

<b>Module Details</b>	
<b>Module Title:</b>	Cross-cultural Communication
<b>Module Code:</b>	DIM7012-C
<b>Academic Year:</b>	2019-20
<b>Credit Rating:</b>	30
<b>School:</b>	School of Allied Health Professions and Midwifery
<b>Subject Area:</b>	Diversity Management
<b>FHEQ Level:</b>	FHEQ Level 7 (Masters)
<b>Pre-requisites:</b>	
<b>Co-requisites:</b>	

<b>Contact Hours</b>	
<b>Type</b>	<b>Hours</b>
Lectures	3
Practical classes and workshops	20
Tutorials	25
Directed Study	252

<b>Availability</b>	
<b>Occurrence</b>	<b>Location / Period</b>
BDA	University of Bradford / Semester 1 (Sep - Jan)
BDA	University of Bradford / Semester 2 (Feb - May)

<b>Module Aims</b>
To provide students with an in-depth understanding of cross-cultural communication at individual, organisational and societal levels. To use critical theoretical frameworks to explore the role and importance of interpersonal communication in different cultural contexts. Students will learn to integrate this knowledge and understanding, and apply it within own organisation.

<b>Outline Syllabus</b>
Communication as an element of culture - cultural differences as communication resources;

Context and process of interpersonal and organisational communication,  
 Culture shock and implications for communication in the workplace;  
 Theories and application of cross-cultural communication;  
 Identity and intergroup communication;  
 Interpersonal interaction, representation and presentation;  
 Conscious and unconscious bias;  
 Transcultural communicative competence - individual and organisational responsibilities;  
 Understanding and managing the relationships between language and protected rights;  
 Media representations of diversity;  
 Negotiation and conflict resolution.

### Learning Outcomes

1.1	Critically evaluate approaches to intercultural communication and analyse various methods of interpersonal and organisational communication.
1.2	Critically analyse the notion of Transcultural Communicative Competence at an individual, organisational and societal levels.
1.3	Demonstrate critical understanding of the political and ethical dynamics of, and cultural complexities involved in communicating between different cultures.
2.1	Critically evaluate and apply the processes involved in integrating communicative skills to meet societal changes.
2.2	Critically analyse the theoretical basis and the significance of culture to the development of effective communications in a global context.
3.1	Demonstrate awareness and sensitivity to complex interactions and apply appropriate interventions to further develop analysis, presentation and negotiation skills.
3.2	Develop and demonstrate improved ability to facilitate effective cross community communication.
3.3	Demonstrate the use of non-verbal cross-cultural techniques.
3.4	Critically apply learned communication styles to cultures similar and different in context.

### Learning, Teaching and Assessment Strategy

Lectures: using webinar will explore cross cultural communication and notion of transcultural communicative competence (LO's 1.1. 2.2). Seminars will facilitate group based discussion conducted synchronously and asynchronously via the VLE as well as other interactive on-line resources (e.g., web-sites, video files). In addition, campus-based study days will provide opportunity for shared learning between students and invited diversity experts at CfID annual conference and / or diversity challenge seminar. Students who are unable to attend optional study days will be provided with equivalent activities including audio, video and Collaborate recording or excerpts of missed sessions. Other: students will be guided to undertake organisational based activities to inform understanding, assist in application of theory to practice and facilitate completion of assignments. Directed study: includes distance learning materials, seminars, tutorials and directed reading to develop students learning (LO's 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4). This will enhance critical thinking and analytic skills. Academic development will be through the personal academic tutor role.

Assessment 1: Audio, video, powerpoint or poster presentation to peers communicating a

proposal for in-depth case study (LO 3.2, 3.3, 3.4).

Assessment 2: Case Study. (LO 1.1, 1.2, 1.3, 2.1, 2.2, 3.1).

Formative Assessment: Critical appraisal of one's values, beliefs, and attitudes and the development of intercultural competence over time (LO 2.1, 3.1, 3.2, 3.3, 3.4).

### Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Presentation	Presentation to peer group	20 minutes	30%
Formative	Coursework			%
Summative	Coursework	Case Study (4000 words)	-4000 words	70%

### Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

*Please note:*

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*