communication MA in Intercultural Business Communication (with Professional Placement)
<b>6. Modes of Attendance offered</b>	Full-time Part-time
<b>7. UCAS Code</b>	JACs code Q330/ HECOS 101109
<b>8. Relevant Subject Benchmarking Group(s) 'B'</b>	Business and Management (General) Communication, Media, Film and Cultural studies Education Studies Languages and Related Studies Linguistics Sociology
<b>9. Other external influences</b>	N/A
<b>10. Date of production/revision of this form</b>	February 2019
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"><li>To raise awareness of theories of communication, culture, language and society, and their</li></ul>	

applications in business interactions.
<ul style="list-style-type: none"> <li>• To demonstrate a practical understanding of research methods through the production of substantial individual research in the field of intercultural business communication and related studies.</li> </ul>
<ul style="list-style-type: none"> <li>• To develop a range of interpersonal skills, critical self-awareness and problem-solving abilities which will prepare students for a career in linguistically and culturally diverse organisations.</li> </ul>
<ul style="list-style-type: none"> <li>• To develop learning approaches necessary for academic and professional development, through the maintenance of Progress Files and Personal Development Planning (PDP).</li> </ul>
<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
<p>A1. Mature awareness of international business culture and an awareness of the role of communication and society in defining that culture</p> <p>A2. Comprehension of processes and skills necessary for undertaking independent research and project management</p> <p>A3. Development of intercultural sensitivity and awareness of any local context.</p> <p>A4. Knowledge of various dimensions of culture and their relationships with the communication process in various contexts.</p>
<b>Teaching and Learning Methods</b>
<ul style="list-style-type: none"> <li>• Lectures and Workshops (Learning outcomes A1, 2, 3 and 4)</li> <li>• Videos (Learning outcomes A1, 3 and 4)</li> <li>• Role-play (Learning outcomes A1,3 and 4)</li> <li>• Analysing Case-studies (Learning outcomes A1, 3, and 4)</li> <li>• Pairwork and Groupwork (Learning outcome A3 and 4)</li> </ul>
<b>Assessment methods</b>
<ul style="list-style-type: none"> <li>• Portfolio (Learning outcomes A1, 3 and 4)</li> <li>• Presentations (Learning outcomes A1, 3 and 4)</li> <li>• Written essays (Learning outcomes A1, 3 and 4)</li> <li>• Dissertation (Learning outcome A2)</li> <li>• Critical reviews of journal articles (Learning outcomes A1, 2, 3 and 4)</li> <li>• Project-work (Learning outcomes A1, 2, 3 and 4)</li> <li>• Reports (Learning outcomes A1, 2, 3 and 4)</li> </ul>
<b>B. Subject-specific skills</b>
<p>B1. Communicate an understanding and critical evaluation of the body of knowledge and research relating to language, culture, communication, society and business.</p> <p>B2. Demonstrate and exercise judgement as to the appropriateness and potential value of theories, models, paradigms and ideologies about language, culture, society and business in the management of intercultural communication.</p> <p>B3. Analyse and organise systematically data for research</p> <p>B4. Identify and analyse key points as part of critical reflection</p> <p>B5. Communicate cohesive and coherent arguments with a high level of accuracy and fluency</p>
<b>Teaching and Learning Methods</b>
<ul style="list-style-type: none"> <li>• Lectures and Seminars (Learning outcomes B1, 2, 3, 4, 5 and 6)</li> <li>• Student presentations (Learning outcomes B1,2, 3, 4, 5 and 6)</li> <li>• Analysing Case-studies (Learning outcomes B1, 2, 4, 5 and 6)</li> <li>• Pairwork and Groupwork (Learning outcome B1, 2, 3, 4, 5 and 6)</li> </ul>
<b>Assessment methods</b>
<ul style="list-style-type: none"> <li>• Portfolio (Learning outcomes B1, 2, 3 and 5)</li> <li>• Presentations (Learning outcomes B1, 2, 3, 4 and 5)</li> <li>• Written essay (Learning outcomes B1,2, 3 and 5)</li> <li>• Project-work (Learning outcome B1,2, 3, 4 and 5)</li> <li>• Reports (Learning outcome B1,2, 3, 4 and 5)</li> </ul>
<b>C. Thinking Skills</b>
C1. Analyse critically published work related to intercultural communication in the fields of

<p>business, language, culture and related studies.</p> <p>C2. Apply and reflect on the principles and theories learnt so as to assess their appropriateness in various culturally diverse business contexts.</p> <p>C3. Gather data from a variety of sources, observe and establish relationships in the findings.</p> <p>C4. Synthesise and evaluate data which has been collected.</p> <p>C5. Identify and critically analyse key points in a text.</p> <p>C6. Formulate and support opinions using skills in synthesis.</p> <p>C7. Plan and communicate coherent arguments effectively.</p>
<p><b>Teaching and Learning Methods</b></p> <ul style="list-style-type: none"> <li>• Lectures (Learning outcomes C4 and 5)</li> <li>• Seminars (Learning outcomes C1, 2, 3, 4, 5, 6 and 7)</li> <li>• Student Presentations (Learning outcomes C1, 2, 3, 4, 5, 6 and 7)</li> <li>• Pairwork and Groupwork (Learning outcomes C1, 2, 3, 4, 5, 6 and 7)</li> </ul>
<p><b>Assessment methods</b></p> <ul style="list-style-type: none"> <li>• Portfolio (Learning outcomes C1, 2, 3, 4, 5, 6 and 7)</li> <li>• Presentations (Learning outcomes C1, 2, 3, 4, 5, 6 and 7)</li> <li>• Written essays (Learning outcomes C1, 2, 5, 6 and 7)</li> <li>• Dissertation (Learning outcome C1,2, 3, 4, 5, 6 and 7)</li> <li>• Critical reviews of journal articles (Learning outcomes C1, 2, 4, 5, 6 and 7)</li> <li>• Project-work (Learning outcomes C1, 2, 3, 4, 5, 6 and 7)</li> <li>• Reports (Learning outcomes C1, 2, 3, 4, 5, 6 and 7)</li> </ul>
<p><b>D. Other skills relevant to employability and personal development</b></p> <p>D1. The ability to work autonomously, or with minimal guidance where appropriate</p> <p>D2. Amassing, handling and processing of information</p> <p>D3. Retrieval, presentation and annotation of material</p> <p>D4. Effectively initiate and lead debate as appropriate</p> <p>D5. Reflective practice as part of personal development planning</p> <p>D6. Self-discipline, motivation and flexibility</p> <p>D7. Initiative and self-reliance</p> <p>D8. High-quality oral proficiency for communication</p>
<p><b>Teaching and Learning Methods</b></p> <ul style="list-style-type: none"> <li>• Portfolio (Learning outcomes D1, 5, 6 and 7)</li> <li>• Seminars (Learning outcomes D1, 2, 3, 4, 7 and 8)</li> <li>• Pairwork and Groupwork (Learning outcomes D2, 3, 4, 6, 7 and 8)</li> <li>• Student Presentations (D1,2, 3, 4, 5, 6, 7 and 8)</li> </ul>
<p><b>Assessment methods</b></p> <ul style="list-style-type: none"> <li>• Written Essays (Learning outcomes D1, 2, 3, 4, 5, 6, 7 and 8)</li> <li>• Seminars (Learning outcomes (D1, 2, 3, 4, 5, 6, 7 and 8)</li> <li>• Presentations (D1, 2, 3, 4 and 8)</li> <li>• Dissertation (D1, 2, 3, 4, 5, 6, 7 and 8)</li> <li>• Reports (D1, 2, 3, 5 and 8)</li> <li>• Project Work (D1,2, 3, 6, 7 and 8)</li> </ul>



13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	<b>Year 1 Compulsory Modules</b>			<b>Masters Degree in Intercultural Business Communication</b> Requires 180 credits with a minimum of 160 credits at Level 7.  <b>PG Diploma in Intercultural Business Communication</b> Requires 120 credits, of which 100 credits must be taken at Level 7.  <b>PG Certificate in Intercultural Business Communication</b> requires 60 credits, of which 40 credits must be taken at Level 7.
	EB4602	Theory and Practice in Intercultural Business	20	
	EB4902	Organisational Communication	20	
	EB4204	Research Methods	20	
	EB4708	Multicultural Marketing	20	
	EB4701	Dissertation (double module)	40	
	EB4703	OR Employability Project (double module)	40	
	<b>Optional modules (THREE modules required – 60 credits)</b>			
	EB4201	Challenges in Global Development	20	
	EB4551	Independent Learning Module in Intercultural Business Communication	10	
	EB4603	IBC in the Digital Age	20	
	EB4707	Human Resource Management for IBC	20	
	AI4101	China-Japan-Korea Tri-lateral Relations	20	
	AI4103	Historical Transformation of the Asia Pacific Region	20	
	AI4104	Political Changes and Social Movements in the Asia Pacific Region	20	
	AI4106	East Asian Philosophy and Thought	20	
	TR4008	Professional Business Skills	20	
	TR4995	Advanced Business Interpreting	20	
	TR4996	Conference Translation	20	
	MD4055	Management Theory and Practice	20	
	MD4004	Business Environment	10	
	AC4407	Accounting and Finance	10	
	MD4018	Strategic Management	10	
TL4029	Management Development	20		
TL 4019	Tourism Management	20		
<b>Year 2 Optional Module</b>			<b>Masters Degree in Intercultural Business Communication (with Professional Placement)</b> Requires 180 credits at Level 7, and successful completion of EB4000 Professional Placement for MA IBC.	
EB4000	Professional Placement for MA IBC	60 notional credits		
<b>15. Personal Development Planning</b>				
PDP skills will be developed through the following processes:				
<ul style="list-style-type: none"> <li>• Planning</li> </ul>				

- Performance
- Data gathering
- Critical reviewing
- Evaluating

The above PDP processes will be made explicit through the following modes of assessment and progress can be reviewed through:

- Dissertations
- Written essays
- Independent project-work
- Group projects
- Seminar presentations
- Reflective commentaries / logs / diaries
- Portfolios

In addition, students will have ample opportunity to build on the above areas and to reflect on their individual action plans (e.g. employability prospects and transferable skills) via the Personal Tutoring system in the Department of Languages and International Studies. The management of this system is documented in the attached Personal Tutoring Manual (Guidelines for Staff).

#### **16. Admissions criteria \***

(including agreed tariffs for entry with advanced standing)

*\*Correct as at date of approval. For latest information, please consult the University's website.*

- A minimum of a lower second-class honours degree (or equivalent) in Arts, Social Science, or Business related disciplines.
- Applicants able to demonstrate appropriate work-based experience or possessing alternative professional qualifications will be considered on an individual basis. Interviews may be required as part of the admissions process.

*Students whose first language is not English are required to pass either the TOEFL (A minimum of 600-pbt or 250 cbt) and TWE 4.5 OR IELTS (a minimum of 6.5) language test.*

#### **17. Key sources of information about the programme**

- **UCAS handbook**
- **Fact Sheet**  
[http://www.uclan.ac.uk/courses/ma\\_intercultural\\_business\\_communication.php](http://www.uclan.ac.uk/courses/ma_intercultural_business_communication.php)
- **School website**  
<http://www.uclan.ac.uk/schools/language-global-studies/courses.php>





## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

### Learning outcomes for the award of Postgraduate Diploma

The Postgraduate Diploma shares the Masters learning outcomes and is differentiated by the volume of study which is six 20 credit modules for the Postgraduate Diploma. Typically holders of the Postgraduate Diploma will meet the following Learning Outcomes:

<b>A. Knowledge and Understanding</b>
A1. Awareness of international business culture and the role of communication and society in defining that culture A2. Awareness of processes and skills necessary for undertaking independent research and project management A3. Development of intercultural sensitivity and awareness of any local context. A4. Knowledge of some dimensions of culture and their relationships with the communication process in various contexts.
<b>B. Subject-specific skills</b>
B1. Understanding and limited critical evaluation of the body of knowledge and research relating to language, culture, communication, society and business. B2. Limited ability to evaluate the appropriateness and potential value of theories, models, paradigms and ideologies about language, culture, society and business in the management of intercultural communication. B3. Analysis of data for research B4. Identify and analyse key points as part of critical reflection B6. Communicate cohesive and coherent arguments
<b>C. Thinking Skills</b>
C1. Analyse critically published work related to intercultural communication in the fields of business, language, culture and related studies. C2. Apply and reflect on the principles and theories learnt so as to assess their appropriateness in various culturally diverse business contexts. C3. Identify and critically analyse key points in a text. C6. Formulate and support opinions using skills in synthesis. C7. Plan and communicate coherent arguments effectively.
<b>D. Other skills relevant to employability and personal development</b>
D1. The ability to work autonomously, or with minimal guidance where appropriate D2. Amassing, handling and processing of information D3. Retrieval, presentation and annotation of material D4. Effectively initiate and lead debate as appropriate D5. Reflective practice as part of personal development planning D6. Self-discipline, motivation and flexibility D7. Initiative and self-reliance D8. High-quality oral proficiency for communication

## Learning outcomes for the award of Postgraduate Certificate

The Postgraduate Certificate shares the Masters learning outcomes and is differentiated by the volume of study which is three 20 credit modules for the Postgraduate Certificate. Typically holders of the Postgraduate Certificate will meet the following Learning Outcomes:

<b>A. Knowledge and Understanding</b>
A1. Awareness of international business culture and the role of communication and society in defining that culture. A2. Awareness of intercultural competence and sensitivity. A4. Limited knowledge of dimensions of culture and their relationships with the communication process in various contexts.
<b>B. Subject-specific skills</b>
B1. Understanding of the body of knowledge and research relating to language, culture, communication, society and business. B2. Demonstrate understanding of the appropriateness and potential value of some theories, models about language, culture, society and business in the management of intercultural communication. B3. Identify and analyse key points as part of critical reflection B5. Formulate and support opinions using skills in synthesis B6. Communicate cohesive and coherent arguments
<b>C. Thinking Skills</b>
C1. Analyse critically published work related to intercultural communication in the fields of business, language, culture and related studies. C2. Reflect on the principles and theories learnt so as to assess their appropriateness in various culturally diverse business contexts. C3. Identify and critically analyse key points in a text. C4. Plan and communicate coherent arguments effectively.
<b>D. Other skills relevant to employability and personal development</b>
D1. The ability to work autonomously, or with minimal guidance where appropriate D2. Retrieval, presentation and annotation of material D4. Effectively initiate and lead debate as appropriate D5. Reflective practice as part of personal development planning D6. Self-discipline, motivation and flexibility D7. Initiative and self-reliance D8. High-quality oral proficiency for communication