

PROGRAMME SPECIFICATION

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	UWE
Delivery Location(s)	UWE Frenchay
Faculty responsible for programme	HLSS
Modular Scheme title	N/A
Professional Statutory or Regulatory Body Links (type and dates)	N/A
Highest award title	BA (Hons) Chinese Studies and History
Default award title	BA (Hons) Chinese Studies and History
Interim award titles	Cert. HE Chinese Studies and History 120 credits
UWE progression route	Dip. HE Chinese Studies and History 240 credits
Mode(s) of delivery	Full time Part time
Codes	
UCAS code TV11	JACS code TV11
ISIS code TV11SM PT91SM, TL12SM, TR14SM, TN1513, TN15	HESA code
Relevant QAA subject benchmark statements	The QAA Benchmarks for Chinese Studies Section 9 Work-based and Placement Learning – September 2007. The QAA Subject Benchmarks for History
On-going/valid until	ongoing
Valid from (insert date if appropriate)	September 2009
Original Validation Date: 29/04/2008	
Latest Committee Approval...QSC Chair's Action	Date:... 14 July 2009
Version Code 2	
<p><i>For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications</i></p>	

Section 2a – Chinese Studies: Educational aims of the programme

- To equip students with knowledge and understanding of Chinese civilisation, society and culture.
- To acquaint students with social, political, economic and cultural issues relating to the People's Republic of China.
- To foster a critical engagement with the area of Chinese Studies within a coherent framework of disciplines and interdisciplinarity, with emphasis upon historical, socio-political, socio-cultural and business-culture approaches.
- To equip students with some ability to read, write, speak and understand Mandarin Chinese, using both pinyin and Chinese pictograms
- To equip students with a range of generic and subject-specific skills fitting them for further study and/or employment in professional environments, especially those requiring a knowledge of China.
- To develop generic cognitive skills – notably those of enquiry, analysis, synthesis, evaluation and coherent presentation – in articulate and self-directed graduates possessing a high degree of intellectual independence.
- To develop subject-specific practical skills, including: proficient information-gathering using a diverse range of research resources, traditional and electronic; ability to engage constructively with other cultures; ability to apply concepts from different disciplines and/or interdisciplinary approaches; lucid and critical presentation of data and ideas.
- To develop key transferable skills emphasising self-motivation and self-reliance, co-operative interpersonal relations, information management, analysis, communication and critique.

Sections 2b – History: Educational aims of the programme

- Students of the History programme will understand the basic concerns of this discipline, which deal with the ideas, motivations, and interactions between individuals, organisations and societies in the past.
- They will share the common critical, conceptual and analytical skills developed by all graduates of the History programme.
- They will be introduced to the development of the discipline and the variety of approaches adopted by its practitioners.
- They will be able to engage in reading and evaluation of primary sources of various kinds; to feel confident in contributing to intellectual debates; to analyse and evaluate the arguments of others; and to formulate and effectively communicate their own arguments in both oral and written modes.
- The students' degree work on this programme should encourage them to envisage themselves as contributing to the cultural life of the academic community and beyond.

Section 3: Learning outcomes of the programme

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

A. Knowledge and understanding (Chinese Studies)

<p>A. Knowledge and understanding of</p> <ol style="list-style-type: none"> 1. Sufficient Mandarin Chinese in its spoken and written form to be able to have some ability to read, write, speak and understand the language 2. The historical and cultural heritage of contemporary China 3. The social, political and economic features of modern China. 4. The specific issues relating to the modernization of China and its role in the global economy. 5. Issues relating to the cultural identity and characteristics of the Chinese people 6. Issues relating to Chinese business culture 	<p>Teaching/learning methods and strategies</p> <p><i>Acquisition of 1 is through study and practice of Mandarin in spoken and written forms</i></p> <p><i>Acquisition of the remaining outcomes is through a balanced mix of lectures and seminars, the latter becoming increasingly student-led as learners engage with specific aspects of the curriculum and begin to undertake research in private study time. Wherever possible and appropriate, audio-visual study aids and electronic information sources (especially the Internet) will be exploited to add extra dimensions to the learning experience over and above those provided by more traditional methods. Students will be encouraged to make use of these also in their seminar presentations.</i></p> <p><i>All modules will be integrated into UWE online.</i></p> <p>Assessment</p> <p><i>In the module involving the acquisition of the language the knowledge base will be tested through written, spoken and listening tests. For the remaining modules, testing of the knowledge base is achieved through a balanced mix of written examinations, seminar presentations and written assignments.</i></p>
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A. Knowledge and understanding (History)

Learning outcomes	Teaching, Learning and Assessment Strategies
<p>A Knowledge and Understanding of</p> <ol style="list-style-type: none"> 1. major forces that have shaped the historical understanding of societies; 2. historical themes from the late fourteenth to the present, with emphasis on Britain in its national, imperial and international context, western and eastern Europe, the United States of America and Africa; 3. varieties of history, including social, political, diplomatic, cultural, religious, and the connections between them; 4. a range of modern approaches which have informed the discipline, for example race, ethnicity and gender; 	<p>Teaching/learning methods and strategies</p> <p><i>The strategies employed on this programme to achieve these outcomes are a combination of lectures, seminars, workshops, one-to-one meetings and web-based learning.</i></p> <p><i>Also reading which is directed at Level 1 and which becomes more independent, although still structured, at later stages. The module handbooks provide guidance on both essential and further reading.</i></p> <p>Assessment:</p> <p><i>In all modules assessment is achieved through a mixture of coursework and controlled conditions. Examples of coursework are essays (normally between 1500 and 3000 words) and extended</i></p>

<p>5. key concepts, secondary and primary sources, debates and historiography.</p>	<p><i>essays (up to 5,000 words), document analyses, oral presentations, reviews of books, comparative article analyses and picture analyses.</i></p>
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B. Intellectual Skills

<p>B. Intellectual Skills</p> <ol style="list-style-type: none"> 1. The ability to extract and synthesise key information from spoken and written sources. 2. The ability to identify and solve problems. 3. The ability to engage in analytical and critical thinking and to present ideas within the structured framework of a reasoned argument. 4. The ability to select and apply appropriate methodologies and theories. 5. The ability to think independently. 	<p>Teaching/learning methods and strategies</p> <p><i>Intellectual skills are developed through a range of learning approaches including lectures, seminars, workshops, group work, cases studies, projects, exercises and I.T. based activities and through formal and informal exercises including: note-taking and summary writing; seminar participation and presentations; textual analysis and commentary; essay planning and writing, both under controlled conditions and as coursework assignments. .</i></p> <p>Assessment</p> <p><i>All of these intellectual skills are tested to varying degrees by each of the assessment types, namely written examinations, seminar presentations and written assignments as well as reflective essays, learning diaries, management reports, presentations, tests, case studies, and examinations.</i></p>
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C. Subject, Professional and Practical Skills

<p>C. Subject/Professional/Practical Skills (Chinese Studies)</p> <ol style="list-style-type: none"> 1. The ability to understand the field of study by approaching it through a variety of disciplines. 2. The ability to evaluate different methodologies and theories. 3. The ability to appreciate cultural difference and to adopt cross-cultural perspectives. 4. Effective note-taking, summarising and drafting. 5. Research skills using a wide range of sources, and the ability to synthesise and present cogently the products of that research. 	<p>Teaching/learning methods and strategies (Chinese Studies)</p> <p><i>Lectures will introduce students to the main theories underpinning the various disciplinary approaches in use, and seminars will provide opportunities to deploy different methodologies appropriately. Studying the variegated cultures of a continent with which most students have some familiarity will naturally foster informed cross-cultural perspectives. Effective performance in lectures, seminars and assessments will depend upon the acquisition of practical skills 4 and 5.</i></p> <p>Assessment</p> <p><i>All skills will be assessed in all exercises, with skills 1, 2 and 4 emphasised in written work and skills 3 and 5 emphasised in seminar presentations.</i></p>
<p>C. Subject/Professional/Practical Skills (History)</p> <ol style="list-style-type: none"> 1. The ability to research topics using electronic and hard-copy sources; 2. The ability to make concise and structured presentations; 3. The ability to evaluate critically the range of historical sources, primary and secondary (including quantitative) data, and to present conclusions in a clear written form; 4. The ability to demonstrate good practice in the use of scholarly conventions (including citations and bibliography) and how this helps to communicate information. 	<p>Teaching/learning methods and strategies (History)</p> <p><i>Detailed guidance on each piece of coursework is provided in the relevant Module Handbook and supplemented by information in the History Handbook. This guidance is explicitly integrated into the seminar programme by tutors who set aside clearly defined times to ensure that expectations are fully understood and to answer questions from students. All students may see tutors on a one-to-one basis to discuss any aspect of teaching and learning.</i></p> <p>Assessment</p> <p><i>Assessment of written skills takes place through a variety of coursework ranging from short pieces (typically 1000-1250 words) such as book reviews and document analyses, through more conventional essays (c. 1500-3000 words) to extended essays and dissertations (c. 5000-10000 words).</i></p> <p><i>Oral skills are assessed at each Level, and also form part of the assessment for the Level 3 dissertation.</i></p> <p><i>At every Level, examinations (typically of three hours' duration), complement the coursework by requiring students to answer a range of questions independently and within a tightly specified time period.</i></p>

D. Transferable Skills and other attributes

<p>D Transferable skills and other attributes</p> <ol style="list-style-type: none"> 1. The ability to synthesise data and muster material effectively in order to present it 	<p>Teaching/learning methods and strategies (Chinese Studies)</p> <p><i>Skills 1, 2 and 5 will be taught mostly by example</i></p>
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- clearly and coherently in written form.
2. The ability to do likewise in the form of oral presentation.
 3. The ability to work autonomously under pressure and to meet deadlines.
 4. The ability to work co-operatively as a constructive team member.
 5. The ability to make competent use of a range of information and communications technology for gathering and managing information.
 6. Extract, process and present numerical information for a given purpose.
 7. Reflect on own performance and respond positively to feedback.
 8. Transfer knowledge and skills across different settings.

through the lecturers' use and provision of study-support materials (printed, audio-visual, electronic), and their personal performance in lectures and seminars. Skill 3 will be fostered by the requirement to manage and progress coursework assignments and to submit them on time. Skill 4 will be developed through regular seminar exercises requiring teamwork on, for example, textual study, research tasks, joint seminar presentations, etc. Skill 5 will be developed by the requirement to research assignments using Web-based and other electronic resources, to engage with UWE on-line and to submit all written coursework in word-processed format.

Assessment (Chinese Studies)

Skill 1 is explicitly tested in written assignments, both coursework and exams. Skill 2 is expressly assessed in seminar presentations. Skill 3 is implicitly assessed by the student's timely submission of coursework and completion of examination papers. Skills 4 and 5 are not formally assessed.

Teaching/learning methods and strategies (History)

Oral skills are developed in both assessed and non-assessed seminar work; written skills are developed through a wide variety of assignments. Students learn to formulate ideas in a limited time through preparing for seminar presentations and sitting examinations. Each piece of coursework has a prescribed word limit which students are obliged to observe. Most of a student's time is spent outside formal lecture and seminars, and all students are expected to undertake extensive reading for seminars and for coursework. They are also encouraged to follow their own interests to explore a range of other sources relevant to the modules chosen. Self-directed learning is encouraged from the outset. In some modules students are required to reflect and comment on discussions arising from their seminar presentation, thus demonstrating an ability to respond to comments from members of the group. The Faculty provides support for these teaching and learning methods through a series of workshops for essay writing skills and short courses in computing, while the Library provides not only induction courses but opportunities for more advanced users to develop the necessary skills. These are open to undergraduates and postgraduates following taught programmes of study.

Assessment (History)

Every module has at least two pieces of assessed, written coursework as well as a test under controlled conditions. With very few exceptions the latter counts for at least half of the marks. Many modules include an assessed

Section 4: Programme structure

Use next page to provide a structural chart of the programme showing:

- Level and credit requirements
- Interim award requirements
 - Module diet, including compulsory/core/optional modules

Summary of Modules Available for this Programme

N.B. Module codes are strictly provisional.

Level 1

UPUQME-30-1:	Introduction to Contemporary China
UPUQMF-30-1:	Identity and Social Behaviour in China and Introduction to Chinese
ANY	History Level 1 module
ANY	History Level 1 module

Level 2

UPUQQ6-30-2:	China in the 20 th century
UPUQQ9-30-2:	Language and Culture through Chinese media and film and Continuing study of Chinese
ANY	History Level 2 module (30 credits)
ANY	History Level 2 module (30 credits)
	<i>or</i>
ANY	Combination of 15 or 30 credit modules to be equivalent to above

Level 2L

UPLQ7F-120-P:	Placement (Chinese Studies)
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Level 3

UPUQSQ-30-3:	Business in Contemporary Chinese Society and Further Study of Chinese
UPUQSR-30-3:	The Chinese Diaspora
UPUQST-30-3:	China's Relations with the World
UPUQSS-30-3:	Chinese Studies Project
	History Level 3 module
	History Level 3 module
	<i>or</i>
UPHPKC-30-3	Dissertation in History
	History Special Subject module

ENTRY



	Compulsory modules	Optional modules	Interim Awards:
Level 1	<ul style="list-style-type: none"> • UPUQMF-30-1 Identity and Social behaviour in China + Introduction to Chinese 	<ul style="list-style-type: none"> • Students must take two of the History Level 1 modules on offer. A list can be obtained from the Faculty Administration Team 	<p><i>CertHE in Chinese Studies and History</i></p> <ul style="list-style-type: none"> • Credit requirements 120 (inc. 60 in other HA, min. 100 at level 1 or above) • Other requirements <i>Pass in Core module</i>
	<p>Core modules</p> <ul style="list-style-type: none"> • UPUQME-30-1 Introduction to Contemporary China 		

Level 2	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UPUQQ9-30-2 Language and Culture through Chinese Media and Film and Continuing study of Chinese 	<p>Optional modules</p> <ul style="list-style-type: none"> • Students must take two 30 credit level 2 History modules (or an equivalent combination with 15 credit and/or 30 credit modules) • If you wish to take UPHPKC-30-3 – History Dissertation at level 3 you must take UPHPGN-30-2 – The Theory and Practice of History at level 2 	<p>Interim Awards:</p> <p><i>DipHE in Chinese Studies and History</i></p> <ul style="list-style-type: none"> • Credit requirements 240 (<i>inc. 120 in other HA, min. 100 at level 2 or above, min. 120 at level 1 or above</i>) • Other requirements <i>Pass in Core module</i>
	<p>Core modules</p> <ul style="list-style-type: none"> • UPUQQ6-30-2 China in the 20th century 		
Placement Year	<p>UPLQ7F-120-P Placement Module Students combining this award with an award in Spanish, Business, History, Politics or ICC will be encouraged to take an optional year abroad/placement.</p>		
Level 3	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UPUQST-30-3 China's Relations with the World 	<p>Optional modules</p> <p>One from:</p> <ul style="list-style-type: none"> • UPUQSR-30-3 The Chinese Diaspora • UPUQSS-30-3 Chinese Studies Project <p>• Students must take either two of the History level 3 modules on offer. A list can be obtained from the Faculty Administration Team</p> <p>or</p> <ul style="list-style-type: none"> • UPHPKC-30-3 Plus one of the History special subject modules on offer. A list can be obtained from the Faculty Administration Team. Students taking this combination must have passed UPHPGN-30-2 	<p>Prerequisite requirements</p> <ul style="list-style-type: none"> • Minimum credit / module requirements - 240 • Pre-requisites: <i>None</i> • Other: <i>None</i>
	<p>Core modules</p>		<p>Awards: Target/highest title:</p> <ul style="list-style-type: none"> • BA (Hons) Chinese Studies and History <p>Credit requirements</p> <ul style="list-style-type: none"> • BA (Hons) – 360 • BA - 300

Section 5: Entry requirements – Chinese Studies

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

A & AS Levels - Normally Tariff Points within the range of 240-300

Advanced GNVQ – Level 3

Access Courses – Validated access course in appropriate subjects.

Baccalaureate – Chinese with between 66% and 70%. International with between 24 and 28 points.

Section 5: Entry requirements – History

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

A & AS Levels

- Normally Tariff points within the range of 200 – 300. AS General Studies is excluded from the points tariff range.
- Preference given to relevant subjects such as History, Theatre Studies, Media Studies, Arts, Social Science.

BTEC - An appropriate National Diploma with good standing and final year grades within the range 6 Merits – 4 Distinctions and 2 Merit.

Irish Highers – Passes with grades within the following range: BBB – ABBC.

Access Courses – Validated access course in appropriate subjects.

Section 6: Assessment Regulations

University Academic Regulations and Procedures 2008/2009

Section 7: Student learning: distinctive features and support – Chinese Studies

- *Students will have the opportunity not only to learn about China, including contemporary issues in the first year of study, but also to acquire some knowledge of Mandarin Chinese. Close tutorial support and supervision will be offered by staff.*

Section 7: Student learning: distinctive features and support – History

- *One week's Induction Programme for orientation, study skills, library and IT resources.*
- *Student Handbooks and Module Outlines.*
- *Learning Resource Web, including web links to extend the scope of Module Outlines.*
- *Staff / student ratios for teaching of 15:1.*
- *Extensive collection of primary sources on microfilm*
- *Dedicated office hours for all staff, student email system, trained counsellors for both pastoral and academic support.*
- *A wide range of teaching and learning strategies and an equally varied range of assessment modes across the award.*

Strong emphasis on the skills of the independent learner and researcher

Section 8 Reference points/benchmarks

Programme design has been informed by-

- *Subject Benchmark Statement – The QAA Benchmarks for Chinese Studies Section 9 Work-based and Placement Learning – September 2007*
- *UWE teaching and learning and assessment policies.*
- *UWE, Academic Registry: Approval of New Programmes and Award Routes: Guidance Notes to Programme Planners (2005/06).*
- *Staff research projects.*
- *QAA Subject Benchmarks for History*

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.