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The University of Manchester

School of Arts, Languages and Cultures

MA Programme Handbook

Intercultural Communication

2026 - 2027

Programme Director:
Dr Anastasia Stavridou

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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 (MAIC). Information relevant to all taught programmes in the School of Arts, Languages and Cultures (SALC) can be found in the *SALC Student Handbook*, on the SALC Student Intranet. Please read both Handbooks.

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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 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 *Aspects of Professional Communication* (Semester 1) and *Introduction to Intercultural Communication (Semester 1)*, and *Memory, Mediation and Intercultural Relations* (Semester 2), and is also the MAIC Programme Director in 2025/26. Her research has been published in *Discourse & Communication*, *Language, Culture and Society* and in several edited volumes.
Email: anastasia.stavridou@manchester.ac.uk

Office: Samuel Alexander Building, South Wing, Floor 4, Room 17.

Core MAIC staff

Dr Hanain Brohi, *BSc (Northumbria University), MA (Newcastle University), PhD (Newcastle University),* has special interests in Critical discourse studies, vulnerability in research, racial minoritisation in the UK, and vulnerable migrants and refugees. Her work has been published in leading journals including *Language and Intercultural Communication* and *Qualitative Research in Psychology.* She recently completed a 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. She will be convening the following course units: *Research Methods in Translation and Intercultural Studies* (Semester 1), *Multilingualism and Language Policy* (Semester 1), and *The Social Construction of Race and Othering* (Semester 2)
Email: hanain.brohi@manchester.ac.uk

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

Dr Leonie Gaiser (On leave in Semester 1)*, 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 Linguistica 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. In 2025026, she will be on research leave in Semester 1 and she will convene the Semester 2 core course unit *Research Development Seminar* and the optional unit *Foreign Language Learning for Intercultural Competence*.
Email: leonie.gaiser@manchester.ac.uk

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

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 *Gender, Place & Culture*, *Chinese Journal of Communication*, *Communication, Culture & Critique*, *Journal of Intercultural Communication Research*, and *Journal of Intercultural Studies*. In 2026-27, she will convene the Semester 1 optional unit *Social Media, Culture and Migration* and the Semester 2 core course unit *Research Development Seminar.*
Email: bei.ju@manchester.ac.uk

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

Dr Sheena Kalayil, *BEng (University of Wales, Swansea), MA (Open University), PhD (Lancaster University)*, is a part-time ***Senior Lecturer in Intercultural Communication*** with special interests in: multilingualism; heritage languages; diasporic identities; discourse analysis; conversation analysis; narrative enquiry; migration narratives; and literary representations of migrants. She is the author of *Second-Generation South Asian Britons: Multilingualism, Heritage Languages and Diasporic Identities;* and a co-author of the *Journal of Social History* Book Club reviews. She is also the author of four novels: *The Bureau of Second Chances* (Winner, Writer's Guild Award for Best First Novel); *The Inheritance*, *The Wild Wind* and most recently *The Others* (longlisted for the Women's Prize for Fiction, 2026).
Email: sheena.kalayil@manchester.ac.uk

Office: Samuel Alexander Building, South Wing, Ground Floor, Room 11.

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 2 optional unit *Border Crossings: Comparative Cultures of Diaspora*.
Email: 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) Academic 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, lecturers 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 on Canvas. 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 Canvas 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 2pm on the day specified.**

Written coursework submission for individual course units on MAIC is made electronically on Canvas 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 Canvas, 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.assessment@manchester.ac.uk before the submission deadline. Do NOT send a copy of your coursework to your lecturers.

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:

- 10 marks will be deducted for the first day after the deadline. Please note that if you submit after the 2pm deadline on the date of submission, you will incur a late penalty.

- 10 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.

MA dissertations must indicate the word count at the bottom of the contents page (see the SALC document "*Guidance for the Presentation of Taught Dissertations for UG and PGT Provision*" for all details of formatting and presentation. 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 available here https://documents.manchester.ac.uk/display.aspx?DocID=14741. For any queries, contact the Student Support Hub.

Please read the policies and refer to the procedures for applying for Mitigating Circumstances in the SALC PGT Handbook (2026-27), which should be available here.

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 use the 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 PGT Handbook*, the University Library's My Learning Essentials site, and the *CTIS Guides* (available on the MAIC Common Room on Canvas and copied on many of the individual course unit Canvas 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 capabilities of new technology, including generative AI tools like ChatGPT. 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. The most important principle to keep in mind is that you should not use AI in any way that means the 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.

More detailed guidance can be found in the CTIS Guide to Academic Practice, section 5. The School does have a new policy around AI and assessed work (Section 9.4 of the SALC PGT Handbook), which you should also be familiar with, although it is less specific than our programme guidance, which has more information about precisely how you can use AI in coursework for MATIS, as well as explanations. These issues will also be discussed during the programme in Academic Practice sessions and classes. If you have questions during your studies, please ask your tutors.

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. The cover sheet template is available in the Canvas Intercultural Communication Common Room under the "Admin Centre" tab.

2.11 Student Representation

MAIC Student Voice Committee (SVC)

MAIC is overseen by the Student Voice Committee (SVC), formerly known as the Staff-Student Liaison Committee 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 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, there is no need for an appointment, just drop in on the Hub for support. Alternatively, based on the nature of your issue, you can reach out to them in the following ways:

Team	Email	Telephone number	Location
Student Support and Wellbeing	salc.wellbeing@manchester.ac.uk	+44 161 306 0383	SLG.6, Samuel Alexander Building
Information, Advice and Guidance	salc.iag@manchester.ac.uk	+44 161 529 4057	SLG.5, Samuel Alexander Building

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

For general enquiries: telephone number: +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:

A Question about…	***Contact***	***Alternative Contact***
… a course unit	Course Unit Convenor	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	Lecturer of relevant specialisation	Academic Adviser, Dissertation Coordinator
… PhD plans	Lecturer of relevant specialisation; MLC PGR Coordinator (Dr Joseph McGonagle)	Academic Advisor
… 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.

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 2027.

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 optional units.

Additionally, students may take up to thirty credits as free choice options (either as 2 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 2026

Semester 1		
Core course units		***MAIC Optional course units (choose 2)***
Introduction to Intercultural Communication (15 credits)		***Aspects of Professional Communication*** (15 credits)
Research Methods in Translation and Intercultural Studies (15 credits)		***Language and Identity in Multicultural Spaces*** (15 credits)
		Social Media, Culture and Migration (15 credits)
		Multilingualism and Language Policy (15 credits)
Semester 2		
Core course unit		***MAIC Optional course units (choose 3)***
Research Development Seminar (15 credits)		***The Social Construction of Race and Othering*** (15 credits)
		Memory, Mediation and Intercultural Relations (15 credits)
		Foreign Language Learning for Intercultural Competence (15 credits)
		Border Crossings: Comparative Cultures of Diaspora (15 credits)
Dissertation (60 credits) (submission September 2027)		

Part-time life cycle starting in September 2026

Year 1	
Semester 1	Core: ***Introduction to Intercultural Communication*** (15 credits) 1 x optional course unit (15 credits)
Semester 2	2 x optional course units (2 x 15 credits)
Year 2	
Semester 1	Core: ***Research Methods in Translation and Intercultural Studies*** (15 credits) 1 x optional course unit (15 credits)
Semester 2	Core: ***Research Development Seminar*** (15 credits) 1 x optional course unit (15 credits)
Summer	
Dissertation (60 credits) (submission September 2026 for PT students who started in 2024, and September 2028 for PT students who started in 2026)	

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.

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 2. 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 2.**

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 1 and 2, which is available to all students (details will be provided via the Intercultural Communication Common Room on Canvas).

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 2.

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 1 and 2 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 Course Units (Semester 1)

ICOM60001	**Introduction to Intercultural Communication**	
Semester 1	**Core**	**15 credits**
Course Convenor	Dr Anastasia Stavridou	
Synopsis	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. 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. 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.	
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	**Assignment 1** (30%): 1,000-word essay **Assignment 2** (70%): 2,000-word essay	

ICOM70201	Research Methods in Translation and Intercultural Studies	
Semester 1	**Core**	**15 credits**
Course Convenor	Dr Hanain Brohi	
Synopsis	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 (such as Critical Discourse Analysis), ethnography, etc.). 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. A full course unit outline will be provided in class at the beginning of the semester.	
Teaching	This unit will be taught through a mix of 11 x 50 minute lectures and 11 x 50 minute 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** (30%): Group presentation **Assignment 2** (70%): 2,000-word essay	

4.2 MAIC Optional Course Units (Semester 1)

ICOM60031	Language and Identity in Multicultural Spaces	
Semester 1	**Optional**	**15 credits**
Course Convenor	Dr Sheena Kalayil	
Synopsis	The course explores what we understand by multiculturalism, across different countries and contexts, and – through global movements of peoples – the growth of diasporic communities. We explore meanings of both multilingualism and multiculturalism in micro and macro contexts through investigations of language use in diasporic communities. Hence, we look at language transmission and maintenance of Heritage Languages within families as well as within the larger ethno-linguistic community, and, further, within society. Different approaches to studies related to language and identity will be discussed, with a particular focus on narrative studies.	
Teaching	Classes will consist of two-hour lecture-seminars, and appointment-based weekly office hours. The first part of the class will involve a lecture, followed by discussion 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.	
Assessment	**Assignment 1** (25%): Group presentation (total 5 minutes) **Assignment 2** (50%): 1,500-word essay **Assignment 3** (25%): Viva	

ICOM60091	Social Media, Culture and Migration	
Semester 1	**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 (or digital 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 digital 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	

ICOM 60081	Multilingualism and Language Policy	
Semester 1	**Optional**	**15 credits**
Course Convenor	Dr Hanain Brohi	
Synopsis	This course unit explores the topics of multilingualism and language policy, with a focus on both the theoretical and practical implications on language use at the individual and community levels. Recent scholarship and research 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 settings, and related language policies, are gaining increasing recognition. The course unit engages critically with current and foundational research on these topics, with a view to critically consider the functions of national and institutional language policy making and its impact on institutional and social settings. As a whole, this course unit focuses on developing a basic understanding of core concepts such as multilingualism, language ideologies, language policies and planning, language attitudes, linguae francae, and key theories related to these concepts. It will also consider the relationship between multilingualism (as an individual and social phenomenon), language policy, and intercultural identity, as well as exploring ways to research multilingually. At its core, this course unit aims to provide students with an understanding of the interconnectivity of the role of language policy in constructing nations and imagined communities, and how it shapes and impacts multilingualism both individually and socially.	
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** (30%): Asynchronous group presentation **Assignment 2** (70%): 2,000 word-essay	

ICOM60101	Aspects of Professional Communication	
Semester 1	**Optional**	**15 credits**
Course Convenor	Dr Anastasia Stavridou	
Synopsis	Communication has a central role in all aspects of life, one of which is one' s professional environment. With workplaces being increasingly multicultural and diverse nowadays, communication is crucial not only in terms of language proficiency, but also in terms of understanding subtle cultural differences which are conveyed through language. This course units aims to introduce students to an important area of applied linguistics, professional communication, which is particularly significant for all professions. Students will have the opportunity to discover theoretical approaches, models and concepts related to workplace culture, gender, leadership and conflict in multicultural workplaces with the scope of understanding the complexities of professional communication and learning how they can be effectively resolved or dealt with.	
Teaching	The module is delivered through 11 x 1-hour weekly lectures followed by 11 x 1-hour seminars.	
Assessment	Assignment 1 (25%): In-class group presentation Assignment 2 (75%): 2,000-word essay	

4.3 MAIC Core Course Unit (Semester 2)

ICOM70302	Research Development Seminar	
Semester 2	**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 weekly one and a half hour 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 Optional Course Units (Semester 2)

ICOM60042	Memory, Mediation and Intercultural Relations	
Semester 2	**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. Canvas will be used for the purposes of communication, and provision of class materials.	
Assessment	**Assignment 1** (20%): In-class group presentation **Assignment 2** (80%): 2,200-word essay	

ICOM60022	Foreign Language Learning for Intercultural Competence	
Semester 2	**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 1.	
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 Semester 2. 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	

ICOM60102	The Social Construction of Race and Othering	
Semester 2	**Optional**	**15 credits**
Course Convenor	Dr Hanain Brohi	
Synopsis	This module critically explores the concepts of ‘race’, ‘racism’ and ‘othering’. The course unit begins with an introduction to these concepts, as well as an exploration into the construction of exclusionary discourse, and the mechanisms underpinning the processes of othering. The view of ‘culture’ and ‘interculturality’ will be broadened and scrutinized with a consideration of race, class, and gender as intersecting sites of minoritisation and marginality. With that, the process of othering is viewed from the macro-, meso-, and micro-levels, along with a critique of the language used at each level that demarcates the ‘insiders’ and ‘outsiders’ in society. This includes an exploration of border politics (for example, a view on the government’ s approach to vulnerable migrants), institutional discrimination, Islamophobia, post-racialism, and the following key theories: Critical Race Theory and Intersectionality. At its core, the objective of this course is to critically broaden and expand on the concept of culture, with the aim of filling in the gap of ‘race’ that is often excluded from intercultural studies more broadly. This subsequently involves a deeper look into issues of divisiveness, exclusion, and how othering can manifest in discourse from the state level to everyday discourse.	
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** (30%): Asynchronous group presentation **Assignment 2** (70%): 2,000 word-essay	

ELAN 60362	Border Crossings: Comparative Cultures of Diaspora	
Semester 2	**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 six (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	

4.5 Other Optional 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>Student Support>Support for your Studies>Course Unit Selection.

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 I and II, 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 (2026-27)

Semester 1

	November 2026	December 2026	January 2027
ICOM60001 Introduction to Intercultural Communication			Assessment 1+ 2 13 January 2027
ICOM70201 **Research Methods in Translation and Intercultural Studies**		Assessment 1 18 December 2026	Assessment 2 11 January 2027
ICOM60031 Language and Identity in Multicultural Spaces	Assessment 1 19 November 2026		Assessment 2 4 January 2027 Assessment 3 (Viva) (online) w/c 18 January 2027 tbc specific day and time for each student to be communicated in Week 3
ICOM60101 Aspects of Professional Communication		Assessment 1 15 December 2026	Assessment 2 6 January 2027
ICOM60091 Social Media, Culture and Migration	Assessment 1 20 November 2026		Assessment 2 8 January 2027
ICOM60081 Multilingualism and Language Policy		Assignment 1 17 December 2025	Assignment 2 12 January 2026

Semester 2 (TBC at a later date)

	March 2027	April 2027	May/June 2027
ICOM70302 Research Development Seminar			
ICOM60042 Memory, Mediation and Intercultural Relations			
ELAN60362 Border Crossings: Comparative Cultures of Diaspora			
ICOM60022 Foreign Language Learning for Intercultural Competence			
ICOM60102 The Social Construction of Race and Othering			

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 evaluation 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.