

# Programme Specification: International Communication – Liaison and Advocacy MA

## Course record information

<b>Name and level of final award</b>	<ul style="list-style-type: none"> <li>• Master of Arts - International Communication – Liaison and Advocacy</li> </ul> <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
<b>Name and level of intermediate awards</b>	<ul style="list-style-type: none"> <li>• Postgraduate Diploma (Pg Dip) - International Communication – Liaison and Advocacy</li> <li>• Postgraduate Certificate (Pg Cert) - International Communication – Liaison and Advocacy</li> </ul>
<b>Awarding body/institution</b>	University of Westminster
<b>Teaching institution</b>	University of Westminster
<b>Status of awarding body/institution</b>	Recognised Body
<b>Location of delivery</b>	Primary: Central London
<b>Language of delivery and assessment</b>	English
<b>QAA subject benchmarking group(s)</b>	N/A
<b>Professional statutory or regulatory body</b>	N/A
<b>Westminster course title, mode of attendance and standard length</b>	<ul style="list-style-type: none"> <li>• International Communication – Liaison and Advocacy, Full-time, September or January start - 1 year standard length</li> <li>• International Communication – Liaison and Advocacy, Part-time day, September or January start - 2 years standard length</li> </ul>
<b>Valid for cohorts</b>	From 2023/4

## Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

## Aims of the programme

The MA in International Communication: Liaison and Advocacy programme is designed for professionals and aspiring professionals in areas such as international and multinational organisations and institutions, governmental and non governmental organisations, and those who want to work in public and cultural diplomacy. It can be applicable to specific interest groups such as: bilingual liaison officers, foreign correspondents, personnel from international agencies and NGOs, personnel working in the international section of enterprises and graduates aspiring to a career in International Communication, such as project management or as a liaison professional

The requirements for success on the course and in professional life range far beyond the mere ability to know two languages well; this is just a precondition for entry to the course. A professional in this field will play a number of roles to facilitate successful communication, in advocacy, mediation and conflict resolutions as well as representatives and advisers. This requires extensive cultural, procedural and organisational knowledge as well as an understanding of specific areas that affect international communication such as how information is framed in the media and how different agendas inform advocacy. The professional must also have extensive knowledge and understanding of world events and the ability to analyse how events might impact on the interaction between individuals, or how information might need to be framed/reframed to achieve successful communication.

The course is designed to help students develop potential professional specialisms and enhance their communication skills within an appropriate conceptual framework and equip with the necessary knowledge and competencies to be an effective international communicator.

## Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

MA ICLA is intended to develop both a knowledge base in, various paradigms of international communication, information presentation and handling in a variety of areas from the fields of liaison within and between international institutions in business, NGO, cultural diplomacy contexts. It also puts a focus on analysing and decoding narrative and representation as seen in international media in the contexts of unfolding events and of global issues such as migration. It aims to enhance students' competencies in handling information across and between languages and cultures and in various professional settings as well as providing a platform for further research for students interested in pursuing an academic career path. Students will have the training and preparation to make significant contributions in their professional context as high ranking officials, managers and researchers. Below are a series of possible entrants, the pathways they might choose and the modules they might take on the course:

### *Student A*

Student A is a recent graduate in international relations, politics, or related discipline. They are also proficient in two or more languages, including English. Their desire is to progress to work either for an international institution or for and NGO. In addition to the core modules, among others student A would probably take: International Organisations.

### *Student B*

Student B is a language graduate with a background in interpreting and translation. They wish to extend the range of their competencies so as to compete in an increasingly narrow freelance market, being able to represent international organisations as well as facilitate communication between them. In addition to the core modules student B would probably take: International Organisations and Institutional Discourse. They would also probably take Multilingualism: Concepts and Applications

### *Student C*

Student C comes from a media and journalism background in their own country and wishes to enhance their expertise in an international context, either to return to their profession in a different capacity or to work in an international organization. In addition to the core modules Student C would probably take: International Organisations and Institutional

*Student D*

Student D comes from a professional background working in a junior capacity for a state organization, or is someone aspiring to do so. Their aim is to further their career and promotion opportunities within their own state institutions. In addition to the core modules, Student D would probably take International Organisations and Institutional Discourse.

*Student E*

Student E is a confident linguist who is unsure what profession to go into, but who would like to continue using their languages actively. Through the study on the course they become interested in various issues that affect the international community and gravitate towards working in the NGO sector. In addition to the core modules student E would take: International Organisations and Institutional Discourse and Multilingualism: Concepts and Applications

*Student F*

Student F arrives on the course with a particular interest in social issues. They may have worked in this area in their own country either professionally or as a volunteer. Their aim is to further their own career opportunities within the international NGO sector. In addition to the core modules, student F would take International Organisations and Institutional Discourse and Multilingualism: Concepts and Applications

*Student G*

Student G comes from a commercial background, either as a graduate in business studies or related field, or through professional experience. Their aim is to enhance their profile to be able to operate as a global player within their chosen profession they would probably take International Organisations and Institutional Discourse and Multilingualism: Concepts and Applications

## What will you be expected to achieve?

### Course learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

**Level 7 course learning outcomes:** upon completion of Level 7 you will be able to:

- KNU1 Reflected and reassessed their personal contribution to their particular profession, chosen field of expertise or academic interest. ( KU )
- KNU2 Contributed to discussions on issues such as interpersonal communication intercultural communication, image projection in diverse fields of international communication. ( KU )
- KNU3 Undertaken research in specific areas of professional and/or academic interest. ( KU )
- KNU4 Applied skills and techniques of analysis to diverse areas of professional and or academic interest. ( KU )
- KNU5 Placed their own experiences within a conceptual framework constructed from the plurality of developments and issues. ( KU )
- KNU6 A sophisticated understanding of current theoretical positions and debates. ( KU )
- KNU7 Prepared themselves for further independent learning in their chosen areas. ( KU )
- KTS1 Be able to reflect on and assess their own role in and contribution to their professional area of expertise and/or field of interest. ( KTS )

- KTS2 Be prepared to contribute to discussion and decision-making on relevant issues. ( KTS )
- KTS3 Be prepared for further, independent learning in their professional area of expertise and/or field of interest. ( KTS )
- KTS4 Know how to continue their own research in an academic or professional context in a chosen area of interest. ( KTS )
- KTS5 Have further developed advanced skills in effective oral and written communication and argument. ( KTS )
- SS1 The development of research skills in International Communication (including project formulation and planning; selection and application of appropriate communication strategies and research methodology). ( SS )
- SS2 The analysis of the roles of liaison and communications personnel within state, non-governmental and international organisations. ( SS )
- SS3 An informed response to the role of intercultural competence in international communication. ( SS )
- SS4 The review and development of appropriate communications strategies and techniques. ( SS )
- SS5 Techniques of textual analysis. ( SS )
- SS6 Enhanced understanding of the input from specific subject areas. ( SS )
- SS7 Scholarly skills appropriate to the discipline, including accurate citation of sources and use of bibliographic conventions. ( SS )

## How will you learn?

### Learning methods

The MA ICLA draws on the professional expertise of specialists who undertake or have undertaken the future activities of the students, as well as the informed input of academics in applied languages and intercultural communication. The relevant areas of the curriculum are presented in different ways, and course participants can therefore expect a wide variety in teaching styles, including lectures, workshops, task-based group work, presentations by course participants, and visits by outside guests. This variety of teaching styles reflects the range of topics covered, the range of learning styles on the course, and the demands of the coursework and examinations.

### Teaching methods

#### Lectures

Lectures are generally the presentation of a theme or topic by a specialist, followed by questions and clarification, leading to analytical discussion and further reading and private study. Much of the theoretical content of the MA ICLA is delivered in lectures; the content of lectures should inform and influence course participants' other work, such as their projects, dissertation and practical work in examinations.

#### Workshops

Workshops analyse issues of academic interest, consider relevant theoretical perspectives, and produce practical outcomes appropriate to the topic. Workshops also form a major part of the skills enhancement areas of the course. The results of workshops can be directly relevant to a course participant's current or future work or area of study, but the whole group can benefit from understanding the processes which led to these outcomes.

#### Task-based group work

Task-based group work requires the completion of a specific assignment by a group of course participants, following a brief given by a lecturer. The assignment will spring from the module content, and is decided by the staff or sometimes by the course participants in consultation with the staff.

#### Presentations by course participants

Presentations by course participants are an essential part of MA ICLA. They occur throughout the course in different modules as part of the normal classwork. For one module a simulated public presentation, made bilingually with questions, answers and discussions, is a component of the assessment.

### Assessment methods

Formal assessment on the MA ICLA is carried out through a combination of coursework and examination. The exact configuration of the assessment will depend on the modules you are taking (see detailed module descriptions). In addition, you will receive formative assessment in the form of ongoing feedback as the course progresses. Below is a summary of the kinds of activities involved in the formal assessment on the programme:

## **Coursework**

Coursework can be varied, reflecting the different topics covered in the course and the variety of ways in which the curriculum is presented. Writing tasks range from reports to written summaries, commentaries and critiques. Other activities include data-analysis, media presentations, and role-plays. The basic principles of coherent discourse presentation in speech, writing or electronic form informed by an understanding of theory and the application of best practice applies to all coursework.

An indicative list of types of coursework includes:

### **Critical review**

A critical review presents your evaluation of a body of knowledge or set of materials, which are chosen for you or by you. The materials you are evaluating may well be the sort of sources used as citations in essays and other coursework. The review you write is informed by your academic knowledge.

### **Commentary**

A commentary is an academic statement about a piece of practical work, in which you show how your academic training informs your views of the source materials.

### **Report**

In a report you give your account of an event such as an investigation, lesson or activity, in which you show how your academic training informs your views of the event.

### **Data analysis**

An analysis of data must be carried out according to academic principles of rigour, sufficiency and necessity.

### **Audio-visual presentations**

Your coursework could itself be an audio-visual or IT presentation. Instead of submitting work, you present it live, for example, to camera or in a seminar room.

### **Independent research**

Whatever form the original research takes, and however it is presented, it must always be informed by academic thinking and be accompanied by a reference bibliography.

### **Feedback**

Whatever form your formal assessment takes, you will receive detailed feedback in good time to use this for your next pieces of work. Written work is graded on the virtual learning environment and you will receive reports on the presentation and simulation components of the course. There will also be the opportunity to talk with your module leaders about the grades and comments you receive.

### **Formative Assessment**

The MA International Communication: Liaison and Advocacy focuses on the practical communication skills and strategies needed in a range of professional situations and the theories that underpin and inform these practices. Some concepts and their applications in the field of communication need to be learned and mastered through practice. Such activities are carried out on a regular basis in classes and feedback is delivered on these. This feedback can take the form of in class discussions where you analyse what has taken place in class. Module leaders may arrange one to one tutorials to identify and discuss your strengths and areas to improve. Whilst this feedback does not form part of formal assessment it is a fundamental part of the instruction on the course. These activities include:

- Classroom role-plays and simulations
- Presentation rehearsals
- Debates
- Delivering speeches

### **Reflection**

You are asked to reflect on your own performances and those of your colleagues either through group or class discussion or in written form. This is a fundamental part of building the skill of personal reflection as a lifelong learning skill in the professional environment as well as being training for components of the final assessment in some modules.

You will receive feedback from your tutors on both your performance and your reflections both in class and through tutorial where appropriate. Exchanges and presentations may be recorded on audio and video. These may also be used as part of the feedback.

### **Examinations**

One of the assessment components in the core International Liaison and Advocacy module is an examination. This takes the form of a simulation of a spoken interaction with the attendant written documentation.

## Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules. Course structures can be subject to change each academic year following feedback from a variety of sources.

## Modules

### Level 7

In reference to the table, below students take **either** the International Partnership Management **or** MA Dissertation module as their final 60-credit dissertation module.

To gain the award students have to gain 180 credits in total.

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7LANS010W	Global Challenges and Counter Narratives	Core		20	10
7TRSL058W	Intercultural Communication	Core		20	10
7LANS006W	International Liaison and Advocacy	Core		20	10
7LANS011W	International Partnership Management	Core		60	30
7HUMS001W	MA Dissertation	Core		60	30
7LANS009W	Principles and Practice of International Communication	Core		20	10
7LANS008W	International Organisations and Institutional Discourse	Option		20	10
7ENGL008W	Multilingualism: Concepts and Applications	Option		20	10
7ENGL005W	Language in Society	Option	Various	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

## Professional body accreditation or other external references

N/A

## Course management

The management structure supporting the MA International Communication: Liaison and Advocacy is as follows:

- The Head of College holds overall responsibility for the course and for all other courses run by the College of Liberal Arts and Sciences.
- The Head of School holds overall responsibility for all courses offered in the School of Humanities.
- The Course Leader of the MA International Communication: Liaison and Advocacy is responsible for the day-to-day running and overall management of the course and development of the curriculum.
- Each module has a designated Module Leader, who is responsible for the overall management of their module, coordinating the module team, and for the delivery, resourcing, and smooth running of the module.
- The Course Team comprises the Course Leader and all the members of staff who teach on the course.
- The School Senior Tutor coordinates and oversees the School's Personal Tutoring team and has overall responsibility for the School's academic and personal support provided to students throughout their studies.

## Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](http://westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

## Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](http://westminster.ac.uk/academic-learning-development).

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

## Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

## How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the

evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

## **How do we act on student feedback?**

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©

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