

Newcastle University Programme Specification

1	Awarding Institution	University of Newcastle Upon Tyne
2	Teaching Institution	As above
3	Final Award	BA (Hons)
4	Programme title	Chinese/Japanese and Cultural Studies
5	Programme Accredited by	N/A
6	UCAS Code	TT41
7	QAA Subject Benchmarking Group(s)	Languages and Related Studies; Anthropology; Sociology; Politics and International Relations; History; Theology and Religious Studies; Economics
8	Date of production/revision	September 2004
9	Programme Aims:	<ul style="list-style-type: none"> - To allow students to establish and consolidate a linguistic foundation on which to build competence in the language systems of Chinese/Japanese - To allow students to develop and consolidate receptive (reading and listening) and productive (writing and speaking) skills in Chinese/Japanese - To provide students with a general knowledge and understanding of sociological, anthropological, and cultural theories and methodologies - To allow students to develop a deeper knowledge and understanding of self-chosen cultural, sociological, anthropological, political, economic, musical, and/or religious specialisms (some directly related to East Asia, all relevant to the study of East Asian cultures – see Module Outline Forms) - To enable students to explore in depth one aspect of Chinese/Japanese language, culture or society - To foster particular cognitive skills, such as information gathering, synthesis, and analysis, and to allow students to apply and practise those skills

- To foster a range of key skills, including oral and written communication, oral presentation, organisation, adaptability and flexibility, self-study skills for language learning, and IT skills
- To foster intercultural awareness and understanding (an appreciation both of internal diversity and of trans-cultural connectedness of cultures) and an attitude of curiosity and openness towards different cultures
- To give students the opportunity to pursue a multi-disciplinary approach to learning, thus stretching the mind and stimulating the imagination

10(a) Programme Intended Learning Outcomes

A Knowledge and understanding

- 1 A knowledge and understanding of the phonetic, syntactic, and orthographic systems of Chinese/Japanese to Upper Intermediate/Lower Advanced level. See statement of standards.
- 2 A general knowledge and understanding of sociological, anthropological, and cultural theories and methodologies. See section 11.
- 3 A deeper knowledge and understanding of self-chosen cultural, sociological, anthropological, political, economic, musical, and/or religious specialisms (some directly related to East Asia, all relevant to the study of East Asian cultures – see Module Outline Forms). See section 11.
- 4 An in-depth knowledge (appropriate to undergraduate level) of one self-chosen aspect of Chinese/Japanese language, culture or society
- 5 Intercultural awareness and understanding (an appreciation both of internal diversity and of trans-cultural connectedness of cultures)

B Subject-specific/professional skills

- 1 Receptive (reading and listening) and productive (writing and speaking) skills in Chinese/Japanese to Upper Intermediate/Lower Advanced level
- 2 The ability to design research projects and select and employ appropriate research methodologies

C	<u>Cognitive skills</u>
1	The ability to gather, synthesise, and evaluate information
2	Skills of independent, critical analysis
D	<u>Key (transferable) skills</u>
1	Effective oral and written communication skills
2	Oral presentation skills
3	Organisational skills
4	Self-study skills for language learning
5	Ability to adapt to and operate effectively within a different cultural environment
6	Ability to use Information Technology effectively

10(b) Programme Intended Learning Outcomes:	Teaching and Learning Methods and Strategies
A Knowledge and understanding	<p>The primary means of imparting knowledge and understanding (A1) is via communicative, student-centred language teaching methods (guided discovery). Some formal linguistic instruction is also employed, though only as a vehicle for achieving communicative competence.</p> <p>In the case of A2 and A3, knowledge and understanding are generally conveyed through lectures and seminars, which guide students towards independent reading and enable students to check their learning through group discussion. In the case of some Sociology options, lectures and seminars are supplemented by workshops designed to encourage problem solving, while the Politics options and other Sociology options employ tutorials to the same end. Still other Sociology options use additional multi-media presentations</p>

	<p>and ethnographic film to convey knowledge and enhance understanding. In the case of the Music options, lectures guide students towards independent listening in addition to independent reading.</p> <p>In the Dissertation component (A4), one-to-one tutorials provide academic guidance, while the opportunity to carry out independent research allows students to apply and practise research skills. 2 additional seminars foster peer learning and peer support.</p> <p>A5 is developed initially within the communicative language training framework and is further enhanced during the student's year abroad.</p>
<p>B Subject-specific/professional skills</p>	<p>Learning outcome B1 is achieved via communicative, student-centred skills training, e.g. developing and practising skimming and scanning (reading) skills, enhancing listening skills through language laboratory work, exemplifying and practising different writing styles, and conducting oral discussion and presentation. B1 skills are further enhanced during the year abroad.</p> <p>B2 research skills are mainly developed through seminars fostering group discussion, while in the Politics options workshops and fieldwork projects are also employed to allow students to apply and practise research skills and methodologies. The Dissertation component allows students to design and carry out their own research projects.</p>
<p>C Cognitive skills</p>	<p>B3 is achieved by guided translation into and out of the target language, and analysis of translation techniques; liaison interpreting in and out of the target language; reading for gist exercises; summary and evaluation of texts in the modern language, working in the modern language.</p> <p>C1 cognitive skills are in the first instance developed by encouraging students to prepare and give seminar presentations. Later, students have the opportunity to practise those skills while conducting</p>

<p>D Key (transferable) skills</p>	<p>fieldwork as part of research skills training or as part of the Dissertation module.</p> <p>Skills C2 are developed through seminar preparation and presentation, group discussion, and the data analysis process of the Dissertation module. Skills C1 and C2 are further honed through student self-evaluation during tutorials and supervision sessions.</p> <p>Skills D1 are enhanced through seminars (group discussion) and written assignments. In the case of the language modules, they are developed through communicative skills training.</p> <p>Skills D2 and D3 are practised through seminar preparation and presentation, while the latter are also developed through written assignments and the Dissertation module.</p> <p>Skill D4 is taught within communicative language training, while D5 is developed initially via communicative language training and is later enhanced during the student's year abroad. Self-access language learning is encouraged in order to further both D4 and D5.</p> <p>D6 is developed within the research training and Dissertation modules (students practise data gathering via the internet, word processing, construction of bibliography, etc.)</p>
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10(c) Programme Intended Learning Outcomes:	Assessment Strategy and Methods
<p>A Knowledge and understanding</p>	<p>Knowledge and understanding (A1) is assessed by unseen written Continuous Assessment (evaluating student understanding and progress), then unseen written examination and oral examination. Outcome A2 is assessed by essay (requiring critical analysis and application of ideas) and/or unseen written examination.</p> <p>In the case of the Education and some Sociology options, A3 is assessed</p>

C	<p>by essay, while the Economics, Religious Studies, Politics, and other Sociology options also include an unseen written examination. In the Politics options, knowledge is further assessed by seminar contribution. Assessment in Music options is via prepared written examination (requiring critical analysis of prepared questions).</p> <p>Outcome A4 is assessed by a 5-6000 word Dissertation, while outcome A5 is assessed via Personal Learning Record completed during the Year Abroad. Subject-specific/professional skills B1 is assessed by unseen written Continuous Assessment (evaluating student progress), then unseen written examination (reading and writing skills) and oral examination (listening, speaking and interpreting skills). Research skills B2 are assessed by Dissertation.</p> <p>Cognitive skills Cognitive skills C1 are assessed by essay and, in the case of the Politics and Religious Studies options, assessed seminar presentations. Both skills C1 and C2 are assessed by Continuous Assessments (Politics options) or Project plus practicals (Sociology option), designed to test students' application of research skills. C2 is further assessed via essay, unseen unwritten examination, and Dissertation.</p>
D	<p>Key (transferable) skills Key skill D1 is assessed by essay, Dissertation, and unseen written examination (written communication), while both D1 and D2 are assessed via assessed seminar presentation (Politics and Religious Studies options only). D3 is assessed in a number of ways, including essay, Dissertation, unseen written examination, and assessed seminar preparation and presentation (this latter in Politics and Religious Studies options only).</p>

Skill D4 is not formally assessed, while Skill D5 is assessed by Personal Learning Record completed during the Year Abroad . Finally, D6 is assessed by Dissertation and, in the case of the Politics options, by graph assessments.

11 Programme Curriculum, Structure, and Features:				
	Units of Study	Credits	Learning Outcomes	Progression Requirements
	Com	Core	Opt	
Stage 1				
CHN103/104*	Core		20+20	A1, A5, B1, D1, D2, D4, D5
JPN103/104*	Core		20+20	A1, A5, B1, D1, D2, D4, D5
*Students must take <i>one</i> of the above 2 pairs of core modules.				
SPS121	Com		20	A2, C1, C2, D1, D2, D3
SPS123	Com		10	A2, C1, C2, D1, D2, D3
ECO104	Opt		10	A3, C1, C2, D1, D2, D3
EDU118	Opt		20	A2, A5, C1, C2, D1, D2, D3
EDU120	Opt		10	A2, C1, C2, D1, D2, D3
HIS124	Opt		20	A3, C1, C2, D1, D2, D3
MUS154	Opt		10	A3, C1, C2, D1, D2, D3
MUS155	Opt		10	A3, C1, C2, D1, D2, D3 Prerequisite MUS154
POL132	Opt		20	A3, C1, C2,

SPS105	Opt	10	A3, C1, C2, D1, D2, D3	Progression Requirements
	Units of Study Credits		Learning Outcomes	
	Com Core Opt			
SPS116	Opt	10	A4, C1, C2, D1, D2, D3	
Stage 2				
CHN201*	Core	40	A1, A5, B1, D1,D2, D4, D5	Prerequisite CHN103/104
JPN201*	Core	40	A1, A5, B1, D1, D2, D4, D5	Prerequisite JPN103/104
*Students must take <i>one</i> of the above 2 core modules.				
POL120*	Com	20	B2, C1, C2	
RST200*	Com	20	B2, C1, C2	
SPS124*	Com	20	A2, B2, C1, C2	
*Candidates must choose <i>one</i> of the above 3 compulsory modules.				
CHN203	Opt	20	A3, C1, C2, D1, D2, D3	
EDU210	Opt	10	A2, C1, C2, D1, D2, D3	Prerequisite EDU114
EDU257	Opt	10	A3, C1, C2, D1, D2, D3	
EDU258	Opt	20	A3, C1, C2, D1, D2, D3	
HIS233	Opt	20	A3, C1, C2, D1, D2, D3	

MUS260	Opt	10	A3, C1, C2, D1, D2, D3	
	Units of Study	Credits	Learning Outcomes	Progression Requirements
	Com Core Opt			
MUS261	Opt	10	A3, C1, C2, D1, D2, D3	Prerequisite MUS260
POL263	Opt	20	A3, C1, C2, D1, D2, D3	
POL266	Opt	20	A3, C1, C2, D1, D2, D3	
RST314	Opt	10	A3, C1, C2, D1, D2, D3	
RST355	Opt	10	A3, C1, C2, D1, D2, D3	
SML402	Opt	20	A3, C1, C2, D1, D2, D3	
SPS238	Opt	20	A3, C1, C2, D1, D2, D3	
SPS242	Opt	20	A3, C1, C2, D1, D2, D3	
SPS244	Opt	20	A3, C1, C2, D1, D2, D3	
SPS250	Opt	20	A3, C1, C2, D1, D2, D3	
SPS255	Opt	20	A3, C1, C2, D1, D2, D3	
<p>Subject to the approval of the Degree Programme Director, candidates may also take modules from the Stage 1 optional module list to a maximum of 40 credits, provided that the module was not taken at Stage 1.</p>				

Units of Study		Credits	Learning Outcomes	Progression Requirements
Com	Core			
Stage 3 (Year Abroad)				
SML304	Com	100	A1, A5, B1, D1, D5	
SML305	Opt	20	A1, A4, B1 C1, C2, D1, D3	
SML306	Opt	20	A1, A5, B1, D1, D5	
*Candidates must choose <i>one</i> of the above 2 optional modules.				
Stage 4				
CHN401*	Core	40	A1, A5, B1, D1, D2, D4, D5	Prerequisite CHN201
JPN401*	Core	40	A1, A5, B1, D1, D2, D4, D5	Prerequisite JPN201
*Students must take <i>one</i> of the above 2 core modules. Students must have successfully completed the period of study abroad.				
CHN/JPN499	Com	20	A4, B2, C1 C2, D3, D6	
CHN203	Opt	20	A3, C1, C2, D1, D2, D3	
GEO343	Opt	20	A3, C1, C2, D1, D2, D3	
HIS393	Opt	20	A3, C1, C2, D1, D2, D3	

MUS354	Opt	10	A3, C1, C2, D1, D2, D3	
	Units of Study	Credits	Learning Outcomes	Progression Requirements
	Com Core Opt			
MUS355	Opt	10	A3, C1, C2, D1, D2, D3	Prerequisite MUS354
RST314	Opt	10	A3, C1, C2, D1, D2, D3	
RST355	Opt	10	A3, C1, C2, D1, D2, D3	
SML402	Opt	20	A3, C1, C2, D1, D2, D3	
SPS341	Opt	20	A3, C1, C2, D1, D2, D3	
SPS342	Opt	20	A3, C1, C2, D1, D2, D3	
SPS346	Opt	20	A3, C1, C2, D1, D2, D3	
SPS354	Opt	20	A3, C1, C2, D1, D2, D3	

Subject to the approval of the Degree Programme Director, candidates may also take modules from the Stage 2 optional module list to a maximum of 40 credits, provided that the module was not taken at Stage 2.

At Stage 1, students are given a thorough grounding in the basic knowledge of the chosen language system (Chinese or Japanese) as well as in basic reading, writing, listening and speaking skills in that language (outcomes A1, B1). In addition, students start to develop skills necessary for becoming better language learners (outcome D4). This linguistic foundation is supplemented by two compulsory modules that introduce students to sociological, anthropological, and cultural theories and perspectives, with a view to providing them with the tools needed to study East Asian cultures and societies (outcome A2). Students may then choose from among a number of optional modules, designed either to further their knowledge of cultural, sociological and anthropological theories and perspectives (outcome A2) or to develop their understanding of self-chosen cultural, sociological, anthropological, political, economic, musical, and/or religious specialisms, all these relevant to the study of East Asian cultures (outcome A3).

At Stage 2, students consolidate and build upon the linguistic foundation formed at Stage 1, deepening their knowledge of the chosen language system (outcome A1), improving their reading, writing, listening and speaking skills in preparation for the period of study abroad (outcomes B1, D5), and enhancing their language learning skills (outcome D4). Students may choose from one of three compulsory modules designed to develop both cognitive skills and research skills and techniques in the subject area of their choice (outcomes B2, C1, C2). Students may then choose from a further list of optional modules in order to develop their understanding of self-chosen cultural, sociological, anthropological, political, economic, musical, and/or religious specialisms, all these relevant to the study of East Asian cultures (outcome A3).

During the Year Abroad in the target country (Stage 3), students consolidate and enhance subject-specific skills (reading, listening, writing, and speaking in the target language – outcome B1) as well as specific key skills (adaptability within a different cultural environment and oral communication – outcomes D5 and D1). They develop intercultural awareness and understanding (outcome A5), while also taking the opportunity to gather data relating to one self-chosen aspect of Chinese/ Japanese language, culture or society (this to be the subject of their Dissertation at Stage 4 – outcomes A4, B2, C1, C2).

At Stage 4, students further deepen their knowledge and understanding of the chosen language system (Chinese or Japanese) (outcome A1), and develop reading, writing, listening, and speaking skills to Upper Intermediate/Lower Advanced level, with a view to gaining sufficient language competence to cope in general, personal, social, and business contexts (outcome B1). B3 is achieved by guided translation into and out of the target language, and analysis of translation techniques; liaison interpreting in and out of the target language; reading for gist exercises; summary and evaluation of texts in the modern language, working in the modern language.

They also further enhance their language learning skills (outcome D4). The compulsory dissertation module allows students to explore in depth one aspect of Chinese/Japanese language, culture or society (outcome A4) while also fostering subject-specific skills (outcome B2), cognitive skills (outcomes C1, C2) and key skills (outcomes D1, D3, D6). Students may then choose from a further list of optional modules in order to develop their understanding of self-chosen cultural, sociological, anthropological, political, economic, musical, and/or religious specialisms, all these relevant to the study of East Asian cultures (outcome A3).

12 **Criteria for Admission:**

GCSEs required

N/A

A-Level Subjects and Grades

ABB/BBB or equivalent in any subject; or
ABC or equivalent

Alternative entry qualifications

Scottish qualifications: AABBB/BBBBB at Higher Grade. Combinations of
Highers and CSYS are accepted.
International baccalaureate: 32 points.

Admissions policy

The programme welcomes applications from both A level candidates and
non-standard entrants (Partners Programme candidates, Mature Students,
Access Courses).

Since the language level is 'ab initio,' native Chinese and Japanese applicants will
not be accepted onto that programme strand which teaches their mother tongue.

Arrangements for non-standard entrants

Non-standard applicants may be invited to interview depending on their
qualifications and/or experience. Each application will be considered on its own
merit.

Any Additional Requirements

N/A

13 Support for Students and their Learning:Induction

There will be an Induction Programme in the first week of the first year to
familiarise students with the programme, staff, and facilities. There will also be
further induction at the beginning of each subsequent year.

Study skills support

Guidance in the development of language learning skills is provided at each
stage of the core language modules. The University's Open Access Centre also
provides a state-of-the-art environment for self-study in language learning.

There is a compulsory Year Abroad Briefing organised by the Year Abroad
Officers for China and Japan in Semester 2 of Stage 2.

Students must also take one of three compulsory research skills modules at Stage 2, in preparation for the Dissertation module at Stage 4.

Academic support

In addition to attending seminars and tutorials, each student has access to meetings with the Degree Programme Director, who provides individual academic support and guidance. There is also substantial academic support within the communicative language learning environment.

Pastoral support

Each student has access to the School's Pastoral Officer at all times. Prior to going abroad, we issue students with a Year Abroad Handbook and organise an opportunity for outgoing students to meet those students who have recently completed their Year Abroad. During the Year Abroad, the home Year Abroad Officer maintains regular email-based contact with the students, working in tandem with his/her counterpart at the host institution.

Support for Special Needs

Initial consultation has been held with the Disability Unit. . The Disability Unit offers advice and support regarding the particular needs of individual applicants. The pastoral tutors and School Disability Officer provide a link between the student and these support facilities. Access to levels 3–6 of the Old Library Building (School of Modern Languages) is by lift.

Learning resources

Students choosing Chinese benefit from library holdings recently expanded to provide for the MA in Chinese Language and Culture for Business. Library holdings for the Japanese strand of the programme are to be expanded as necessary. Many of the other departments involved in the programme (e.g. Politics, Religious Studies, History) already have substantial holdings in East Asia-related subjects.

The Open Access Centre has ample resources for self-study in the Chinese and Japanese languages.

14 Methods for evaluating and improving the quality and standards of teaching and learning:

Module reviews

Modules will be reviewed each year in the light of staff and student evaluation.

Programme reviews

The programme will be regularly reviewed at the Board of Studies in the presence of student representatives, in order to monitor achievement of programme aims and learning outcomes. These reviews will also serve to maintain the currency of the programme.

External examiner reports

Content and teaching on the programme as well as output standards will be regularly reviewed in the light of Board of Examiners' meetings and external examiners' reports.

Accreditation reports

N/A

Student evaluations

Students will complete feedback questionnaires for each individual module as well as for each Stage and the programme as a whole.

Feedback Mechanisms

Staff-student committee meetings will be held once per semester.

Faculty and University Review Mechanisms

Biennial Degree Programme Review

Annual Monitoring and Review (AMR) report

Graduate Surveys – we will maintain contact with graduates to monitor their career progression and evaluate the usefulness of the programme in developing and furthering those careers.

15 Regulation of AssessmentPass Marks

40

Course Requirements

Students must successfully complete the Stage 1 core modules CHN/JPN103/104 before proceeding to Stage 2, the Stage 2 core module CHN/JPN201 before proceeding to the Year Abroad (Stage 3), and the Year Abroad modules before proceeding to Stage 4.

Stage 1 Non-core Modules

the Failed non-core modules will be compensated (i.e. no resit will be necessary), if all of the following conditions are met:

- (i) the failed modules have a total credit value of no more than 40 out of the 120 credits comprising the Stage;
- (ii) none of the fail marks is below 35%
- (iii) the average mark for all modules taken at Stage 1 is not below 40%;
- (iv) no core modules have been failed

Stage 2

the following Failed non-core modules will be compensated (i.e. no resit will be necessary), if all of the following conditions are met:

- (i) the modules have a total credit value of no more than 40 out of the 120 credits comprising the Stage;
- (ii) none of the fail marks is below 35%;
- (iii) the average mark for all modules taken at Stage 2 is not below 40%.

Resits

When compensation is not possible, candidates are entitled to resit each failed module twice. They normally resit first in August of the academic year in which the modules were failed. If a candidate fails again, two different consequences can follow:

a) If, after the August resit, the student has still to pass non-core modules worth no more than 20 credits, he or she may proceed to the next Stage of the degree in the immediately following academic year. The student resits the failed module(s), for a second and final time, in the course of that year.

b) If the candidate is not eligible for (a) above, he or she must interrupt his or her studies for the following academic year and to resit for a second and final time during that year as an external candidate.

In either case, (a) or (b), failure of the second resit means termination of the student's studies for the degree.

If a candidate fails a Stage 2 module, then passes it by resit, a mark of 40% is awarded for the module and is used in calculating the final degree result.

Weighting of Stages

Only work undertaken at Stages 2 and 4 counts towards the final award (with the possibility of substituting 20 credits of Stage 2 work with 20 credits from Stage 3, where the latter mark is higher). Work completed at Stage 4 carries double the weighting of work completed at Stage 2.

Common Marking Scheme

70 or more	First Class
60-69	Second Class (Upper Division)
50-59	Second Class (Lower Division)
40-49	Third Class
Less than 40	Fail

Role of the External Examiner

The external examiner will be appointed by the Faculty Teaching Committee and will be a distinguished member of the academic community.

The external examiner will review and approve examination questions, act as moderator, attend the Board of Examiners, and report to the University on the comparability of output standards.

16 Indicators of Quality and Standards:

Professional Accreditation Reports N/A

Internal Review Reports

An internal Subject Review was carried out in 1995. The next review is planned for November 2004.

Annual Monitoring and Review (AMR) report

Previous QAA Reports N/A

Graduate Surveys

To be conducted.

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

The University Prospectus

The School Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook