



Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from
The University of Sheffield

This programme specification covers the curriculum in **Chinese** for the following dual honours degree programmes and should be read in conjunction with the relevant programme specification for the second subject:

1. Programme Title		2. Programme Code	3. JACS Code
Chinese Studies and Business Management		EASU11	T100
Chinese Studies with Japanese		EASU13	T100
Chinese Studies with German		EASU16	T100
Chinese Studies with Spanish		EASU18	T100
Chinese Studies with Russian		LASU008	T100
Chinese Studies with French		EASU22	T100
Chinese Studies and History		EASU23	T100
Music and Chinese Studies		MUSU05	W300
4	Level of Study	Undergraduate	
5a	Final Qualification	Bachelor of Arts with Honours (BA Hons)	
5b	QAA FHEQ Level	Honours	
6	Intermediate Qualification(s)	None	
7	Teaching Institution (if not Sheffield)	Sheffield and Nanjing University (China)	
8	Faculty	Social Sciences and Arts	
9	Co-ordinating Department	East Asian Studies, apart from: Music (MUSU05), History (code tbc)	
10	Other Department(s) involved in teaching the programme	Music, Management School, History and the School of Modern Languages and Linguistics	
11	Mode(s) of Attendance	Full-time	
12	Duration of the Programme	Three years plus one year in China	
13	Accrediting Professional or Statutory Body	None	
14	Date of production/revision	January 2015, March 2026	

Dual Degrees

The University of Sheffield defines a dual degree as the independent study of two parallel subjects. Dual degrees offer students the flexibility to choose a programme of study that reflects their interests and gives the opportunity to develop detailed knowledge and key skills in two major subjects. Whilst the two subjects may be taught independently, they will complement, inform and illuminate one another. Where there are two programme specifications for dual degrees, one for each half of the programme, and students should refer to both documents for a full description of the whole programme. Where there are clear links between the two subjects, details will be included in Sections 15 and 20 of the programme specifications. However, there are some single programme specifications for dual degree combinations where there is a substantial degree of integration between the two subjects.

15. Background to the programmes and subject area

The **Chinese Studies** component of these Dual degrees embraces the languages, history, society and culture of China. China is playing and will play a major role in the world, whether from the point of view of economics, politics or culture. To a considerable extent, the central task of the world system in the twenty-first century will be the accommodation of the rising economic, political and cultural influence of China and Chinese.

The Chinese Studies component of these degrees is offered by the School of East Asian Studies, which was founded here at the University of Sheffield in 1963. Established originally as a Centre for Japanese Studies, the School has expanded over time, adding Centres for Korean Studies and Chinese Studies in 1988 and 1993 respectively. With a large number of research-active staff, who combine teaching with research at the frontiers of knowledge on subjects as diverse as business, economics, international relations, politics, film, identity, literature, migration and history, the School has grown to be one of the largest and most distinguished departments of its kind in the world. Its teaching, renowned nationally for its focus on contemporary East Asia, on the acquisition of practical language skills and on the use of social science methodologies, was rated 'excellent' in the most recent government-sponsored survey of teaching quality.

In the case of Chinese Studies, the School's programme seeks to bring students to a high level of expertise in the Chinese language, to give them a thorough grounding in Chinese culture, society and modern history, and to enable them to pursue in-depth study of major areas of the subject, according to their developing tastes and interests. These areas can include Chinese politics, history, business, identity, population or economics.

Graduates in languages have always been highly employable. The growing influence of China in the world means that they are becoming still more sought-after across the entire spectrum of careers in business, finance, administration, communications and education. A complementary knowledge of Business (including international business), History, Music or a modern European language broadens the range of graduate employability. More generally, there is a strong and growing need for the combination of analytical, cultural and linguistic expertise that our dual degree programmes in Chinese Studies, Business Studies, History, Music and modern European languages develop. In addition, the degree programmes help inculcate a wide range of generic skills, such as word-processing, internet usage, the use of audio-visual and other communicative technology, the giving of individual and group presentations, and other activities. These and a range of significant life-skills are further developed by the programme's study-abroad element, a year spent studying in China.

Further information is available on the websites of the School at <http://www.seas.ac.uk/>.

16. Programme aims

The Chinese Studies component of these programmes has the following general aims consonant with the Mission Statement of the University of Sheffield:

1. To provide high-quality teaching informed and invigorated by the research and scholarship of the School's staff and alert to the benefits of student-centred forms of learning which foster transferable analytical and communicative skills.
2. To provide for the acquisition of high-level practical Chinese language skills alongside a thorough awareness and understanding of the Chinese cultural context.
3. To sustain a culture of research and teaching that is able to foster the free pursuit of knowledge, the impartial analysis of values, and the acquisition of intercultural awareness, and of informed and professional attitudes towards China and Chinese.
4. To respond to the diversity of student interests by allowing where possible a degree of student choice within the Chinese Studies component of the programmes.
5. To widen access to Chinese Studies to the extent permitted by the intellectual and linguistic aptitudes which the programmes demand.
6. To enable students to maximise their potential in all aspects of their programme.
7. To assess students over a range of knowledge, understanding and skills, and to identify and support academic excellence.

17. Programme learning outcomes

Having successfully completed the Chinese Studies component of these dual degree programmes, a student will have acquired:

Knowledge and understanding:	
K1	A sound knowledge and critical understanding of the structures and usage of modern Chinese.
K2	A sound knowledge and critical understanding of key aspects of Chinese culture and society through study of the cultural products of those societies.
K3	A sound knowledge and critical understanding of the methodologies used to analyse language and culture.
K4	Some knowledge and critical understanding of China's history, society, politics, business, culture and economics (depending on the options chosen).
K5	Practical knowledge of contemporary life in China.

Skills and other attributes:	
S1	A high level of competence in writing and speaking modern Chinese.
S2	A high level of competence in understanding the written and spoken forms of modern Chinese.
S3	A high level of intercultural awareness, leading to a professional and informed attitude to the Chinese language and Chinese culture.
S4	Skills in acquiring, using, and critically evaluating information about Chinese language and culture gained from a variety of sources, including teachers, native speakers, newspapers, broadcasts, works of reference, and electronic sources.
S5	Some familiarity with primary and secondary source material, alongside a regard for the impartial analysis of values expressed therein.
S6	The ability to carry out individual study and research, and to participate in group activities such as seminars.
S7	Familiarity with bibliographic and research skills, including the use of Chinese in word-processing, e-mailing and on the internet.
S8	Further transferable skills, valuable for employment, including information gathering, general IT skills, the development of individual resourcefulness, analytical thinking, the ability to identify problems and ways of resolving them, the critical appreciation of Chinese source material, the ability to construct and sustain logical argument on the basis of such material, and the ability to present such argument clearly in both oral and written forms.

18. Teaching, learning and assessment

Development of the learning outcomes is promoted through the following teaching and learning methods:	
1. Induction procedures	at Level 1 include year-group orientation sessions, a China-specific Library induction session, University-wide IT induction, an initial tutorial of a pastoral nature, and the distribution of the School's <i>Student Handbook</i> , and a guide to essay writing.
2. Formal Lectures	are used in order to impart essential knowledge (K1-K5).
3. Seminars	, which may be either staff-led or student-led, are used throughout the programme for both language classes and modules devoted to culture, literature, history, politics, institutions, economics and business. Their use is extensive beyond Level 1 and is designed to reinforce information imparted through formal lecturing by allowing students to work through, analyse, understand and respond to that information. Seminars devoted to Chinese language acquisition may take the form of classes devoted to reading or listening comprehension, written and spoken language production, translation both from and into Chinese, or the teaching of formal grammar backed up by exercises and drills. In all cases the aim is to expose students to as much authentic material in Chinese as possible, both written and spoken. Language seminars may therefore be conducted partly in Chinese. Seminars thus contribute both to the achievement of knowledge and understanding (K1-K4) and to the development of key skills (S1, S2, S4, S5, S6, S8).
4. Independent study	is essential to the successful completion of the programme. New students are introduced to study skills through a Level 1 skills seminar in Registration week, information in the Student Handbook and through practical experience in Level 1 modules. The amount of independent study broadly expected for each module is clearly set out in the programme information, although it is recognised that this will vary from student to student. Independent study is generally geared towards the assimilation and further clarification of material

gleaned from lectures, preparation for seminars, preparation for written assessments, and the broader development of knowledge of the field of study. Independent study thus contributes to the development of all the programme learning outcomes but is especially important in refining skills S4-S8.

5. **The period of residence abroad**, during the second year of the programme, is spent at a leading Chinese university, currently Nanjing University. This year is essential for the acquisition of practical knowledge of life in contemporary China (K5). It provides unrivalled opportunities for creative contact with native speakers, for the sustained exercise and development of both productive and receptive linguistic skills to a level appropriate to embark upon final year study at level 3 (S1, S2), for the development of practical intercultural awareness to set alongside the theoretical awareness derived from the study of culture (S3), and for the development of personal resourcefulness and adaptability likely to enhance employability (S8). The assessment takes the form of examinations sat in Nanjing University, China.

Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:

Regular formative assessment – usually in the form of periodic tests or exercises designed to reinforce knowledge and skills such as vocabulary acquisition, language production (written and spoken), language comprehension (written and spoken), translation to and from the target language – is used at all levels to monitor carefully the student's progression through the core language programme and to pick up and rectify areas of potential weakness in linguistic competence (K1, S1, S2).

Summative assessment of target-language knowledge and skills uses a variety of methods, but common to all levels is the testing of a student's ability to demonstrate productive and receptive skills in both formal written examinations and continually assessed oral performance. Both examination and continuous assessment are used at Levels 2 and 3 of the core language programme.

Assessment of **modules in thematic subjects** (politics, culture, history, etc.) uses appropriate combinations of the following:

1. written examinations designed to test subject knowledge (K2, K4).
2. essay writing and project work designed to test subject knowledge, increasing autonomy in student learning, and the development of transferable skills (K2, K4, S3-8).
3. oral presentations designed to test organisational and communicative skills (S6, S8).

Progression to Level 2 is conditional upon a satisfactory report from Nanjing University on the student's year there.

19. Reference points

The learning outcomes have been developed to reflect the following points of reference:

Subject Benchmark Statements

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

Framework for Higher Education Qualifications (2008)

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.aspx>

University Strategic Plan

<http://www.sheffield.ac.uk/strategicplan>

Learning and Teaching Strategy (2011-16)

http://www.shef.ac.uk/lts/strategy/lts11_16

The research interests of the School's staff and the research strategies of the School of East Asian Studies

20. Programme structure and regulations

The Chinese Studies component of these Dual BA degree programmes is designed to equip students with the same level of linguistic competence as they would have acquired had they taken the single honours Chinese Studies degree programme. In addition, where the other half of the degree programme allows, students are able to take a module (20 credits) on some aspect of China's culture, society, politics, history, business and economy. Specifically, students must take the following:

- at **Level 1**, two core double Chinese Language modules (80 credits) plus modules in their other department on the Dual degree programme.

- **between Level 1 and Level 2**, a year spent at Nanjing University, China. This focuses on language study.
- **at Level 2**, two Chinese language modules (40 credits) and (where the other half of the degree programme allows) a 20 credit module on either China's modern history or its economy and business, or on Chinese society.
- **at Level 3**, two Chinese language modules (40 credits) and (where the other half of the degree programme allows) a 20 credit module on either China's business, society, or environment.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available on-line at <http://www.shef.ac.uk/govern/calendar/regs.html>.

21. Student development over the course of study

At **Level 1**, the programme requires the study of a core of language modules which develop skills in Chinese from beginner's level.

The **Year Abroad** is taken between Years One and Two. Students study at one of China's leading Universities, currently Nanjing University. The Year Abroad consolidates all language skills, promotes intercultural awareness and understanding, and develops self-reliance and confidence in the use of Chinese.

Level 2 entails:

(a) two compulsory Chinese language modules. These build on the Level 1 course and the Year Abroad, extending grammatical competence, exploring advanced translation, extending essay skills and oral competence.

(b) (where the other half of the Dual degree programme allows) an optional module, chosen from series of options on modern China. These introduce students to the methodologies required for the study of culture, politics and the other specialist fields covered, and develop critical and expressive skills, where possible this module will be relevant to the discipline of the partner department.

Level 3 repeats the pattern of Level 2 and requires the study of two Chinese language modules plus one option from a range of topics China. The language module builds on the advanced competence in areas of the written and spoken language gained in earlier study. The options, which are strongly focused on areas of staff research, are designed to deepen students' understanding of the specialist fields covered and of the methodologies the investigation of them entails, and to enhance further their analytical skills, their intellectual sophistication, and their abilities in written and oral expression.

22. Criteria for admission to the programme

Chinese is taught from beginner's level; no prior language knowledge is required. However, entry to the programme requires good results at A-Level or in an equivalent examination. Application should be made in the first instance to the School's Admissions Tutor at seas@sheffield.ac.uk (Tel. 0114 222-8400), or to the Admissions Tutor in the other Department involved in the dual Degree Programme (the Department of Music, the Management School, the Department of History or the School of Modern Languages and Linguistics).

Detailed information regarding admission to the programme is available at <http://www.shef.ac.uk/prospective/>

23. Additional information

For further information students are directed to the Departmental web pages at <http://www.sheffield.ac.uk/seas>. These contain full information on programmes and provide access to student handbooks.

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at the University of Sheffield can be accessed via our Student Services web site at <http://www.shef.ac.uk/ssid>.