Programme Specification

Course record information

Name and level of final award	• Master of Arts - Digital and Multilingual Communication The award is Bologna FQ-EHEA second cycle degree or diploma compatible
Name and level of intermediate awards	• Postgraduate Diploma (Pg Dip) - Digital and Multilingual Communication • Postgraduate Certificate (Pg Cert) - Digital and Multilingual Communication
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	N/A
Professional statutory or regulatory body	N/A
Westminster course title, mode of attendance and standard length	• Digital and Multilingual Communication, Full-time, September or January start - 1 year standard length • Digital and Multilingual Communication, Part-time day, September or January start - 2 years standard length
Valid for cohorts	From 2026/7

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 Digital and Multilingual Communication is an innovative interdisciplinary programme that responds to the growing demand for expertise in how language operates in digitally mediated, datafied, and multilingual contexts. Offered by the School of Humanities and drawing on provision from across the University of Westminster, the programme brings together core areas of applied linguistics with emerging approaches to digital discourse, data-driven research, and global Englishes.

The MA Digital and Multilingual Communication has been designed to:

- explore contemporary developments in linguistics with a focus on digital technologies, AI, and multilingual communication practices

- examine the linguistic and communicative practices that emerge in digital environments such as social media, online platforms, and AI-mediated communication

- equip students with critical and creative skills for analysing digital texts, online interactions, and language data using both qualitative and quantitative methods

- foster expertise in working across languages and modalities, with sensitivity to linguistic and cultural diversity in globalised and digitally mediated settings

- introduce and apply a range of qualitative, quantitative, and digital research methods for collecting, analysing, and visualising language data

- develop students' capacity to carry out independent and collaborative research on digital and multilingual communication using empirical data

- foster critical awareness of the social, cultural, and political dimensions of language use in both face-to-face and technologically mediated interaction

- prepare students for professional pathways in communication, media, education, translation/localisation, digital content creation, and further research at doctoral level

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. career/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.

The MA Digital and Multilingual Communication equips students with advanced academic, digital, and intercultural competencies that are highly valued across a wide range of sectors. Graduates will be prepared for further study at MPhil or PhD level, particularly in areas such as sociolinguistics, digital communication, and multilingualism. The programme also supports progression into employment in industries that value expertise in language, data, and communication in multilingual and technologically mediated contexts.

Typical career destinations include roles in:

- digital content creation and strategy

- social media analysis and management

- localisation, translation, and language services

- tech-sector communication and user experience research

- marketing and branding for global audiences

- media and journalism with a focus on multilingual and digital contexts

- NGOs, policy, and cultural organisations with international or diversity-focused remits

- language education and curriculum design, particularly with digital components

The course is closely aligned with the evolving demands of communication in the digital age and the increasing need for language-aware professionals in tech, media, education, and the cultural sector. Students also benefit from employability workshops and networking events hosted within the School of Humanities and across the University, including opportunities to engage with London's global creative and technology industries.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements of what successful students have achieved as a 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)

Cognitive Skills, are learning outcomes that help build conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

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:

- 001 Apply a systematic and critical understanding of sociolinguistics, multilingualism, digital communication and artificial intelligence across diverse global and cultural contexts (KU)
- 002 Demonstrate critical awareness of how digital technologies shape language practices, access, and power in global communication (KU)
- 003 Analyse the role of English and other languages in digital and transnational settings, including issues of dominance, hybridity, and linguistic innovation (KU)
- 004 Design and complete an independent research-based dissertation or applied practical project in digital and/or multilingual communication, demonstrating originality, rigour, reflective awareness and a sophisticated understanding of ethical issues in research and professional practice, including inclusivity and sustainability (PPP)
- 005 Work effectively and inclusively with others, contributing to collaborative and interdisciplinary projects in diverse and international teams (PPP)
- 006 Communicate clearly, persuasively, and appropriately across written, oral, visual, and digital formats, adapting to diverse audiences and purposes (KTS)
- 007 Critically evaluate and synthesise complex information from a range of sources to inform research, problem-solving, and decision-making (KTS)
- 008 Select and apply appropriate qualitative, quantitative, and digital methods to investigate multilingual and digital communication phenomena (SS)
- 009 Formulate and justify original research questions or project aims that address real-world issues related to multilingualism and digital communication (CS1) (CS)
- 010 Evaluate competing perspectives and conflicting data with intellectual independence, academic integrity, and sensitivity to context (CS3) (CS)

How will you learn?

Learning methods

All modules on the MA Digital and Multilingual Communication employ the University's virtual learning environment (Blackboard) to deliver course materials, support collaboration, and host discussion forums. Learning is interactive, inclusive, and digitally integrated, reflecting the University's commitment to educational equity and innovation.

The programme uses a variety of methods – including seminars, workshops, group projects, and digital labs – to foster active, student-centred learning and ensure accessibility for students from all backgrounds. Students engage with both individual and collaborative research, using digital tools to collect, analyse, and visualise language data. Learning activities draw on real-world multilingual and digital communication practices, supporting the development of intercultural awareness and digital literacy.

In line with the University's EDI Strategy, the programme embeds inclusive pedagogies and culturally sensitive teaching practices. It is designed to support and celebrate student diversity, decolonise linguistic knowledge, and offer equitable opportunities for participation and success. Assessment and feedback practices are structured to be transparent, flexible, and responsive to diverse student needs.

Sustainable Development Goals and Education for Sustainable Development

The MA Digital Communication and Language meaningfully embeds Education for Sustainable Development by encouraging students to critically engage with the social, environmental, and economic dimensions of multilingual and digital communication in global contexts. This aligns with SDG 4 Quality Education and contributes directly to SDGs such as SDG 10 Reducing Inequalities (through inclusive linguistic practices), SDG 16 Peace, Justice and Strong Institutions (by fostering equitable communication), and SDG 17 Partnerships for the Goals (through collaborative, multilingual data work). Core modules such as Multilingualism: Concepts and Applications and Language in Society explicitly explore the role of language in global justice, access to information, and representation. Assessments require students to analyse authentic data in ways that connect micro-level language practices with macro-level social and ecological change.

At postgraduate level, students are taught to analyse how digital and linguistic practices relate to sustainability and equity, critically interrogate how communication technologies reinforce or challenge unsustainable practices, and apply systems thinking to assess the societal implications of multilingual communication in digital spaces

Formative and summative assessments encourage students to reflect on the sustainability implications of their research, and apply frameworks such as the SDGs to real-world language and communication challenges. The curriculum ensures that students not only understand sustainable development but also acquire change capabilities for future leadership in digital and multilingual domains.

Equality, Diversity, Inclusion and Decolonisation of the Curriculum

This programme integrates EDI principles and decolonial practices across its learning, teaching, and assessment strategies. Our approach moves beyond generic statements by embedding EDI and decolonial thinking explicitly and critically in curriculum content – as core modules such as English Worldwide and Multilingualism: Concepts and Applications interrogate colonial legacies in language spread, language ideologies, and the politics of standardisation – and case studies and datasets, as assessments engage with diverse linguistic ecologies, such as African, Caribbean, and South Asian Englishes, minority and endangered languages, and digital practices in multilingual migrant communities.

Pedagogically, we foster inclusive and reflexive classroom environments, guided by Universal Design for Learning principles. Teaching methods encourage dialogic learning, peer collaboration, and structured flexibility to accommodate neurodiverse and international student cohorts.

Assessment practices reflect inclusive values by allowing students to centre their own linguistic repertoires and lived experiences, and avoiding a 'deficit model' in evaluating non-standard or non-academic English.

Informed by institutional commitments and student feedback, our course team continuously reviews curriculum design, language, and content to reflect anti-racist, anti-colonial, and inclusive pedagogies.

Generative AI: Curriculum and Pedagogical Strategy

The MA Digital Communication and Language recognises the growing influence of generative AI (GenAI) technologies in both academic work and professional communication. Our approach is to integrate GenAI proactively, critically, and ethically across the curriculum and teaching practices.

Key principles of our GenAI strategy include:

Awareness and transparency: All students receive clear guidance on the acceptable use of GenAI tools, including distinctions between legitimate academic use (e.g. brainstorming, translation aids) and forms of academic misconduct (e.g. unacknowledged automated writing).

Skills development: Modules such as Data and Digital Research Methods introduce students to critical digital literacies, including the limitations, biases, and social implications of GenAI technologies. Students gain experience in evaluating AI-generated linguistic data, using AI tools for transcription support and digital content generation, and critiquing algorithmic decision-making and language bias.

Curriculum embedding: Students critically engage with the ethics and politics of AI in language, examining issues of voice synthesis, linguistic surveillance, digital inequality, and automation in multilingual settings.

Assessment innovation: Assessment tasks are designed to resist over-reliance on GenAI outputs by requiring empirical engagement, primary data collection and analysis analysis, and original reflection. Students are supported through formative tasks and exemplars to distinguish their own academic voice in an AI-saturated environment.

This strategy ensures that students graduate as critical, ethical, and creative users of GenAI tools, equipped to navigate a rapidly evolving digital landscape with confidence and responsibility.

Teaching methods

Teaching methods on the MA Digital and Multilingual Communication include weekly seminars, workshops, skills labs, practical sessions, and tutorials, designed to be inclusive, dialogic, and responsive to the diverse backgrounds and learning needs of our student community. These are complemented by guided and independent student-led study, including empirical and reflective work for the dissertation or final project.

In alignment with the University's EDI Strategy, the programme adopts inclusive and decolonial pedagogies that centre student voice and lived experience. Teaching practices are designed to promote equity of participation and to recognise the value of linguistic, cultural, and epistemological diversity. Materials are selected with care to reflect global perspectives, challenge structural inequalities in knowledge production, and ensure digital accessibility.

Collaborative learning, peer feedback, and opportunities for individualised support are embedded throughout the course to foster a supportive and empowering environment. Students are encouraged to engage critically with course content and to co-produce knowledge through practical projects that reflect the real-world challenges of digital communication in diverse linguistic settings.

Assessment methods

Assessment on the MA Digital and Multilingual Communication is designed to be inclusive, varied, and aligned with the programme's learning outcomes. Students are assessed through a diverse range of coursework, including essays, critical reflections, reports, digital portfolios, data analyses, oral presentations, and either a traditional academic dissertation or an extended practical project.

The assessment strategy reflects the programme's commitment to equity, diversity, and inclusion by offering students multiple opportunities to demonstrate their learning using different modes and formats. This ensures accessibility and recognises a range of academic and professional strengths, backgrounds, and learning styles.

Assessment tasks are structured to support students' development of core academic and professional skills, including critical thinking, independent research, digital and data literacy, and effective communication across multilingual and multimodal contexts. Formative feedback is built into the assessment process to support students' academic growth and to foster a reflective and iterative approach to learning.

Across the programme, assessment is informed by principles of transparency, consistency, and constructive feedback, and is subject to regular review to ensure fairness, relevance, and alignment with the University's inclusive learning goals.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	003, 007, 008, 009, 010
Literate and effective communicator	006, 008
Entrepreneurial	004, 007, 009
Global in outlook and engaged in communities	001, 002, 003, 005
Socially, ethically and environmentally aware	001, 002, 004, 005, 010

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

Students take all 20-credit Core modules and choose two 20-credit Options from the list below. Students also have a choice between the research-based MA Dissertation or the practice-based MA Project for their final 60 credit-module.

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7HUMS001W	MA Dissertation	Core	2	60	30
7ENGL012W	MA Project	Core	2	60	30
7BDIN009W	Data and Digital Research Methods	Core	Various	20	10
7ENGL011W	Digital Co-Laboratory	Core	Various	20	10
7ENGL007W	English Worldwide	Core	Various	20	10
7ENGL008W	Multilingualism: Concepts and Applications	Core	Various	20	10
7ENGL001W	Discourse in the Digital Age	Option	Various	20	10
7ENGL005W	Language in Society	Option	Various	20	10
7MEDS010W	Social Media	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 MA Digital and Multilingual Communication is hosted in the School of Humanities within the College of Liberal Arts and Sciences. It is directly managed by a Course Leader within the School, with each module overseen by a designated Module Leader responsible for its design, delivery, and ongoing monitoring.

The programme draws on the interdisciplinary expertise of a teaching team whose work spans applied linguistics, sociolinguistics, and AI and data studies. This includes collaboration with colleagues delivering shared modules from the MA AI, Data and Communication. The course team meets regularly to review curriculum content, respond to student feedback, and enhance the delivery of teaching and assessment in line with current academic and industry developments.

In alignment with the University's EDI Strategy, inclusive curriculum design and reflective teaching practices are embedded in course management processes. All teaching staff are engaged in regular professional development, peer observation, and scholarly or practice-based research activity. Course enhancement is informed by diverse student perspectives and the institutional commitment to fostering an inclusive, accessible, and globally engaged learning environment.

The programme is supported by the wider intellectual and cultural infrastructure of the School, including research seminar series such as the Westminster Forum for Language and Linguistics Research Seminars, the Humanities Research Seminars, and events hosted by the Hub on Migration, Exile, Languages, and Spaces (HOMELandS). Students benefit from access to public lectures, employability workshops, and interdisciplinary events that support both academic and professional development.

Academic regulations

The current Handbook of Academic Regulations is available at 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 and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. 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 utilises 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. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes our libraries, each of which holds 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.

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and 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 annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and 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 for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.
- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).