

School of Arts, Languages and Cultures

MA Programme Handbook

Intercultural Communication

2023 - 2024

Programme Director:

Dr Leonie Gaiser

First edition, September 2023

Please note, some information is subject to change.

For updates, please check our web page:

<http://www.alc.manchester.ac.uk/studentintranet/>

This Programme Handbook contains information relevant to the MA in Intercultural Communication. Information relevant to all postgraduate taught programmes in the School of Arts, Languages and Cultures (SALC) can be found in the Postgraduate Taught Handbook which should be read and used as a reference in conjunction with this Handbook. The School Handbook is available online here: <http://www.alc.manchester.ac.uk/studentintranet/>

Table of Contents

1. Introducing the MA in Intercultural Communication	5
1.1 Intercultural Study for Intercultural Times.....	5
1.2 The MAIC Team	6
2. Administrative Aspects	8
2.1 Admissions.....	8
2.2 Exit Points	8
2.3 Study Modes	8
2.4 Auditing Classes	8
2.5 Teaching Modes.....	8
2.6 Assessment.....	8
2.7 Submission Deadlines	9
2.8 Word Limits	10
2.9 Extensions.....	10
2.10 Academic Malpractice and Plagiarism.....	10
2.10.1 ChatGPT and other generative AI tools	11
2.10.2 Academic Practice Statement.....	11
2.11 Student Representation.....	11
2.12 Academic and Pastoral Support.....	11
2.13 Asking Questions	12
2.14 References from MAIC Staff	13
3. Academic Aspects	14
3.1 Programme Aims and Learning Outcomes	14
3.2 Study Life Cycles (full-time and part-time).....	14
3.3 Dissertation Topics and Supervision	16
3.3.1 Dissertation Ethics	16
3.4 Additional Academic Writing Support	16
3.5 University LEAP programme	16
3.6 Extra-curricular Activities.....	17
4. Course Unit Descriptions	18
4.1 MAIC Core Units (Semester I)	18
Introduction to Intercultural Communication.....	18
Research Methods in Translation and Intercultural Studies	18
4.2 MAIC Programme Option Course Units (Semester I)	19
English as a Global Language.....	19
Language and Identity in Multicultural Spaces.....	19
Social Media, Culture and Migration	20
4.3 MAIC Programme Semester II Core Course Unit	20
Research Development Seminar	20

4.4	MAIC Programme Option Course Units (Semester II)	21
	Memory, Mediation & Intercultural Relations	21
	Multilingualism and Language Policy	21
	Border Crossings: Comparative Cultures of Diaspora	22
	Foreign Language Learning for Intercultural Competence	22
4.5	Other Option Course Units	23
4.6	Dissertation	23
	MAIC Dissertation	23
5.	MAIC Assessment Deadlines (2023-24)	24
	Semester I	24
	Semester II	25
	<i>Appendix: Assessment Descriptors</i>	26
A1.	Assessment Criteria for Essay-based Assignments	26
A2.	Assessment Criteria for Oral Presentations	28

1. Introducing the MA in Intercultural Communication

1.1 Intercultural Study for Intercultural Times

The global era has stimulated transnational cultural flows (of people, practices and products) and local cultural complexities that were inconceivable even a generation ago. Nowadays, it is necessary to function effectively in culturally diverse contexts ranging from organisations and workplaces, to neighbourhoods and cities, and to societies and regions. As a consequence, intercultural awareness and communication skills are an advantage in many areas of employment as well as everyday life. This MA programme run by the School of Arts, Languages and Cultures explores the cultural diversity of our current times, inviting students to further develop their intercultural awareness and skills. The degree is designed for a broad range of students who are interested in intercultural matters, both international and UK students. Some knowledge of a foreign language is preferable although not a prerequisite. As the students and staff come from many horizons, participation in the programme is, in itself, a valuable intercultural experience.

Staff research comprises a wide range of areas of relevance for this degree. In the School of Arts, Languages and Cultures we have interests in intercultural studies, intercultural training, communication, linguistics, translation and modern languages and cultures. These interests allow us to offer a comprehensive programme the chief aims of which are to provide students with a cutting-edge critical approach to the field of intercultural communication, to provide a rich range of language and cultural studies-oriented options, and to enhance students' intercultural awareness and communication skills. Through their choice of course unit options available on the programme and their choice of dissertation topic students will be able to undertake specializations in areas such as intercultural relations, intercultural training, translation, language studies and migration, depending on their preferred career paths and/or research interests.

Those successfully graduating from the degree should find that it enhances their opportunities to gain employment in fields where intercultural competence is valued, for example in many multinational organisations, in international projects and NGOs, and in multicultural and immigrant communities. Here are some examples of posts obtained by MAIC alumni: officials in the United Nations agencies UNEP and UNHCR, university study abroad administrators, and administrative officers in cultural organisations with an international outlook.

1.2 The MAIC Team

- **Programme Director**

Dr Leonie Gaiser, BA (University of Augsburg), MA (University of Manchester), PhD (University of Manchester), Lecturer in Intercultural Communication with special interest in urban multilingualism, sociolinguistics, heritage language maintenance, language policy, ethnographic methodologies. Author and co-author of articles published in leading journals including *Journal of Multilingual and Multicultural Development*, *Linguistics Vanguard*, *Journal of Pragmatics* and *Estudios de Linguística Inglesa Aplicada*. Co-editor (with Yaron Matras) of a special issue of *Linguistic Landscape: An International Journal* on multilingual landscapes and the construction of community. She convenes the Semester I core unit *Introduction to Intercultural Communication* and the Semester II optional unit *Foreign Language Learning for Intercultural Competence*. leonie.gaiser@manchester.ac.uk

Office: Samuel Alexander Building, South Wing, Floor 4, Room 25.

- **Core MAIC staff**

Dr Bei Ju (Jenny), BA (Nanchang University), MA (Guangdong University of Foreign Studies), PhD (University of Macau), Lecturer in Intercultural Communication, works mainly on the nexus between information and communication technologies (ICTs) and migration in the intercultural context. Her articles have been published in journals including the *Chinese Journal of Communication*, *Communication, Culture & Critique*, *Journal of Intercultural Communication Research*, and *Journal of Intercultural Studies*. She convenes the Semester I optional unit *Social Media, Culture and Migration* and the Semester II core unit *Research Development Seminar*. bei.ju@manchester.ac.uk

Office: Samuel Alexander Building, South Wing, Floor 4, Room 18.

Dr Hanain Brohi, BSc (Northumbria University), MA (Newcastle University), PhD (Newcastle University), has special interests in Critical discourse studies, Socio-cognitive discourse analysis, British Muslims, Islamophobia, racial minoritisation in the UK, safe spaces, intersectionality, vulnerable migrants and refugees, language policy and planning, South Asian languages. She is a researcher on BA Leverhulme small research fund project entitled '*Exploring the experiences of highly-skilled refugee women in the UK: an intersectional approach*', and is also the Dissertation Coordinator for MAIC for 2023/24. hanain.brohi@manchester.ac.uk

Office: Samuel Alexander Building, South Wing, Floor 4, Room 14.

Dr Sheena Kalayil, BEng (University of Wales, Swansea), MA (Open University), PhD (Lancaster University), Lecturer in Intercultural Communication with special interests in multilingualism; heritage languages; diasporic identities; discourse analysis; conversation analysis; narrative enquiry; migration narratives; literary representations of migrants. Article on use of term 'BAME' published in *The Conversation* and *The Independent* and cited in the BBC's Creative Diversity website. Author of monograph *Second-Generation South Asian Britons: Multilingualism, Heritage Languages and Diasporic Identities* (Lexington Press). Author of three novels published with Polygon: *The Inheritance*, *The Wild Wind* and *The Bureau of Second Chances* (Winner, Writer's Guild Award for Best First Novel). Author of short stories *The Eighth Jew* (BBC Radio 4 Short Works) and *An Evening with Riz Ahmed* (Extra Teeth Magazine). School

of Arts, Languages and Cultures Lead for Equality, Diversity and Inclusion.
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Dr Anastasia Stavridou, *BA (University of Athens), MSc (University of Warwick), PhD (University of Warwick), Lecturer in Intercultural Communication* has special interests in sociolinguistics, discourse analysis and intercultural communication more broadly, with particular applications in leadership performance and identity construction. She convenes the MA modules *English as a Global Language*, and *Memory, Mediation and Intercultural Relations*, and is also the Assessments Coordinator for MAIC and the MA in Translation and Interpreting Studies for 2023/24. She is a member of the International Pragmatics Association (IPrA), Societas Linguistica Europea and the British Association for Applied Linguistics (BAAL).
anastasia.stavridou@manchester.ac.uk

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Dr Sebastian Truskolaski *Lecturer in German Cultural Studies*, has special interests in trans-cultural connections between visual art, literature, and philosophy. He convenes the Semester II optional unit *Border Crossings: Comparative Cultures of Diaspora*.
sebastian.truskolaski@manchester.ac.uk

Office: Samuel Alexander Building, South Wing, Floor 3, Room 42.

2. Administrative Aspects

2.1 Admissions

The normal requirement for admission to the MA is an upper second-class Honours degree or higher (or its overseas equivalent), in a relevant subject.

Students who apply from overseas with non-UK qualifications should send a copy of their degree certificate, a transcript of their degree results with an officially authorised translation, and an indication of the marking scale relating to their degree. English language scores of IELTS 7 (with 7.0 in the writing element of the test) or TOEFL 100 (with 25 in the writing element of the test) or a Pearson Test of English (PTE) score of 70 overall (with 70 in the writing element of the test) are required for students whose first language is not English.

Candidates interested in MA study should in the first instance contact the Postgraduate Admissions Officer: MASALC@manchester.ac.uk

2.2 Exit Points

The MA in Intercultural Communication (MAIC) consists of a total of 180 credits, divided as follows:

- core course units (totalling 45 credits);
- optional course units (totalling 75 credits); and
- the dissertation (60 credits).

For students on the MAIC programme, the Postgraduate Diploma and Certificate are possible exit points. Students registered for the MA who complete the taught component of the programme only (120 credits, at a pass mark of 40% instead of 50%), may be awarded the Postgraduate Diploma. Students completing only 60 credits-worth of taught course units (at a pass mark of 40%) may be awarded the Postgraduate Certificate.

2.3 Study Modes

The MAIC can be studied full-time over 12 months (mid-September – early-September) or part-time over 24.

Part-time students should note that even part-time study requires a significant commitment of time, and that we do not recommend combining part-time study with a full-time job. If you are considering taking the programme part-time, we encourage you to talk to us before you apply, to discuss your options.

2.4 Auditing Classes

It is generally not permitted for MA students to audit course units in which they are not enrolled. If a student has a compelling reason for auditing, they should first speak with the Programme Director, after which permission will need to be sought from the course unit director. Please note that although auditing means that you will not be assessed, you would still be required to complete any preparatory work and participate fully in the class.

2.5 Teaching Modes

MAIC classes are taught in a variety of modes, involving presentations, class discussions, and group work activities. There are some sessions each semester that may be delivered online for all students.

2.6 Assessment

All core course units are assessed by coursework, rather than by written examination. Most optional course units will also be assessed via coursework. The pass mark for MA coursework and the dissertation is 50% (the pass mark for the Postgraduate Diploma and Certificate is 40%).

The University operates a system of compensation on taught programmes. Postgraduate students can be compensated up to 40 credits for the PG Diploma/Masters or 20 credits for the PG certificate. Compensation applies to optional units only, and applies to marks between 40 and 49 for Masters programmes and between 30 and 39 for PGDip/ PGCert programmes. For example, if a student achieves an overall course unit mark of 50% or above in all core and most optional units but achieves a mark of 45% in one of the optional units, the mark of 45% will be compensated and the student will be able to progress to the MA dissertation without having to resit any components of that particular unit. Core units on the MAIC cannot be compensated.

In line with the University's Policy on Feedback to Students, MAIC course tutors aim to provide feedback to students within 15 working days of submission. This will normally take the form of individualised feedback and a provisional mark. We expect that assignment feedback will be made available electronically via Turnitin mechanism. Marks will be finalised at the relevant meeting of the subsequent Examination Board.

Failed course units

A failed piece of assessment does not necessarily mean the entire unit is failed. In the event that a student receives a fail mark for a course unit, we follow SALC policy. See the SALC PGT Handbook for details on the Intercultural Communication Common Room on Blackboard under 'Admin Centre'. Under that policy, some fail marks can be compensated, and some assessment can be re-sat.

If you fail any component of the assessment on the programme, you are strongly advised to make an appointment with the course unit convenor to talk through the feedback and ideas on how you can improve your approach.

All decisions about compensation and resits are taken at the Examination Board in the summer, and any students affected will be notified after that meeting about their options.

2.7 Submission Deadlines

Each course unit has one or more specified assignment activities, each of which has a specified date of submission (or presentation). You must observe the deadlines provided by the tutor of each course unit. Tutors are not able to grant individual extensions for coursework. **All written work deadlines are at noon on the day specified.**

Written coursework submission for individual course units on MAIC is made electronically via the Turnitin system only. Instructions for individual pieces of coursework will provide details about submission as necessary. You MUST make sure that whenever you submit a piece of coursework on Turnitin, you receive a receipt for your submission, which you should save somewhere that you can find it. If you are having trouble with submitting or are not given a receipt, then you should send a back-up copy of your work to salc-languages@manchester.ac.uk before the submission deadline.

Electronic copies of your work will be checked for plagiarism and/or word counts. It is also recommended that you keep a copy for yourself in case of loss.

Late Submission

Any assessed coursework submitted after the deadline without good cause will incur a penalty determined by the lateness of its arrival:

- ten marks will be deducted for the first day after the deadline. Please note that if you submit after the 12pm deadline on the date of submission, you will incur a late penalty.
- ten additional marks will be deducted for each day thereafter (including weekends), up to 5 days (after which point a mark of zero will be awarded).

If you are registered on units outside of the School, you should ensure that you are aware of the penalties that will be imposed for late course work submission for that School. Schools may operate different penalty schemes for late submission.

Please note that late penalties are applied to the assessment marks in the process of calculating the final mark; the mark that is initially received on the assignment is a mark purely for the academic content and **does not include** any late penalties that are applicable.

2.8 Word Limits

All subject areas have agreed assessment lengths for written assessments (such as essays, reports etc.) within their degree programmes. At each level the target word count or range for a written piece is indicative of the optimum length required to compose a successful essay at that level, and is designed to correspond as closely as possible to the weighting that the assessment has within the course unit.

The purpose of enforcing word limits is (a) to ensure parity and fairness by creating a level playing field; (b) to help students produce well-focused and cogent written work; (c) to instil the discipline essential for real-life writing tasks, where word limits are often rigid; and (d) to ensure that students acquire the ability to edit their writing effectively and cut away inessential material, skills invaluable both for academic work and the workplace.

- Students must observe the word limit specified for each assessment. **THE UPPER LIMIT IS AN ABSOLUTE MAXIMUM AND MUST NOT BE EXCEEDED.**
- The word count for each piece of written work must be displayed clearly on the first page or at the end of the main body of text.
- Word count is here defined as including quotations and the footnotes or endnotes in the essay itself. Unless stated in the task instructions, it does not include the bibliography or any appendices. Appendices are for supporting, illustrative material only and are not normally required for coursework on the MAIC; they may not be used to elaborate or extend the argument.
- Material that exceeds the upper limit will not be read or considered in the marking.

It is not expected that staff will check individual submissions unless they are concerned that the stipulated length has been exceeded.

MA dissertations must indicate the word count at the bottom of the contents page (see the SALC document *Guidance notes for the presentation of taught MA dissertations* for all details of formatting and presentation, available online at <http://documents.manchester.ac.uk/display.aspx?DocID=2863>). Students must remember, when calculating word counts using word-processing software, to include footnotes and endnotes in the calculation.

Failure to indicate the word count, or the provision of a false word count, may lead to disciplinary action.

2.9 Extensions

Extensions to the submission dates for submitted coursework (assessed essays and dissertations) may be sought where circumstances, outside of students' control, will delay the completion and submission by the published date. Please note that **your lecturers are not able to grant any extensions**; you must go through the School procedure for Mitigating Circumstances. Please read the policies and refer to the procedures for applying for Mitigating Circumstances in the SALC Postgraduate Taught Handbook (2023-24), which should be available here:

<https://www.alc.manchester.ac.uk/student-intranet/study/handbooks/>

2.10 Academic Malpractice and Plagiarism

We take issues of academic practice very seriously. This includes issues of serious and deliberate malpractice as well as unintentional poor practice with referencing and citation. Please make use of the various materials and resources available to understand academic practice, and do not hesitate to

ask if you are worried that you have not understood. Information can be found in the SALC Postgraduate Taught Programmes Handbook 2023-24, the University Library [My Learning Essentials](#) site, and the CTIS Guidelines documents (available on the Intercultural Communication Common Room community site on Blackboard and copied on many of the individual course unit Blackboard sites as well). It is **your responsibility** to make sure that you understand this issue.

2.10.1 ChatGPT and other generative AI tools

We are still adjusting to the new capabilities of new technology, including things like ChatGPT. The University/School does not yet have a policy on this. If they do develop a new policy, some of this may change, but our own approach on the programme will be described here and in the CTIS Guide to Academic Practice, section 5.

In general, as with any other technology, the line between acceptable use of these tools and use of them that would count as academic malpractice is not always easy to identify. You should not be using AI in any way that means that work you are submitting is not the product of your own ideas and thinking, based on your own reading of existing scholarship or analysis of data.

We will be discussing some of these issues in the “Expectations” session in Welcome Week as well as a session on academic practice near the start of the year, and in classes. If you have questions, please do ask us.

2.10.2 Academic Practice Statement

We ask students to include a cover sheet with every coursework submission where they declare that they have been made aware of the resources available to learn about academic practice, and that they take responsibility for the work that they are submitting. It also includes a space for students to describe how they have used specified technologies, including AI, as part of their work. This will help us to ensure that students are using the technologies in ways that are consistent with our academic practice expectations.

2.11 Student Representation

MAIC Staff-Student Liaison Committee

MAIC is overseen by the Staff-Student Liaison Committee (SSLC) which meets once or twice per semester. The Programme Committee provides a forum for dialogue between MAIC teaching staff and student representatives, where issues relating to MAIC can be discussed. The meetings are held jointly with representatives from the MA Translation and Interpreting Studies programme.

Student representatives are elected each year to ensure effective communication between staff and students and to allow students input into programme developments. The Programme Director will contact all students early in Semester 1 to organise the election of representatives.

2.12 Academic and Pastoral Support

An adviser from the academic staff will be allocated to you early in Semester 1. This person will be available at advertised office hours each week or by appointment during term time to advise on accessing appropriate University support services, and to provide guidance on any matters relating to your studies.

If you are experiencing difficulties or have questions about a particular course unit, in the first instance you should approach the relevant course unit tutor. If you wish to meet the course unit tutor, you should attend their drop-in or office hours, or email them to arrange a mutually convenient time to meet.

Student Support and Guidance Service

The Student Support Hub of the School of Arts, Languages & Cultures is based on the lower ground floor of the Samuel Alexander Building (South Wing), next to the Lime Café. The Hub provides support and advice on all kinds of issues including personal, academic or financial difficulties and can help you to obtain professional help from the various University support services (including the Counselling Service, Occupational Health Service, Disability Support Office).

If you are having problems, please visit the Hub, call them, email them, or use the web form: https://www.qualtrics.manchester.ac.uk/jfe/form/SV_bx3IcjC0t2zb2Xs. There is no need for an appointment to drop in for support. You can also request a call back using this form: https://www.qualtrics.manchester.ac.uk/jfe/form/SV_cYzNaiyRUsj9voi

SALC Student Support Hub

Opening hours: 9 am – 5pm Monday to Friday (*10am – 4pm outside of teaching weeks and exam periods*)

Telephone: +44 161 529 3348

Email: salc.hub@manchester.ac.uk

2.13 Asking Questions

From time to time, you may need to speak to someone about a range of different issues. In the table below you will find contact points for some common issues:

<i>A Question about...</i>	<i>Contact</i>	<i>Alternative Contact</i>
... a course unit	Course Unit Tutor	MAIC Programme Director
... mitigating circumstances	SALC Student Support Hub	Academic Adviser
... interruption of studies	SALC Student Support Hub	Academic Adviser / MAIC Programme Director
... change of registration details	MAIC Programme Director	SALC Student Support Hub
... advice on dissertation plans	Tutor of relevant specialisation	Academic Adviser, Dissertation Coordinator
... PhD plans	Tutor of relevant specialisation; MLC PGR Coordinator (Francesca Billiani)	Academic Adviser
... financial matters	SALC Student Support Hub	University Student Services Centre (https://www.studentsupport.manchester.ac.uk/student-services/)
... academic writing skills	University Centre for Academic English	Academic Adviser

Further sources of advice and information on:

- IT training courses
- library skills training

can be reached via My Manchester at <http://my.manchester.ac.uk>

2.14 References from MAIC Staff

You will probably require a reference for employers or further study during or after your MA. While staff are happy to oblige, writing a reference takes some time. We understand that sometimes you find out about opportunities at the last minute, but in general, you should ask for references at least two weeks before any application deadline, and if you know in advance that you are planning to apply to something, it is good practice to ask about it as a possibility even before that. It is your responsibility to make sure that the referee is given accurate information about the programme/job for which you are applying. If there is a form to be completed, make sure the lecturer receives it in good time, and that you have filled in your part of the form fully and accurately. You should usually provide a CV and a copy of your academic transcript to help the lecturer write the reference. Referees are expected to be honest in their assessment. In nominating your referee, make sure that s/he is the best placed tutor to comment on your skills and performance.

3. Academic Aspects

3.1 *Programme Aims and Learning Outcomes*

The MAIC programme aims to:

1. equip students with knowledge and interpretative skills to enhance their critical awareness of cultural diversity and to understand its links to communication practices;
2. facilitate the study of a range of examples of intercultural communication to enable students to function effectively in intercultural situations;
3. foster students' skills in critically evaluating current and advanced scholarship in intercultural communication, to develop critiques of that scholarship, and offer independent responses to it; and
4. enable students to reflect critically on their own and others' communication practices in intercultural situations.

The intended learning outcomes

By the end of the programme, students should be able to:

1. demonstrate understanding of intercultural communication in various settings and contexts;
2. show understanding of intercultural communication as an academic discipline and familiarity with the various perspectives from which different scholars have attempted to develop theories for its analysis;
3. show understanding of recent research developments in intercultural communication so that they can be applied to the analysis of communicative practices in a range of intercultural settings;
4. show familiarity with research issues in intercultural communication, including recent approaches, current problems, and potential future developments and including ethical issues associated with research in the field; and
5. demonstrate in-depth knowledge of research questions in intercultural communication so as to support an extended piece of research or a practical project.

3.2 *Study Life Cycles (full-time and part-time)*

Full-time students take the programme over 12 months. The taught course units are completed over two semesters and the dissertation is completed during the summer for submission in September 2024.

Part-time MA students take the taught course units over two years, and submit the dissertation by September in their second year of study.

Optional course units – MAIC students take 75 credits of optional course units. These comprise five course units of 15 credits each. Typically, two optional course units are taken in the first semester, and three in the second semester. A balance of course units of four per semester (core and optional combined) is highly recommended due to the workload associated with a single course unit. A minimum of three of these units should be chosen from the MAIC programme option units.

Additionally, students may take up to thirty credits as free choice options (either as two x 15 credit units or a single 30-credit unit), normally drawn from Masters course units offered by the School of Arts, Languages and Cultures. All options outside of the MAIC programme must have **prior approval** of the MAIC Programme Director.

Full-time life cycle starting September 2023

Semester I		
Core course units		MAIC Optional course units (choose 2)
Introduction to Intercultural Communication (15 credits)		English as a Global Language (15 credits)
		Language and Identity in Multicultural Spaces (15 credits)
Research Methods in Translation and Intercultural Studies (15 credits)		Social Media, Culture and Migration (15 credits)
Semester II		
Core course unit		MAIC Optional course units (choose 3)
Research Development Seminar (15 credits)		Border Crossings: Comparative Cultures of Diaspora (15 credits)
		Memory, Mediation & Intercultural Relations (15 credits)
		Foreign Language Learning for Intercultural Competence (15 credits)
		Multilingualism and Language Policy (15 credits)
Dissertation (60 credits) (submission September 2024)		

Part-time life cycle starting in September 2023

Year 1	
Semester I	Core: Introduction to Intercultural Communication (15 credits) 1 x optional course unit (15 credits)
Semester II	2 x optional course units (2 x 15 credits)
Year 2	
Semester I	Core: Research Methods in Translation and Intercultural Studies (15 credits) 1 x optional course unit (15 credits)
Semester II	Core: Research Development Seminar (15 credits) 1 x optional course unit (15 credits)
Summer	
Dissertation (60 credits) (submission September 2024 for PT students who started in 2022, and September 2025 for PT students who started in 2023)	

3.3 *Dissertation Topics and Supervision*

The 12,000 word dissertation is normally undertaken during the Summer period (June-August). Some dissertations will have an empirical orientation (for example, reporting on a research study you have undertaken); and some will be more professionally-oriented (for example, focusing on the intercultural training needs of an organisation).

Students are typically expected to have undertaken any relevant course units related to the topic they decide to focus on for their dissertation. For example, if your dissertation concerns diaspora, you should have completed the optional course unit on that topic.

The dissertation will be supervised by an appropriate member of the MAIC teaching staff, other staff member in the School of Arts, Languages and Cultures or an external staff member. Supervision normally takes place until mid July, with the second half of July and August for writing up.

Regulations regarding the dissertation are found in the SALC Postgraduate Taught Handbook: <https://documents.manchester.ac.uk/display.aspx?DocID=14089>

3.3.1 Dissertation Ethics

All dissertations involving human subjects (in interviews, focus groups, etc) will require approval by the Ethics Committee in the School of Arts, Languages and Cultures. Students should **not** proceed to collect data from human subjects **until and unless** ethical approval has been given. Approval may also be required for use of certain types of social media data.

There will be information/workshop sessions for the ethics application run by the dissertation coordinator in semester II. Students will be assigned a temporary supervisor who will give advice and feedback and sign off on the application if they deem it to be appropriate. **Students will be permitted one resubmission if the initial application submitted is sent back with required changes or questions, after which if the application is still not considered to be acceptable, the student will be advised that they must choose a new topic that does not involve ethical approval.** The supervisor will be able to give feedback on one draft of the application for the initial submission, and advice on one draft of any changes for a resubmission.

Full guidance will be available in semester II.

3.4 *Additional Academic Writing Support*

Academic writing skills in English are critical to student success in an MA programme. Writing academic papers requires not only an excellent command of English grammar, but also sufficient familiarity with essay-writing conventions in British academic contexts. Support for students who have English as a second language is available through sessions provided by the University Centre for Academic English in semesters I and II, which is available to all students (details will be provided via the Intercultural Communication Common Room on Blackboard).

3.5 *University LEAP programme*

The University of Manchester offers a programme of courses in language learning which are open to the general public as well as students and staff of the University of Manchester: <https://www.alc.manchester.ac.uk/study/university-language-centre-leap-courses/> Please note that it **is not possible** to take any LEAP courses **for credit** on the MA Intercultural Communication outside of the course unit 'Foreign Language Learning for Intercultural Competence' in Semester II.

Students who wish to sign up for a LEAP course **in addition to** their programme of study may do so at an additional cost. Note that LEAP courses when taken outside of the programme require a considerable time commitment and this needs to be weighed against the demands of the programme.

3.6 *Extra-curricular Activities*

In semesters I and II we hold a Research Seminar series in the Centre for Translation and Intercultural Studies, and there will be two MAIC-specific Professional Development Seminars per semester. We also advertise relevant seminars and talks outside of the University of Manchester. Information on these activities and events can be found on the Intercultural Communication Common Room, which is the community site for all students on the MA Intercultural Communication.

4. Course Unit Descriptions

4.1 MAIC Core Units (Semester I)

ICOM60001	Introduction to Intercultural Communication	
Semester I	Core	15 credits
Course Convenor	Dr Leonie Gaiser	
Synopsis	<p>This course unit provides students with a systematic and critical understanding of intercultural communication as a field of study, research, education and practice. The course unit particularly problematises the default 'large culture' approach whereby culture is equated with nationality or ethnicity in a static fashion, and thus introduces a more complex and critical approach to intercultural communication.</p> <p>Understanding of core concepts in intercultural communication, such as culture, language, communication, identity, power, and intercultural competence, is developed through engagement with seminal and cutting-edge research. Key theories examining these concepts and how they relate to intercultural communication are introduced, explored and critically evaluated through a mixture of academic discussion and intercultural training-based activities.</p> <p>Engaging with increased international mobility and globalisation, the course unit also considers a range of personal and professional contexts of social interaction and critically examines how researchers have sought to understand and theorise intercultural communication in these different contexts. Students will be supported to reflect on their own experiences of intercultural communication and relate these to the ideas covered in the course.</p>	
Teaching	Teaching will comprise weekly two-hour classes, supported by resources in the virtual learning environment and peer learning. Classes will involve lectures, discussions, and intercultural training activities, as well as guidance and support on the course unit assessments.	
Assessment	<p>Assignment 1 (30%): 1,000-word essay</p> <p>Assignment 2 (70%): 2,000-word essay</p>	

ICOM70201	Research Methods in Translation and Intercultural Studies	
Semester I	Core	15 credits
Course Convenor	Dr Hanain Brohi	
Synopsis	<p>This course unit focuses on a range of skills and methods which are of relevance for translation and intercultural studies research, providing training in specific research methods, giving students the tools to evaluate existing research and to apply research findings appropriately in their own academic work. The course covers an introduction to research trends in related areas, discussions about the development of research topics and the overall process of a research project, and specific research methods used in translation and intercultural studies research (e.g. surveys and interviews, textual analysis, ethnography, etc.).</p> <p>By the end of the unit, students will be able to apply their knowledge of research methods to existing research in order to critically evaluate it in some depth. They will also have enough familiarity with the research process and with research methods to make informed decisions about their own potential future research work, and to design credible research projects.</p> <p>A full course unit outline will be provided in class at the beginning of the semester.</p>	

Teaching	This unit will be taught through a mix of 11 x 50 minute lectures and 11 x 50 minute online seminars. Note that the online seminars are for all students. Seminars will be interactive, with students expected to be prepared to discuss questions on the curriculum contents listed above based on readings assigned by the tutor.
Assessment	Assignment 1 (25%): Group presentation Assignment 2 (75%): 2,000-word essay

4.2 MAIC Programme Option Course Units (Semester I)

ICOM60051	English as a Global Language	
Semester I	Optional	15 credits
Course Convenor	Dr Anastasia Stavridou	
Synopsis	The course unit begins with an introduction to some of the issues involved in the study of English as a Global Language. The following weeks will examine the history, current situation, and future evolution of Global English, and explore some of the differences between standard British English and the main non-British varieties. Over the duration of the course unit, participants will examine the problematic concept of a Global English, as well as such areas as what the terms <i>native</i> and a <i>non-native</i> speaker might mean. Other topics are how we currently teach and assess English language considering its role as an international lingua franca, and how the bilingual experience shapes identity. Finally, we will briefly examine the ways writers interpret the colonial and post-colonial legacies of English. Many of the topics on the course are designed to relate to the participants' own experiences and concerns.	
Teaching	Classes will consist of weekly two-hour seminars. Classes will comprise presentation of key concepts by the teacher, discussion of theoretical texts read by students prior to the class, and practical exercises. Texts for discussion will be made available in electronic form where this is possible. In the final week students will do oral presentations of their own case studies, followed by class discussion.	
Assessment	Assignment 1 (25%): Individual video presentation Assignment 2 (75%): 2,000-word essay	

ICOM60031	Language and Identity in Multicultural Spaces	
Semester I	Optional	15 credits
Course Convenor	Dr Sheena Kalayil	
Synopsis	The course explores the concept of multilingualism and multiculturalism in a micro and macro context through investigations of language use in diasporic communities. Hence, language transmission and maintenance of Heritage Languages will be investigated within families as well as within the larger ethno-linguistic community, and, further, within society. The relationship individuals have with their Heritage Language will also be examined. Different approaches to studies related to language and identity will be discussed, with a particular focus on narrative studies. As well as seminars and lectures students will be expected to engage with online short courses, accessed on Blackboard, which provide further analysis and depth to core subject areas: Theories, The media in the UK, and Discussions on multiculturalism and multilingualism.	

Teaching	Classes will consist of two-hour lecture/seminars, and appointment-based weekly office hours. The first part of the class will involve a brief lecture and/or a review of texts that the students will have previously read. Texts for discussion will be made available in electronic form where this is possible. There will be short courses written in Articulate Rise available on Blackboard that students will work through by themselves outside of class time. There will then be discussions on the themes and texts of both in-class and extra learning materials. The course will include both summative and formative course work.
Assessment	Assignment 1 (25%): Group presentation Assignment 2 (75%): 2,000-word essay

ICOM60091	Social Media, Culture and Migration	
Semester I	Optional	15 credits
Course Convenor	Dr Bei Ju	
Synopsis	Social media, a phenomenon for connecting and collaborating, is transforming communication across cultures. This course takes an interdisciplinary approach to examine how social media and culture affect each other among migrant groups. Students will explore the ways in which culture-related topics and theories including acculturation/adaptation, identity, interpersonal relationship and language competence are dynamically bound up with social media practices in an ever-changing world. The unit is assessed through group presentation and individual essay.	
Teaching	Teaching will comprise weekly two-hour classes involving lectures, discussions, and practical exercises, as well as guidance and support on the course unit assessments.	
Assessment	Assignment 1 (25%): Group presentation Assignment 2 (75%): 2,000-word essay	

4.3 MAIC Programme Semester II Core Course Unit

ICOM70302	Research Development Seminar	
Semester II	Core	15 credits
Course Convenor	Dr Bei Ju	
Synopsis	This course unit follows on from ICOM70201 Research Methods delivered in Semester 1. Through that course unit the students will have acquired knowledge about the principles and practice associated with a number of research approaches, methods and techniques. ICOM70302 in Semester 2 provides preparation for undertaking a specific research project, the MA dissertation. The aims are: to develop the students' researcher competence; to encourage critical reflection on the process of planning, designing, implementing, and presentation of research; and to support students in developing their individual dissertation project. A step-by-step approach is followed, guiding students through the planning and designing of the project. Once a brief outline of the overall dissertation project is established, the student will undertake a small pilot study. The experience and results of the pilot study will feed into refining the student's plans for the dissertation to be incorporated in a formal dissertation proposal.	

Teaching	This course is delivered through 11 x 80-minute weekly seminars. Seminars will be interactive, with students expected to come to class prepared to discuss questions on the curriculum contents based on readings and tasks assigned by the tutor. Sessions will involve discussion of research as well as workshopping of materials. Students will complete a pilot study during the Easter Break.
Assessment	Assignment 1 (20%): Dissertation outline and ethics statement (750 words) Assignment 2 (80%): Dissertation proposal and pilot study report (2250 words)

4.4 MAIC Programme Option Course Units (Semester II)

ICOM60042	Memory, Mediation & Intercultural Relations	
Semester II	Optional	15 credits
Course Convenor	Dr Anastasia Stavridou	
Synopsis	The course unit introduces students to the central role of memory in cultural identity and intercultural relations, and to the practice of mediation in intercultural relations. It starts with an introduction to the concept of memory. Different types of memory are discussed, as well as the important question of the relationship between memory and media, and how this connects to time and space. The second theme concerns the intersection of memory and intercultural relations. Topics covered are: cultural myths and traditions; migration, memory and cultural adjustment; and cultural contact, conflict and memory. The third section of the course unit examines mediation, both as a specific communicative practice designed to promote conflict resolution and as an interactional role adopted by interpreters, cultural brokers and others in intercultural and multilingual encounters. Drawing on research literature and empirical studies of mediation practices, we consider different approaches to mediation, as well as some of the complexities and issues involved.	
Teaching	Classes will consist of weekly two-hour seminars. Classes will be taught in a seminar style, incorporating presentation of key concepts by the tutor, discussion of theoretical texts read by students prior to the class, and practical learning activities. Blackboard will be used for the purposes of communication, and provision of class materials.	
Assessment	Assignment 1 (20%): Individual video presentation Assignment 2 (80%): 2,200-word essay	

ICOM 60082	Multilingualism and Language Policy	
Semester II	Optional	15 credits
Course Convenor	Dr Hanain Brohi	
Synopsis	This course unit explores the topic of multilingual communication, with a focus on both individual and community or institutional multilingualism, in a wide range of professional, institutional, and organisational settings. Recent scholarship and research, as well as training for professional practice, recognises that both now and historically, multilingualism of various types has been a key feature of communication. Further, the identity-related and ideological functions of language and language choice in different organisational settings, and related language policies, are gaining increasing recognition. The course unit engages critically with current research on these topics and is organised in two parts. Part 1 focuses on developing a basic understanding of core concepts such as multilingualism; professions and institutions; professional and institutional communication practices, and institutional language ideologies and policies, as well as key theories related to these concepts. In Part 2, a thematic case study approach is adopted, looking at	

	multilingualism in the context of particular professions, institutions or types of organisation in turn. In each theme, key dimensions of communication and multilingualism in a particular context (e.g. law, healthcare) will be introduced, and then explored through in-depth discussion of relevant research studies and other learning activities. There is some focus on translation and interpreting as specific practices that occur within multilingual environments, as well as consideration of the phenomena of language use and multilingualism in professional and institutional contexts more broadly. Through the course content, students will also be introduced to research and data analysis approaches relevant to this area of study.
Teaching	The module is delivered through 11 x 1-hour weekly lectures, and 11 x 1-hour seminars in which students will be engaged in group discussions of relevant research and interactive learning activities to complement the lectures. In addition, students will be expected to engage in independent study, and guided group learning.
Assessment	Assignment 1 (25%): Asynchronous group poster presentation Assignment 2 (75%): 2,000 word-essay

ELAN 60362	Border Crossings: Comparative Cultures of Diaspora	
Semester II	Optional	15 credits
Course Convenor	Dr Sebastian Truskolaski	
Synopsis	This course is taught by a team of staff within Languages in the School of Arts, Languages, and Cultures, in different groupings depending on staff availability. It takes as its premise various key concepts relating to transnational identities such as diaspora, race, ethnicity, and the postcolonial, which are then studied in relation to specific texts/case studies. The aim is to illustrate the applicability of theoretical frameworks across cultural boundaries, and to illuminate the cultural specificity of each different history of migration. The course aims to illuminate core theoretical concerns of cultural migration studies and to encourage interdisciplinarity. Texts and case studies will be available in English where students do not have the relevant language skills.	
Teaching	Classes will consist of one 2-hour seminar per week. The first seven (weekly) seminars will be led by the course convenor. Subsequent classes will be taught by other specialist tutors in a variety of post-colonial or diaspora cultures.	
Assessment	Assignment 1 (100%): 3000-word essay	

ICOM60022	Foreign Language Learning for Intercultural Competence	
Semester II	Optional	15 credits
Course Convenor	Dr Leonie Gaiser, (language component taught by tutors from the University Centre for Academic English)	
Synopsis	This course is made up of two components: 1) foreign language unit taken from LEAP, and 2) a focus on intercultural communicative competence in general and as explored through critical reflection on the experiences encountered on the LEAP course, or elsewhere. Thus, this course unit involves foreign language study and lectures in Intercultural Competence (ICC) where relevant theories and models of ICC for foreign language learning are presented and students are encouraged to do systematic critical reflection on their foreign language learning experience in relation to these theories and models. The list of languages available to students will be published in semester I.	
Teaching	In addition to the relevant LEAP language classes, for the MAIC related component of this unit, there will be five two-hour class meetings. The classes will take place	

	every other week of the second semester. Course participants are also encouraged to engage with the 'multicultural campus', by way of trying to share their own intercultural experiences with not only speakers and learners of the language they are learning through the LEAP course but also with speakers and learners of a variety of languages.
Assessment	Assignment 1 (10%): LEAP course completion Assignment 2 (20%): LEAP assessment (nature of assessment determined by LEAP course instructors) Assignment 3 (70%): 2,000-word essay

4.5 Other Option Course Units

MAIC students may take two free options (up to 30 credits) as part of the 75-credits of optional course units. This could take the form of two x 15-credit units or a single, 30-credit unit. A free option can be taken in either semester, typically from the menu of options available in the School of Arts, Languages & Cultures, but it must complement the programme aims and learning outcomes on the MA Intercultural Communication. All choices **must** be approved by the programme director. Failure to have course units approved in advance may result in non-completion of the MA.

Further information on SALC course units can be obtained from:

[My Manchester](#)>Teaching>Course Unit Information Portlet

4.6 Dissertation

ICOM60070	MAIC Dissertation	
	Core	60 credits
Dissertation Coordinator	Dr Hanain Brohi	
Synopsis	The dissertation is intended to provide students with the opportunity for an extended project, either a piece of original research or the design of an intercultural communication training programme, with a full academic write-up. Students select their own topic, usually over the first months of semester 2. Supervisors are assigned towards the end of semester 2 based on current student plans regarding their topics. Supervision occurs in May-July. In addition, the dissertation coordinator will schedule several fixed informational sessions during semesters 1 and 2, and may schedule additional sessions depending on need. The core unit ICOM70302 (Research Development Seminar) provides structure to any students intending to complete a research project for developing their ideas; that unit also provides information about ethical approval processes, although students who need such approval will have to apply separately from that unit.	
Teaching	The main teaching activity for the dissertation is through three supervision sessions May-July. Information sessions will be held at other points during semesters 1 and 2, as well as workshops to help students prepare ethics applications, and are highly recommended. Information will be sent out to students as appropriate during the semester.	
Assessment	Dissertation (100%): 10,000-12,000 words	

5. MAIC Assessment Deadlines (2023-24)

Semester I

	October/November 2023	December 2023	January 2024
ICOM60001 Introduction to Intercultural Communications	Assessment 1 13 November 2023 (Monday Week 8)		Assessment 2 10 January 2024 (Wednesday week before first exam week)
ICOM70201 Research Methods in Translation and Intercultural Studies		Assessment 2 11 December 2023 (Monday Week 12)	Assessment 3 12 January 2024 (Friday week before first exam week)
ICOM60031 Language and Identity in Multicultural Spaces	Assessment 1 16 November 2023 (Thursday Week 8)		Assessment 2 11 January 2024 (Thursday week before first exam week)
ICOM60051 English as a Global Language		Assessment 1 7 December 2023 (Thursday Week 11)	Assessment 2 8 January 2024 (Monday week before first exam week)
ICOM60091 Social Media, Culture and Migration	Assessment 1 17 November 2023 (Friday Week 8)		Assessment 2 12 January 2024 (Friday week before first exam week)

Semester II

	March	April	May/June
ICOM70302 Research Development Seminar	Assignment 1 1 March 2024 (Friday Week 5)		Assignment 2 17 May 2024 (Friday first exam week)
ICOM60042 Memory, Mediation and Intercultural Relations		Assignment 1 15 April 2024 (Monday Week 9)	Assignment 2 15 May 2024 (Wednesday first exam week)
ELAN60362 Border Crossings: Comparative Cultures of Diaspora			Assignment 1 17 May 2024 (Friday first exam week)
ICOM60022 Foreign Language Learning for Intercultural Competence	Assignment 1 LEAP assessment – dates of assessment to be determined by LEAP course instructors		Assignment 2 10 May 2024 (Friday week before first exam week)
ICOM60082 Multilingualism and Communication in Professions and Institutions		Assignment 1 22 April 2024 (Monday Week 10)	Assignment 2 13 May 2024 (Monday first exam week)

Appendix: Assessment Descriptors

A1. Assessment Criteria for Essay-based Assignments

Marks below 30%

The work fails to provide a competent description of the topic, and falls far short of a competent discussion. It is poorly structured and has no coherent argument. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Diploma or Master's level.

Marks 30-39%

The work is almost wholly descriptive. It displays no awareness at all of theoretical or critical ideas such as those learned on the core course units. It displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this descriptive approach but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in Humanities have been understood, but communication is maintained. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Diploma or Master's level.

Marks 40-49%

The work provides a superficial discussion of the topic but remains predominantly descriptive. It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general. It reveals a very limited awareness of theoretical or critical ideas such as those learned on the core course units, and no attempt is made to use such ideas in practice. An identifiable argument is discernible, but this is poorly and inconsistently sustained. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.

Marks 50-59%

The work demonstrates a reasonable understanding of the topic and can discuss it competently even if it is not able to develop complex ideas in relation to this topic. There is an awareness of critical or theoretical ideas such as those learned on the core course units accompanied by limited attempts to use them in practice. The approach is generally unambitious, but a coherently structured argument is in place and there is an awareness of relevant secondary literature. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in Humanities is predominant.

Marks 60-69%

The work demonstrates thorough understanding of the topic, and provides a good discussion of it with appropriate examples. The work shows an awareness of critical or theoretical ideas such as those learned on the core course units, supported by a sustained ability to use these ideas relevantly in critical practice. The argument will be clearly structured and the student has begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.

Marks 70-79%

The work demonstrates a sophisticated grasp of the topic supporting critical analysis with pertinent examples. An in depth awareness of critical or theoretical ideas such as those learned on the core course units is relevantly applied in critical practice. The work is based on wide reading in a range of source materials and shows clear originality. The work goes well beyond the mere exposition of ideas, providing a consistently sustained and lucid argument. It demonstrates the ability to critically evaluate existing research on the object of study in a confident, directed manner giving evidence of very strong potential to complete a research degree successfully. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.

Marks above 80%

The work shows extensive knowledge of both the topic and the academic context(s) in which it is applied, such that it begins to make a significant contribution at the forefront of scholarship in the given field. A complex, original and relevant application of critical or theoretical ideas such as those learned on the core course unit is demonstrated in critical practice. There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. The work demonstrates considerable originality and is of publishable or near-publishable quality. The style and presentation are virtually faultless.

A2. Assessment Criteria for Oral Presentations

Note: this is a general guide only; unit-specific criteria will be available on relevant course units

Marks below 30%

The presentation falls far short of a competent discussion of the topic. There is no coherent structure or argument. Content and delivery are so poor as to seriously impair communication.

Marks 30-39%

The presentation displays no awareness of theoretical or critical ideas. There is little evident structure of the presentation, and main points are not clear. There is a limited evidence base and few relevant examples. There is no supporting material (visual aids, handouts) or it is not used effectively. Poor oral delivery (pace, audibility, communicative effectiveness) makes the presentation very difficult to follow. Questions asked by the audience are not answered in any useful way.

Marks 40-49%

The presentation displays a basic grasp of the topic, but discussion is superficial, and the understanding of theoretical ideas is not sound. The presentation lacks a clear structure, and main points are not always clearly expressed. There is a limited evidence base and exemplification is not always effective. Supporting material such as visual aids and handouts is not always well used. Deficiencies in oral delivery (pace, audibility, communicative effectiveness) sometimes make the presentation difficult to follow. Questions asked by the audience are not always answered effectively.

Marks 50-59%

The presentation demonstrates a fairly good grasp of the topic, including critical evaluation of approaches. The structure is mainly coherent, but some points are not expressed clearly. The student uses an acceptable evidence base and exemplification. The supporting material such as visual aids and handouts is generally used effectively. The oral delivery (pace, audibility, communicative effectiveness) is adequate. Questions asked by the audience are fairly well answered.

Marks 60-69%

The presentation demonstrates a thorough grasp of the topic, including sound critical evaluation of approaches. The presentation has a coherent and logical structure, and points are expressed clearly. The student uses a solid evidence base and exemplification. The supporting material such as visual aids and handouts is effective. The oral delivery (pace, audibility, communicative effectiveness) is good. Questions asked by the audience are answered effectively.

Marks 70-79%

The presentation demonstrates a sophisticated grasp of the topic, and develops interesting and original critical perspectives. The presentation has a coherent and logical structure, and all points are expressed clearly. The student uses a very good evidence base and exemplification. The supporting material such as visual aids and handouts is highly effective. The oral delivery (pace, audibility, communicative effectiveness) is very good. Convincing and appropriate responses are given to questions asked by the audience.

Marks above 80%

The presentation shows an extensive knowledge of the topic and impressive critical evaluation, as well as demonstrating significant originality of thought. The presentation has a fully coherent and logical structure, and all points are expressed clearly. The student uses an excellent evidence base and exemplification. The supporting material such as visual aids and handouts is exceptionally effective. The oral delivery (pace, audibility, communicative effectiveness) is excellent. Convincing and highly appropriate responses are given to questions asked by the audience.