

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA
4	Programme Title	MA East Asian History MA East Asian History with Chinese MA East Asian History with Japanese MA East Asian History and Chinese MA East Asian History and Japanese
5	UCAS/Programme Code	4095/4096/4097/4098/4099
6	Programme Accreditation	
7	QAA Subject Benchmark(s)	
8	FHEQ Level	7
9	Date written/revised	18/2/09

10 Programme Aims

- 1 To provide students with a range of learning opportunities (in relation to analytical, key, research and subject-specific skills) within the field of East Asian history.
- 2 To provide a curriculum that is responsive to the needs of students holding Master's funding from the AHRC.
- 3 To enable students to develop their capacity to learn as part of lifelong learning.
- 4 To provide access to Higher Education to students from a variety of educational backgrounds, and to provide a bridge to further postgraduate qualifications.
- 5 To provide students with the opportunity to gain the basic skills and knowledge required to continue with academic research in East Asian history or related fields of history or Area Studies at PhD level, or to enter the workplace in one of a variety of professions requiring high levels of skills such as literacy, research and project management.
- 6 To expose students to cutting-edge research environments in the sphere of East Asian history and encourage engagement by students with current staff research.
- 7 That the programme meets the requirements of a Master's level qualification as defined by the Framework for Higher Education Qualifications.
- 8 That the programme conforms to University policies and to QAA codes of practice.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

- On completing the programme students should have a critical knowledge and understanding of:
- A1 East Asian history from a variety of chronological and thematic perspectives.
 - A2 The theoretical and interpretive perspectives of historians, with particular relevance to East Asian history.
 - A3 The methodologies and sources available to historians of East Asia.
 - A4 Detailed specialist knowledge of at least one East Asian country in its regional context, including intercultural awareness and understanding (an appreciation both of internal diversity and of the transcultural connectedness of cultures).
 - A5 The detailed knowledge and analytical skills which come from undertaking a sustained original piece of research in East Asian history (a dissertation).
 - A6 A knowledge and understanding of the phonetic, syntactic, and orthographic systems of Chinese/Japanese to a standard one level higher than that on entry.

Teaching and Learning Methods

The primary method of imparting knowledge and understanding for A1-A5 is seminars (which are usually comparative, to foster an understanding of at least one East Asian country in its regional context, including intercultural understanding), supplemented by occasional lectures (for systematic and advanced overviews of module subjects), individual tutorials for the return of coursework, and self-directed learning (to facilitate the development of a comprehensive understanding and critical awareness of current research and advanced scholarship). The primary means of imparting knowledge and understanding of the Chinese/Japanese language systems [A6] 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. Knowledge and understanding of the Chinese/Japanese language systems also contributes to the achievement of Outcome A4.

The structure of the MA is designed so that students with the equivalent of a BA degree in Chinese or Japanese receive teaching that emphasises training in historical skills by taking a module in Semester 1 on the **Practice of History** (HIS 8024), while students with initial language skills ranging from *ab initio* to intermediate receive teaching that emphasises language training and so take **Practice of History for Language Learners** (HIS 8004), which involves the same classes as HIS 8024 but a reduced assessment. Both of these modules give students a critical understanding of a range of key theoretical, analytical and methodological frameworks [A2-3] and compliment the Faculty training module in **research methods** in the arts and humanities (HSS 8000). Also during Semester 1, students will develop an advanced understanding and knowledge of East Asian history through **Keywords in East Asian History** (HIS 8055), which consists of a seminar-based chronological and comparative survey of concepts (starting from the characters – that is, words – that express those concepts in Chinese/Japanese) central to understanding China and Japan individually and in relation to each other [A1-4, A6].

In Semesters 1 and 2 students will also take **language modules** suited to their demonstrated level in their choice of either Chinese or Japanese. *Ab initio* to intermediate students will build their basic skills by taking 40 credits of language [A6, A4]. Intermediate students will in addition be encouraged to engage with materials in the target language that relate to their research interests [A3]. Students who pass Chinese/Japanese modules at Levels B or C (FHEQ Level 5 or 6) will be awarded the MA in East Asian History with Chinese/Japanese. Students who enter with intermediate to advanced language skills will develop their research capacity in Chinese/Japanese language by taking either 40 credits of Chinese/Japanese at Level D (FHEQ Level 6) or 20 credits of Chinese/Japanese at Masters level (FHEQ Level 7), and will be required to use research materials in the target language in their dissertation [A3-6]. Students using target-language material in their dissertations will be awarded the MA in East Asian History and Chinese/Japanese.

In Semester 2, a further 30-credit **optional module**, chosen from two offered each year, provides comparative knowledge of specific thematic areas [A1-4] which will offer excellent preparation for further research. Teaching is comparative; for their assessments, students may focus on China, Japan or both.

Through the dissertation, for which training is provided in the **Dissertation Training** module (HIS 8098), students demonstrate the theoretical and methodological knowledge acquired during the course and achieve a detailed knowledge of a specific area of study by undertaking a sustained original piece of research in Chinese, Japanese or East Asian history [A5]. They will be encouraged to apply the language skills they have acquired to their research, and to use material in the target language where language level permits [A6].

Throughout the programme students are encouraged to read widely and extensive bibliographies are supplied. Students make use of a wide range of learning resources, including books and journal articles in the Robinson Library and at Durham University Library, primary sources held at Newcastle, Durham or in other libraries, online resources and databases available via the Robinson Library (e.g. JSTOR, Bibliography of Asian Studies, China Academic Journals Full-Text Database) and on the Web (e.g. Academia Sinica's full-text database of historical Chinese texts, the Electronic Cultural Atlas Initiative), and artefacts in the collection of the Oriental Museum at Durham and other museums.

<p>Assessment Strategy</p> <p>Knowledge and understanding for HIS and HSS modules [A1, A4] are assessed through written essays or research assignments for each HIS or HSS module, and through the final dissertation [A5]. Knowledge and understanding for language modules [A6] are assessed through unseen written continuous-assessment tests and portfolio of writing assignments (evaluating student understanding and progress), then by unseen written examination, aural examination and oral examination. Written assignments for compulsory and optional modules are designed to provide students with the opportunity to explore the theoretical and interpretive perspectives of historians of East Asia [A2]. In the assessments for some modules, students will present formative essays and/or presentations, on which they will receive written and/or oral feedback as appropriate. Marks will be awarded for evidence of knowledge attained [A4], as well as evidence that the student has achieved an appropriate level of understanding of the methodologies and sources used by specialists in this field [A3]. The dissertation provides an extended opportunity for students to reveal their in-depth knowledge and understanding of a particular aspect of East Asian history [A5], and they will be encouraged to apply the language skills they have acquired to their research [A6].</p>
<p style="text-align: center;">Intellectual Skills</p> <p>On completing the programme students should have acquired advanced skills in:</p> <p>B1 Critical reasoning B2 Gathering and using information B3 Applying concepts B4 Evaluation, analysis, and interpretation</p>
<p>Teaching and Learning Methods</p> <p>Through seminar presentations, discussion and lectures students will develop the ability to think critically and to apply advanced knowledge and methodological skills acquired through their studies to present balanced and coherent arguments [B1]. For example, students will have the opportunity through seminars and, where appropriate, language work, to apply concepts both orally and in writing, and to critically identify, select and apply relevant information and concepts to particular questions using suitable methodologies [B2, B3]. Seminar teaching through presentations and discussion will allow students to develop advanced critical skills in evaluating, analysing and interpreting primary and secondary source material [B4].</p>
<p>Assessment Strategy</p> <p>Assessment of knowledge and understanding is by use of coursework (including essays, bibliographical assessments, in-course tests, research project work and dissertation, oral or poster presentations), including essay questions and commentary on primary sources as appropriate to the module. The mix of coursework varies as appropriate to the module but most modules include some aspect of formative assessment during the module in addition to the summative assessment.</p> <p>All pieces of written work in the taught modules require students to gather, evaluate, analyse, and interpret evidence [B1-4]. The HEA provides no benchmark skills for History at Masters level. The dissertation allows students to demonstrate the range of skills they have acquired in relation to a specific piece of research in East Asian history.</p>
<p style="text-align: center;">Practical Skills</p> <p>On completing the programme students should have:</p> <p>C1 Acquired subject-specific skills through training and research experience and developed an ability to evaluate, analyse and interpret different sources of evidence relating to history generally and East Asian history in particular; C2 Developed the ability to undertake higher degree research through completion of short pieces of written work and a dissertation; C3 Practised a range of subject-specific skills such as such as the marshalling of evidence, presenting a balanced written argument, and location and critical analysis of primary and secondary sources (including in Chinese/Japanese where appropriate); C4 Acquired the ability to: a) demonstrate receptive (reading and listening) and productive (writing and speaking) skills in Chinese/Japanese to a standard one level</p>

higher than on entry; b) perform a range of communicative tasks suitable to their language level; c) demonstrate mediating skills suitable to their language level, with an emphasis on the ability to translate texts relevant to their historical studies from the target language; d) make effective use of language reference materials, such as grammars, dictionaries and corpora; e) and practice independent language learning.

Teaching and Learning Methods

All taught historical modules include seminars, lectures and tutorials delivered by professional historians and practitioners who research and work in the subjects on which they lecture. These will provide an advanced survey of the state of knowledge and enable students to develop a comprehensive understanding and critical awareness of specific topics relating to current research and advanced scholarship. All contributors use a wide range of examples from their own fields of expertise.

Group work related to lectures provides students with the opportunity to develop and practise their subject-specific and generic skills [C1-3] through, for example, preparation for and oral contribution to seminars and presentations.

The range of language modules on offer is a great strength of this course. It will allow students from different starting levels to develop their language skills to the greatest extent possible, with a focus on their research interests where the language level is sufficient. Language learning outcomes C4a-b are achieved via communicative, student-centred skills training, e.g. developing and practising reading (skimming and scanning) skills, enhancing listening skills through language laboratory work, exemplifying and practising different writing styles, and conducting oral discussion and presentation, both individually and as part of a team. They are further consolidated through formal grammar instruction, e.g. guided study, drills and exercises, and use of IT resources. C4a-c are achieved by guided translation, particularly out of the target language, and analysis of translation techniques; reading for gist exercises; and summary and evaluation of texts in the modern (and, where appropriate, the classical or literary) language. C4d-e are achieved in the teaching of C4a-c, and further enhanced by study skills sessions. Self-access language learning is also encouraged in order to further both C4d and C4e.

Research training (at Faculty and School level), tutorials, guided reading, feedback on outline proposals, and continuous supervision provide the basis for students to complete their dissertations.

Assessment Strategy

All historical assignments include an element of assessment related to the understanding of subject-specific skills [C1]. Students are encouraged through the research logs compiled for Faculty and School training modules to reflect on their own research in relation to the attainment of transferable skills, in either the pursuit of further postgraduate research, in history- or East Asia-related employment, or in the wider workplace [C2].

C4a-c are assessed by unseen written continuous assessments (evaluating student progress) and unseen written examination (reading, writing, translating and interpreting skills), aural examination (listening skills) and oral examination (listening, speaking and interpreting skills). Skills C4d-e are not formally assessed.

The dissertation represents the summative task in detailed practice of all these cognitive skills, including language skills where the student's level is appropriate.

Transferable/Key Skills

On completing the programme students should demonstrate advanced skills in:

- D1 Written communication
- D2 Interpersonal/oral communication
- D3 Teamwork
- D4 Planning and organisation
- D5 Computer literacy

Teaching and Learning Methods

Through lectures, seminars and tutorials, students will acquire advanced skills in:

[a] how to plan and execute both short and extended pieces of written work [D1, D4, D5].

[b] effective interpersonal/oral communication techniques. Students practise and develop these skills by contributing orally either as groups or individually in seminars for taught modules and through communicative skills training in language modules [D2-4].

[c] teamworking. This is practised through contribution to group seminar work, presentations and language exercises [D3].

[d] planning and organization. Students practise and develop planning skills, which are introduced during Induction Week, by organising their work schedules around programme deadlines, including the dissertation [D4-5].

[e] computer literacy. This is practised and developed throughout the programme through submission of coursework, language work, and the dissertation [D5].

Assessment Strategy

Written communication [D1] is assessed in each of the modules on this programme. Assignments will be mostly essay-based, reflecting the dominance of this form of writing within the discipline, but other written work may be set, such as writing a research log, or compiling an annotated bibliography as part of a research assignment.

Interpersonal/oral communication, individually and as part of a team [D2-3] is a critical part of the teaching and learning experience for this programme, e.g. during group seminars, in individual feedback sessions, and in oral examinations for language modules.

Planning and organization is practised throughout the programme through the student's ability to meet deadlines, engage in self-directed language coursework and preparation for language classes, and successfully complete the programme [D4].

Computer literacy [D5] is assessed through written assignments, which are all required to be word-processed.

12 Programme Curriculum, Structure and Features**Basic structure of the programme**

The programme may be taken on a full time or part time basis. All students must take a total of 120 credits of taught modules, which are offered in Semesters 1 and 2. For full-time students these may be balanced 60-60 or 70-50 between Semesters 1 and 2, depending on the language modules taken. A part-time route through the programme will be decided on a case-by-case basis in consultation with the Degree Programme Director.

All students take the following compulsory modules:

Title	Code	Year	Semester	Credit
Faculty Research Training Module	HSS 8000	1	1	10
Keywords in East Asian History	HIS 8055	1	1	20
Dissertation Training	HIS 8098	1	2	10

The dissertation is also compulsory. Students using material in an East Asian language in their dissertation take HIS 8059; all other students take HIS 8023.

Title	Code	Year	Semester	Credit
Dissertation	HIS 8023	1	3	60
Dissertation (using East Asian languages)	HIS 8059	1	3	60

In Semesters 1 and 2 all students also take 40 or 20 credits of compulsory language modules in their chosen language strand after undergoing language testing to determine their starting level and after consultation with the Degree Programme Director.

Title	Code	Year	Semester	Credit
Level A I Chinese	CHN 1003	1	1	20
Level A II Chinese	CHN 1004	1	2	20
Level A I Japanese	JPN 1003	1	1	20

Level A II Japanese	JPN 1004	1	2	20
Level B Chinese	CHN 2001	1	1 & 2	40
Level B Japanese	JPN 2001	1	1 & 2	40
Level C Chinese	CHN 4001	1	1 & 2	40
Level C Japanese	JPN 4001	1	1 & 2	40
Level D Chinese	CHN 4061	1	1 & 2	40
Level D Japanese	JPN4061	1	1 & 2	40
Advanced Chinese for Translators and Interpreters I	CHN 7009	1	1 & 2	20
Advanced Japanese for Translators and Interpreters I	JPN 7002	1	1 & 2	20
Guided Study in Sources	HIS 8100	1	1 & 2	20

In Semester 1 all students must also take a historical skills training module. Students taking 40 credits of language modules take HIS 8004 Practice of History for Language Learners. Students taking 20 credits of language modules take HIS 8024 Practice of History.

Title	Code	Year	Semester	Credit
Practice of History for Language Learners	HIS 8004	1	1	10
Practice of History	HIS 8024	1	1	30

In Semester 2 all students shall also take one optional module:

Title	Code	Year	Semester	Credit
Identities and Material Culture in East Asian History	HIS 8001	1	2	30
Gender in East Asian History	HIS 8057	1	2	30
The History of East Asian Political Thought	HIS 8058	1	2	30

The list of optional modules offered could vary from year to year. Typically two of the three options above will be offered each year. All students will receive a module handbook at the start of each module, which will contain details of lecturers, lectures and seminars, methods of assessment, seminar themes and set reading. The handbook will also contain a list of aims and learning outcomes for the module, and a bibliography. Extra teaching and learning support material will usually be provided, e.g. through Blackboard, Robinson Library resources. Module outline forms will be provided for all modules.

The normal progression will be as follows:

In Semester 1, all students take:

- [a] *Faculty Research Training* [10 credits]. This will provide skills training in key research skills.
- [b] *Practice of History* [30 credits] or *Practice of History for Language Learners* [10 credits]. This will provide research training for each student by introducing key theoretical, methodological and historiographical issues, and will offer a range of chronological and thematic perspectives on the subject including some specific reference to East Asian history.
- [c] *Keywords in East Asian History* [20 credits].
- [d] Chinese or Japanese language modules [20 credits or 10 credits] appropriate to the student's demonstrated level. Those taking more credits in language take fewer credits in Practice of History and *vice versa*.

In Semester 2, all students take:

- [a] *Dissertation Training Module* [10 credits]. This will provide training in researching and writing a history dissertation.
- [b] Chinese or Japanese language modules [20 credits or 10 credits] appropriate to the student's demonstrated level. Those taking 20+20 credits in language have a 60:60 credit split between Semesters 1 and 2; those taking 10+10 credits in language have a 70:50 split.
- [c] Optional module [30 credits].

In Semester 3, all students take:

- [a] *Dissertation* [60 credits].

Key features of the programme (including what makes the programme distinctive)

The Newcastle MA in East Asian History is a major new opportunity for UK and non-UK graduates to pursue advanced study and research in the **thematic area** of the history of East Asia, with a particular focus on China and Japan. The programme provides a portal for students who have no prior knowledge of the history of East Asia, as well as for those who have previously studied the region and/or its languages, to begin studying East Asian history at an advanced level. Through studying history, historiography and language simultaneously, students will be in a position to consider further postgraduate research, and to develop transferable skills for the workplace.

The Newcastle MA in East Asian History is the only MA in East Asian History available in the UK. The programme:

- Integrates advanced study of history with Chinese or Japanese language at all levels, from beginner to first-degree graduates;
- Offers thematic history modules locating China and Japan in their East Asian context with options to specialise on one country for assessment and dissertation;
- Is taught by a dynamic team of specialist East Asia historians with cutting-edge expertise from the seventh century to the present day;
- Offers pathways to PhD study to suit the language level of individual student;
- Develops advanced skills, regional knowledge and language capabilities that are attractive to employers.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/>

13 Criteria for admission*Entry qualifications*

Applicants should normally hold a first degree with at least a 2:1 (Upper Second Class) degree in a humanities or related social science or science subject. Other degree qualifications may be considered where appropriate. Applicants must be able to demonstrate a capacity for language learning, whether through formal qualifications (at least a GCSE at Grade C in any non-native language) or informal acquisition (which will be tested, if deemed necessary, by means of an interview with a reading test and conversation in the target language).

Admissions policy/selection tools

All applications are seen by the DPD and, where deemed appropriate, another member of staff. All borderline or non-standard applicants may be contacted by letter, email, or phone and further information solicited. Language qualifications in Chinese/Japanese will be considered for the purpose of placing students in the appropriate level of language class; language testing for the same purpose will be conducted where applicants have acquired some language but hold no formal qualifications, and where otherwise deemed appropriate. Applicants may be called for interview to assess the level of their knowledge or experience. All applicants will be offered the chance to meet staff and view facilities.

Non-standard Entry Requirements

Candidates who have followed a non-traditional route into Higher Education will also be considered eligible.

*Additional Requirements**Level of English Language capability*

We actively encourage applications from overseas and domestic students. All overseas students have to satisfy the University's language requirements and obtain a minimum of 6.5 IELTS or equivalent.

14 Support for Student Learning*Induction*

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principal support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/seminars/tutorials/language classes/etc. The International Office offers an additional induction programme for overseas students.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management, is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Help with academic writing is available from the Writing Centre. Numeracy support is available through Maths Aid.

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall wellbeing of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions/workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters, etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues, etc.

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University – and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities. This programme is also supported to a significant extent by Web-based materials available through the Robinson Library, and the collections in Durham University Library and the Durham Oriental Museum, to which Newcastle students have access.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

15 Methods for evaluating and improving the quality and standards of teaching and learning*Module reviews*

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

16 Regulation of assessment*Pass mark*

The pass mark is 50.

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

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

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/> or <http://www.ncl.ac.uk/postgraduate/>)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

Please note. 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.

Annex

**Mapping of Intended Learning Outcomes onto Curriculum/Modules:
MA East Asian History (with/and Chinese/Japanese)**

	A						B				C				D				
	1	2	3	4	5	6	1	2	3	4	1	2	3	4	1	2	3	4	5
Faculty Research Training Module HSS8000							X	X	X	X		X			X	X	X	X	X
Dissertation Training HIS8098							X	X			X	X	X						
Dissertation HIS8023	X	X	X	X	X	(X)	X	X	X	X	X	X	X	(X)	X	X	X	X	X
Practice of History (for Language Learners) HIS8024 (HIS8004)		X	X				X	X	X	X	X	X	X		X	X	X	X	X
Keywords in East Asian History HIS8055	X	X	X	X		X	X	X	X	X	X	X	X		X	X	X	X	X
<i>Language study, levels A,B CHN1003, 1004, 2001 JPN1003, 1004, 2001</i>				X		X	X	X	X				X	X	X	X	X		
<i>Language Study, levels C-D CHN4001,4061 JPN4001,4061</i>			X	X		X	X	X	X				X	X	X	X	X		
<i>Advanced Chinese / Japanese for Interpreters CHN7009, JPN7002</i>			X	X		X	X	X	X				X	X	X	X	X	X	X
<i>Guided Study in Sources HIS8100</i>	X	X	X	X		X		X		X	X	X	X	X	X	X		X	X
Identities and Material Culture in East Asian History (HIS8001)	X	X	X	X			X	X	X	X	X	X		X	X	X	X	X	X
Gender in East Asian History (HIS8057)	X	X	X	X			X	X	X	X	X	X		X	X	X	X	X	X
The History of East Asian Political Thought (HIS8058)	X	X	X	X			X	X	X	X	X	X		X	X	X	X	X	X

bold type indicates compulsory modules

italic type indicates that one language module must be chosen from those in italics