Programme specification

SOAS, University of London

The following information forms the programme specification at SOAS, University of London. It gives definitive information relating to a programme of study and is written for a public audience, particularly prospective and current students. It is also used for other purposes such as initial programme approval, and is therefore produced at the start of the programme development process. Once approved, it forms the base-line information for all statements relating to the programme and is updated as approved amendments are made.

CORE INFORMATION

<table>
<thead>
<tr>
<th>Programme title</th>
<th>MA Advanced Chinese Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final award</td>
<td>Masters (two-year)</td>
</tr>
<tr>
<td>Intermediate awards</td>
<td>n/a</td>
</tr>
<tr>
<td>Mode of attendance</td>
<td>Full time</td>
</tr>
<tr>
<td>UCAS code</td>
<td>N/A</td>
</tr>
<tr>
<td>Professional body accreditation</td>
<td>n/a</td>
</tr>
<tr>
<td>Date specification created/updated</td>
<td>30 January 2014</td>
</tr>
</tbody>
</table>

WHY CHOOSE THIS PROGRAMME?
(This information will be used for marketing purposes as summary information about the programme for prospective students. It should be written accordingly, using brief, headline statements and bullet points. The first section is standard text for all programme specifications and should therefore not be amended: subsequent sections should be completed by individual authors.)

Why study at SOAS?  
SOAS is unique as the only higher education institution in the UK specialising in the study of Africa, Asia and the Middle East. The School also has the largest concentration of specialist faculty concerned with the study of these areas at any university in the world. SOAS is consistently ranked among the top higher education institutions in the UK and the world and it also offers a friendly, vibrant environment for students in a diverse and close-knit community.

What is special about this programme?  
This two-year postgraduate programme offers comprehensive language-based training in Chinese Studies across a wide range of disciplines in the humanities and social sciences. The programme is unique in the UK in terms of the variety of disciplinary courses available and the manner in which they are integrated with the study of Chinese-language material. The programme includes a period of study in China, where a bilingual programme will be offered aimed at further strengthening students’ interdisciplinary and cross-linguistic competence.

Who would it suit?  
This is a highly selective programme aimed at students pursuing careers in business,
Programme structure

In Year 1, all students take the core course, featuring teaching provided by SOAS China specialists from across all disciplines. In addition, each student follows a tailor-made curriculum based on their identified needs in shaping a comprehensive set of Chinese Studies skills. For some students this will mean focusing on discipline-based courses, while for others it might mean more intensive language learning. All students are expected to take part in at least one language-based course, either the Reading Seminar in Chinese Studies or another approved course.

In Year 2, students spend the first half of the year at Zhejiang University in Hangzhou, following a bilingual course programme especially designed for SOAS students. The second half of the year students work with supervisors on a research project culminating in a 20,000 words dissertation.

Assessment summary

Assessment in Year 1 mainly through coursework and examinations, as well as participation in regular seminars. Assessment in Year 2 through coursework and examinations in China, and through the dissertation.

ENTRY REQUIREMENTS
(The initial statement below is standard text regarding the School’s general entrance requirements and should not be amended. There is then the opportunity for authors to add any requirements/arrangements specific to the programme.)

SOAS has general minimum entrance requirements for registration for an undergraduate degree and these can be viewed at [http://www.soas.ac.uk/admissions/ug/entryreq/](http://www.soas.ac.uk/admissions/ug/entryreq/)

Applicants for the Advanced Masters in Chinese Studies should have at least intermediate level competence in Chinese (HSK 4 or higher).

Applicants whose native language is Chinese are very welcome to apply for this programme and will be provided with a suitably tailored programme of courses.

PROGRAMME AIMS
What will this programme give the student an opportunity to achieve?

(Programme aims are broad statements of intent which should reflect the School’s purpose in offering the programme of study. They are overall, synoptic statements which should be presented as bullet points (there should not normally be more than three or
four of them). They should be written in language which is accessible to a lay audience (the use of jargon should be avoided, and any acronyms should be explained.)

- Comprehensive critical understanding of Chinese society, history, and culture from an interdisciplinary perspective
- Ability to integrate bilingual skills (Chinese/English) with subject-based learning
- Rigorous understanding of relevant theories and methodologies in the chosen focus areas
- Critical and analytical skills, research and writing skills

PROGRAMME LEARNING OUTCOMES
What will the student learn? (Learning outcomes are statements of what a student is expected to know/understand/do by the end of the programme. They are set at a level appropriate to the award, and authors might find it helpful to refer to the QAA Framework for Higher Education Qualifications (http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-A1.pdf) for further information on levels of awards. Learning outcomes are related to teaching, learning and assessment methods described later in the programme specification, and to the curriculum, but are expressed as general statements of learning under four headings:

Knowledge: normally subject-based, describing the factual/conceptual base of the field of study and the level of complexity to be achieved.

Intellectual (thinking) skills: might encompass independent research, analysis, synthesis, evaluation of concepts, problem solving, interpretation of statistical data, critical literature review, resource discovery (electronic and print) etc.

Subject-based practical skills: these will be discipline specific, for example performance skills, design and creative skills, IT skills for data processing etc.

Transferable skills: broader skills for life, which might include problem solving, oral and written communication, accessing and exploitation of electronic information resources, teamwork or other skills particularly relevant to specific subsequent employment.

Again, bullet points should be used and three or four learning outcomes in each section would be appropriate. Please keep in mind the student audience and use language which is fit for purpose. It is also helpful to focus on aspects which might make the programme distinctive or even unique. Where a programme has a number of pathways, it is useful to identify any learning outcomes that are specific to each pathway.)

Knowledge
- General knowledge of the main debates in, and scholarly approaches to the study of China, by both Anglophone and Sinophone scholars
- Research methods and strategies relevant to individual disciplines as used in the context of Chinese Studies
- In-depth and nuanced understanding of Chinese society, history, and culture.

Intellectual (thinking) skills
- Evidence-based critical and thinking
- Interdisciplinary approach to regional studies
- Reflexive awareness of cultural bias and its effects
- Bilingual research and analytical skills

Subject-based practical skills
- Bilingual competence in gathering information, formulating and orally presenting informed opinion within the broader context of Chinese Studies
- Ability to appreciate and assess academic writing in Chinese and English
- Academic writing skills in English and Chinese
- Research techniques specific to dealing with Chinese-language material

Transferable skills
- Essay and dissertation writing skills
- Effective structuring and communication of ideas
- IT and library research skills
- Translation skills
- Cross-cultural awareness

PROGRAMME STRUCTURE AND REQUIREMENTS FOR GAINING AN AWARD
How will the student’s study be structured? How will they achieve an award?
(The initial statement below is standard text regarding SOAS requirements relating to the structure and duration of programmes and requirements for gaining an award and should not be amended. Individual authors should then complete the programme structure diagram with information relevant to this programme.)

Structure, duration and requirements for gaining an award
SOAS has standard requirements relating to the structure and duration of undergraduate programmes and for the award and classification of these programmes. Details can be found at http://www.soas.ac.uk/registry/degreeregulations/

Programme structure diagram
Below is a structure diagram for this programme.
(To be completed by individuals completing the template. It is intended that the structure grid should provide a clear picture of the course units to be taken as the student progresses through the programme. The “status” column should indicate whether the course is “core”, “compulsory” etc. The final column provides an opportunity for authors to add any further relevant information which might relate to options, prerequisites, pathways etc.)

<table>
<thead>
<tr>
<th>Level</th>
<th>Year of study</th>
<th>Course code</th>
<th>Course title</th>
<th>Credit</th>
<th>Status</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1</td>
<td>45</td>
<td>Approaches to Chinese Studies</td>
<td>45</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>45</td>
<td>Chinese Studies reading seminar OR approved language-based course</td>
<td>45</td>
<td>Compulsory</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>90</td>
<td>Options from the options list currently used for the one-year MA Chinese Studies</td>
<td>90</td>
<td>Options</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>90</td>
<td>Period of study at Zhejiang University, Hangzhou, China</td>
<td>90</td>
<td>Compulsory</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>90</td>
<td>Extended Dissertation</td>
<td>90</td>
<td>Compulsory</td>
<td></td>
</tr>
</tbody>
</table>
The availability of optional/elective courses may vary in a given academic session due to factors such as staff absence and student numbers. For an up to date list of courses running in a given academic session please refer to the degree structures as listed on the SOAS website for the degree programmes taught by each Department.

TEACHING, LEARNING AND ASSESSMENT
What methods will be used to achieve the learning outcomes?
(Provide details of the teaching, learning and assessment methods to be used, cross-referenced to the learning outcomes given above (listing under the same four headings might be helpful). Audience awareness is again important in relation to language used. The following examples might provide general guidance:

Knowledge: subject knowledge is often developed through lectures and seminars, supplemented by directed study of texts/journal articles and by assignment or project work. Assessment is generally through unseen written examinations, but most assessment methods will require some demonstration of subject knowledge and understanding.

Intellectual (thinking) skills: skills such as analysis, synthesis, evaluation and application are often practised and demonstrated through active learning processes involving assignments or projects, and group learning activities (seminars/tutorials, workshops, fieldtrips etc). Assessment might utilise written examinations or problem-based exercises. Independent project work or research dissertations might be used to demonstrate subject-specific intellectual skills.

Subject-based practical skills: this will vary from discipline to discipline, but will generally require development through opportunities to practise the activity in an appropriate learning context (for example in a laboratory, studio or work placement). Workbooks/practice manuals might also be provided. Assessment of competence in exercising a practical skill must involve demonstration of it.

Transferable skills: skills that are readily transferable to employment and related contexts such as communication, teamwork etc can be developed through naturally arising opportunities within the curriculum or through work placements. Written communication will be enhanced through essay/dissertation writing or writing up projects. Oral communication can be developed in presentations and group work. Team working skills may be demonstrated and assessed through collaborative projects.)

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Intellectual (thinking) skills</th>
<th>Subject-based practical skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings of recommended texts</td>
<td>Lectures and seminars</td>
<td>Essays and dissertation</td>
</tr>
<tr>
<td>Lectures and seminars</td>
<td>Research project supervision</td>
<td>Bilingual seminars</td>
</tr>
<tr>
<td>Research project supervision</td>
<td>Language training</td>
<td>Period of study in China</td>
</tr>
<tr>
<td>Period of study in China</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Knowledge**
- Readings of recommended texts
- Lectures and seminars
- Research project supervision

**Intellectual (thinking) skills**
- Lectures and seminars
- Research project supervision
- Language training
- Period of study in China

**Subject-based practical skills**
- Essays and dissertation
- Bilingual seminars
- Period of study in China
REFERENCE POINTS
What has been the basis for the design of this programme?

Europe-wide system of two-year postgraduate programmes for advanced training in language-based Chinese Studies

UK efforts to enhance language-based area studies through LBAS Centres as well as HEFCE PSS funding

British Academy reports on the need for better integration of language training into academic training.

Strategic need of UK government and corporate sector for UK-trained China experts.

QUALITY ASSURANCE AND ENHANCEMENT

(The following text is standard information common to all programme specifications and should not be amended by individuals completing the template except where indicated.)

SOAS has internal procedures to assure the quality of provision to be offered to students and to enhance the quality in the light of experience following delivery, taking into account the input of external experts and students. The procedures are set out in the School’s Quality Assurance Handbook and can be viewed at http://www.soas.ac.uk/add/qualityassurance/quality-assurance-handbook/).

SOAS is also subject to periodic external review from bodies such as the Quality Assurance Agency for Higher Education and relevant professional and statutory regulatory bodies.

The procedures described in the Quality Assurance Handbook are in place to provide a high quality student experience for those choosing to study at SOAS, and student input and evaluation of their experiences is greatly valued. Students make an input to the ongoing development of their programmes, and the environment in which they operate, in a number of ways, including:

- formal student evaluation as part of the annual programme review;
- student representation on School committees at various levels (through the Students’ Union) where many relevant issues are discussed;

Authors to add any further methods which are particularly relevant to this programme.

FURTHER INFORMATION

(The following text is standard information common to all programme specifications and should not be amended by individuals completing the template except where indicated.)

Add in links to other relevant information, both internal and external, including:

- SOAS Vision and Strategy Statement;
- Undergraduate and Postgraduate Handbooks;
- *Departmental handbooks;*
- *Quality Assurance Handbook;*
- *Separate regs link;*
- *UCAS website;*
- *QAA website;*
- *Authors to add any further links which are particularly relevant to this programme.*