

**PROGRAMME SPECIFICATION
(Undergraduate)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA (Hons)
4	Programme Title	Chinese Studies / Japanese Studies
5	UCAS/Programme Code	TT12
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Languages and Related Studies; Cultural Studies; Literature studies; Communication, media, film and cultural studies; Sociology; Politics and International Relations; Geography; History;
8	FHEQ Level	6
9	Last updated	May 2024

10 Programme Aims

1 To allow students to establish and consolidate a linguistic foundation on which to build competence in the language systems of Chinese OR Japanese.

2 To allow students to develop and consolidate receptive (reading and listening) and productive (writing and speaking) skills in Chinese OR Japanese.

3 To provide students with a general knowledge and understanding of cultural, sociological, and political theories and methodologies.

4 To allow students to pursue a deeper knowledge and understanding within selected social sciences or humanities pathways, including cultural studies, modern Chinese and Japanese history, East Asian societies and politics and international relations, political geography, gender studies, literary studies, and film and media studies.

5 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.

6 To foster particular intellectual skills (information gathering, synthesis and analysis) and key (transferable) skills (oral and written communication, oral presentation, organisation, adaptability and flexibility, self-study skills for language learning and IT skills) and to allow students to apply and practise those skills.

7 To give students the opportunity to pursue an inter-disciplinary and multi-disciplinary approach to learning, thus stretching the mind, stimulating the imagination, and creating a versatile graduate profile.

8 To satisfy the requirements of a Level 6 programme as set out in the FHEQ.

9 To satisfy the expectations of the relevant Benchmark Statements for Languages, Cultures and Societies; to comply with prevailing University policies and 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. The programme outcomes have references to the benchmark statements for (subject) (X).
Knowledge and Understanding
<p>On completing the programme students should have a knowledge and understanding of:</p> <p>A1 A knowledge and understanding of the phonetic, syntactic, and orthographic systems of Chinese OR Japanese to BA (Hons) degree standard. See statement of standards.</p> <p>A2 A general knowledge and understanding of cultural, sociological, and political theories and methodologies. See section 12.</p> <p>A3 A deeper knowledge and understanding of selected social sciences or humanities pathways, including cultural studies, modern Chinese and Japanese history, East Asian societies and politics and international relations, political geography, gender studies, literary studies, and film and media studies.</p> <p>A4 (For students opting to take a Dissertation) An in-depth knowledge, appropriate to undergraduate level, of a self-chosen aspect of Chinese OR Japanese language, culture, history, society, politics, geography, literature or film.</p> <p>A5 Intercultural awareness and understanding (an appreciation both of internal diversity and of trans-cultural connectedness of cultures).</p>
Teaching and Learning Methods
<p>The primary means of imparting knowledge and understanding of the Chinese OR Japanese language systems (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, knowledge and understanding of social, cultural and political theories, the communication process, and mass media communications are conveyed through a combination of lectures, seminars and tutorials, which encourage students to conceptualise societies, cultures and polities.</p> <p>Regarding 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 and teamwork. Some options also employ group-learning exercises, which encourage students to research and analyse case materials with a view to pooling information. Other options employ workshops in order to encourage student discussion, to provide a conceptual framework within which students can develop their knowledge and understanding (Communications), to give students a chance to carry out tasks of summary, analysis, critique and evidence gathering (History), and to apply theoretical and analytical frameworks to case studies around the world (Geography).</p> <p>In the optional 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. Dissertation workshops foster peer learning and peer support. A5 is developed initially within the communicative language training framework and is further enhanced during the student's year abroad in China OR Japan.</p>
Assessment Strategy
Knowledge and understanding (A1) is assessed by unseen written Continuous Assessment

tests and Portfolio of Writing Assignments (evaluating student understanding and progress), then unseen written examination, aural examination and oral examination.

A2 is usually assessed by a combination of coursework assignments, essay and/or unseen written examination (all requiring critical analysis and application of ideas).

A3 is usually assessed by essay (requiring critical analysis and application of ideas) and/or unseen written examination (in some cases multiple choice examination or computer assessed examination). Some options employ a portfolio of research materials in order to test understanding of theoretical and methodological frameworks. Others (for example, History options) use 'gobbets' (documentary commentaries) as a means of assessing skills of reading and research. Some Politics options use briefing papers to test students' ability to present and analyse key data.

A4 is assessed by a 5-6000 word dissertation, while Outcome A5 is assessed via Personal Learning Record completed during the intercalary year.

Intellectual Skills

On completing the programme students should be able to:

- B1 Gather, synthesise, and evaluate information
- B2 Carry out independent, critical analysis
- B3 Organise and present ideas within the framework of a structured and reasoned argument, oral or written
- B4 Apply appropriate methodologies to specialist areas of study
- B5 (For those who opt to write a dissertation) Design a research project, and select and employ appropriate research methodologies

Teaching and Learning Methods

B1-4 skills are initially developed at Stage 1 and are then enhanced variously through seminar preparation and presentation, group-learning exercises, workshops, group discussion, and data collection and analysis for the dissertation (where taken as an option). B1 skills are further developed through assessed project work, and B4 skills through critical case studies, or portfolio. B5 skills are developed at dissertation workshops and through one-to-one tutorials to facilitate the development of independent study and research skills through student self-evaluation.

Assessment Strategy

B1-4 skills are assessed by a range of coursework tasks, including continuous assessment tests (language modules), coursework assignments, essays, documentary commentaries, briefing papers, oral presentations, portfolio, project and critical case study. They are also assessed by prepared or unseen written examination, and as part of oral examinations (language modules). B1-5 may be assessed by dissertation, where taken as an option.

Practical Skills

On completing the programme students should be able to:

- C1 Demonstrate receptive (reading and listening) and productive (writing and speaking) skills in Chinese OR Japanese to BA (Hons) degree standard
- C2 Perform a range of communicative tasks

- C3 Demonstrate mediating skills - the ability to translate non-technical texts from and into the target language, and (in the case of Level D language modules) competent professional liaison interpreting skills
- C4 Make effective use of language reference materials, such as grammars, dictionaries and corpora
- C5 Practise independent language learning.

Teaching and Learning Methods

Learning outcomes C1-2 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. These skills are developed and consolidated during the year abroad in China OR Japan.

C1-3 are 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; and summary and evaluation of texts in the target language.

C4-5 are achieved in the teaching of C1-3, and further enhanced by study skills sessions as detailed in section 13 (below). Self-access language learning is also encouraged in order to further both C4 and C5.

Assessment Strategy

C1-3 are assessed by unseen written continuous assessments (evaluating student progress) and unseen written examination (reading, writing and translating skills), aural examination (listening skills) and oral examination (listening, speaking and interpreting skills). Skills C4 and C5 are not formally assessed.

Transferable/Key Skills

On completing the programme students should be able to:

- D1 Communicate clearly and effectively, both orally and in writing
- D2 Give oral presentations
- D3 Manage time, make plans and set priorities in order to achieve an objective
- D4 Work creatively and flexibly with others as part of a team
- D5 Adapt and operate effectively within a different cultural environment
- D6 Use library and bibliographic research resources
- D7 Analyse and solve problems
- D8 Use IT effectively, such as word processing, email, databases, online environments and the use of the Internet as a research and study tool

Teaching and Learning Methods

D1 skills are enhanced through seminar presentations and discussions, group-learning exercises, workshops and group discussion and through written assignments. In the case of

language modules, they are developed through communicative skills training. Skills D2-3 and D6-8 are practised through seminar preparation and presentation. D3 and D6-8 are further developed through written assignments and research-based modules. D4 is developed through team presentations and projects. D5 is developed initially through communicative language training, and is later enhanced during the student's year abroad in China OR Japan. D8 is further enhanced through the use of IT resources in language teaching and as an organisational tool for certain modules. D6 and D8 skills are also developed during induction (see 13 below).

Assessment Strategy

D1 (written communication) is assessed variously by coursework assignments, essays, briefing papers, documentary commentaries, portfolio, project, critical case study, and dissertation, and by prepared or unseen written examination. D1 (oral communication) and D2 are assessed via assessed seminar presentations (some Politics and SML modules) and oral examinations (language modules). D3 and D6-7 are assessed in a number of ways, including written assignments, unseen examinations, assessed seminar preparation and presentation, self-directed language coursework and preparation for language classes. D4 is assessed via team presentations and projects. D5 is assessed via the personal learning record produced during the year abroad in China OR Japan. D8 is assessed in a number of ways including the preparation of various types of written assignment, seminars and dissertation (where taken as an option).

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is studied over four years full-time, based on 30 weeks attendance per annum. Students study *either* the Chinese or the Japanese language. For all students (whether starting *ab initio* at Level A language OR entering post- A level at Level B language), Stages 1, 2 and 4 of the programme are spent in residence attending Newcastle University, while Stage 3 is an intercalary year spent in China or Japan studying an approved language course at a host university. The School of Modern Languages has formal Undergraduate exchange agreements with a large number of universities in mainland China and Japan. Tuition fees in both directions are waived.

The Year Abroad is fully accredited, and assessment is by means of an ePortfolio plus marks in language exams obtained at the host university. While all aspects of knowledge, understanding and language skills will be developed during the intercalary year, there will be particular opportunities for increasing intercultural awareness and understanding (A5), for developing self-study skills for language learning (C5), and for developing organisational and interpersonal skills (D3-5). Students preparing a dissertation will have the opportunity to develop knowledge and intellectual skills in this area too (A4, B1-5).

Each year or stage requires the study of modules with a total credit value of 120. 20 credits of module study represent 200 hours of student work, including lectures and other teaching (such as seminars), private study, preparation of coursework and exam preparation and revision. Larger modules are proportionately heavier in their work content. Compulsory practical language modules comprise 40 credits per Stage. Most other modules taken while in residence at Newcastle University are 20 credits in weight, although there are exceptions (some Stage 4 History modules at 30 and 10 credits).

At Stage 1, students are required to study 40 credits of core practical language. These language modules must be passed for the purposes of progression to Stage 2. At Stage 2, students are required to study 40 credits of core language, which must be passed for the purposes of progression to Stage 3. At Stage 3, students pursue an intercalary year abroad. At Stage 4, students are required to study 40 credits for either Level C or Level D Chinese OR Japanese, depending on their level of entry at Stage 1. In addition to the compulsory practical language modules, students must take further modules to bring their credit weighting up to a total of 120 credits at Stages 1, 2 and 4. These modules are chosen from the range of

modules offered at the appropriate stage in that particular year in the School of Modern Languages and other contributing Schools within the Faculty of Humanities and Social Sciences (GPS; HCA; ECLS).

The core practical language modules are taught in both English and Chinese OR Japanese, with the relative proportion of each medium corresponding to the language level; optional modules are taught in English, although key concepts are also introduced in the target language (Chinese OR Japanese). The range of optional modules includes those that are China- or Japan-specific and those that are social science- and theory-based. Modules are taught by four Schools within the HASS Faculty (SML; GPS; HCA; ECLS). A few modules have a pre-requisite requiring study of a related course in a previous year.

At Stage 1, students who take Level A language are given a thorough grounding in the basic knowledge of the chosen language system (Chinese OR Japanese) and its cultural context, as well as in basic reading, writing, listening and speaking skills in that language. Students who take Level B language consolidate and build upon the knowledge of the language system and further develop those skills acquired at A-level as a preparation for the period of study abroad. All students start to develop skills necessary for becoming better language learners as well as certain intellectual and key (transferable) skills (A1, B1-3, C1-2, C4-5, D1-4, D7-8). This core linguistic foundation is supplemented by 2 compulsory modules designed to introduce them to the cultures of China and Japan respectively (A3). Students then develop their understanding within selected social sciences and humanities pathways (including cultural studies, historical studies, sociology, politics and international relations, political geography, gender studies, literary studies, and film and media studies), with a view to providing them with the conceptual tools useful for the study of East Asian societies and cultures (A3). These modules also provide an introduction for intellectual skills (Outcomes B1-4) and effective practice in key (transferable) skills (D1-4, D6-8).

At Stage 2, students who took Level A language at Stage 1 consolidate and build upon the linguistic foundation formed at Stage 1, deepening their knowledge of the chosen language system (Chinese OR Japanese), improving their reading, writing, listening and speaking skills in preparation for the period of study abroad, and enhancing their language learning skills as well as certain intellectual and key (transferable) skills (A1, B1-3, C1-2, C4-5, D1-4, D7-8). Students who took Level B language at Stage 1 further consolidate and enhance practical language skills (reading, listening, writing, and speaking in the target language –C1-2), with a view to gaining sufficient language competence to cope in general, personal, social, and business contexts. They also continue to develop specific key (transferable) skills (D1, 3, 4, 7, 8). All students then choose from a list of optional modules designed to further develop their understanding within selected social sciences and humanities pathways (cultural studies, historical studies, politics and international relations, political geography, gender studies, literary studies, and film and media studies). Most modules are China- or Japan-specific; all are broadly relevant to the study of East Asian societies and cultures (A3). These modules further enhance the intellectual skills introduced at Stage 1 (B1-4) and provide further practice in key (transferable) skills (D1-4, D6-8).

At Stage 3, all students spend an intercalary year in the target country (China OR Japan), consolidating and enhancing practical skills (reading, listening, writing, and speaking in the target language –C1-2) as well as specific key (transferable) skills, including adaptability within a different cultural environment (D1, 3, 4, 5, 7, 8), and developing intercultural awareness and understanding (A5). They may also take the opportunity to gather data relating to one self-chosen aspect of Chinese/Japanese language, culture, society, politics, geography, literature or film (where opting to take a Dissertation at Stage 4 – A4, B1-5, C1-2, D1, D3, D5-8).

At Stage 4, students who took Level B language at Stage 2 further deepen their knowledge and understanding of the chosen language system (Chinese or Japanese), and further develop reading, writing, listening, and speaking skills, with a view to gaining sufficient language competence to cope in general, personal, social, and business contexts. Students who took Level C language at Stage 2 develop advanced writing skills (C1-2), and begin to develop mediating skills in the chosen language; competence is enhanced through guided

translation (into and out of the target language) and analysis of translation techniques; liaison interpreting (into and out of the target language); reading for gist exercises; and summary and evaluation of texts in the target language (C3). In addition, all students further enhance their language learning skills (A1, B1-3, C1-2, C4-5, D1-4, D7-8). All students then choose from a list of optional modules in order to further develop understanding within selected social sciences and humanities pathways (cultural studies, historical studies, politics and international relations, political geography, gender studies, literary studies, and film and media studies). Most modules are China- or Japan-specific; all are broadly relevant to the study of East Asian societies and cultures (A3). These modules further enhance the intellectual skills introduced at Stages 1 and 2 (B1-4) and provide further practice in key (transferable) skills (D1-4, D6-8). An optional dissertation module allows students to explore in depth one aspect of Chinese OR Japanese language, culture, society, politics, geography, literature or film, while fostering certain intellectual skills, practical skills and key (transferable) skills (A4, B1-5, C1-2, D1, D3, D5-8).

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

The programme combines a linguistic specialism in Chinese OR Japanese with a specific or all-round competence in one or more social sciences and humanities disciplines, allowing students to apply different social science theories and methodologies to the study of East Asia. It fosters an approach to East Asian studies that is both interdisciplinary and multi-disciplinary, and aims to produce uniquely attractive and versatile graduates. The programme is also unique in that it offers flexible entry and exit levels for language modules: those who have appropriate level of language can start from lower-intermediate and take further advanced level in the final year, while those start from scratch can take either advanced or further advanced depending on their level at the end of Stage 3.

Programme regulations (link to on-line version)

[TT12 Programme Regulations 24-25](#)

13 Support for Student Learning

Generic information regarding University provision is available [here](#).

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

Generic information regarding University provision is available [here](#).

15 Regulation of assessment

Generic information regarding University provision is available [here](#).

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

The University Prospectus: <http://www.ncl.ac.uk/undergraduate/degrees/#subject>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

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.