



## 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**

1	<b>Programme Title</b>	East Asian Business
2	<b>Programme Code</b>	EAST03
3	<b>JACS Code</b>	T490, N120
4	<b>Level of Study</b>	Postgraduate
5a	<b>Final Qualification</b>	Master of Science (MSc)
5b	<b>QAA FHEQ Level</b>	Masters
6	<b>Intermediate Qualification</b>	PG Diploma (PGDip), PG Certificate (PGCert)
7	<b>Teaching Institution (if not Sheffield)</b>	Not applicable
8	<b>Faculty</b>	Arts & Humanities
9	<b>Department</b>	East Asian Studies
10	<b>Other Department involved in teaching the programme</b>	Management School
11	<b>Mode of Attendance</b>	Full-time
12	<b>Duration of the Programme(s)</b>	12 months (MSc, PGDip and PGCert are exit awards)
13	<b>Accrediting Professional or Statutory Body</b>	None
14	<b>Date of production/revision</b>	March 2014, September 2020, December 2022

### 15. Background to the programme and subject area

The economic, political and cultural significance of East Asia has increased dramatically over recent decades, in no small measure due to the rapid economic development which has occurred across the East Asian region. Emerging from the ashes of World War II, East Asia has shaken off the torpor of colonialism to become one of the most dynamic sectors of the world economy and the influence of this growth has been felt by business and economies across the globe. East Asia is no longer a peripheral part of the world economy. It lies at its core.

The growing significance of the East Asian region has been mirrored by the development of 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, identity, 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 was rated 'excellent' in the most recent government-sponsored survey of teaching quality.

One consequence of the expansion of the School is that it has allowed us to offer a wide-range of business and business-orientated modules, and this in turn has made it possible for us to offer an exciting and challenging taught **postgraduate degree in East Asian Business** which was launched in 1998. This degree offers a high quality and in-depth programme of study which concentrates on the theory and custom of business as practised across the East Asian region by indigenous and international companies. It spans the study of China, Japan and Korea, and it has a contemporary focus. The programme is structured in such a way that student study is focused on a core of applied East Asian business modules. In addition, students may choose to follow one of two pathways. The language pathway enables a student to acquire a basic knowledge of an East Asian language by taking language modules. The disciplinary pathway enables students, by taking disciplinary modules offered by the Management School of Sheffield University, to learn more about management theory and its applications. This combination of knowledge about East Asian business, combined with either language or disciplinary skills, in conjunction with the consistently high quality of the teaching, ensures that our Masters students are highly regarded by a wide spectrum of employers, including government, British and international business, schools and universities, newspapers and marketing and advertising agencies.

Further information is available from the School's website at <http://www.seas.ac.uk/>

## 16. Programme aims

*The programme in East Asian Business offered by the School of East Asian Studies has the following general aims consonant with the Mission Statement of the University of Sheffield:*

1. To provide high quality teaching at postgraduate levels that is informed and invigorated by the research and scholarship of its staff and alert to the benefits of student-centred learning that fosters the development of transferable analytical and communicative skills;
2. To promote the acquisition of practical business and language skills appropriate for the East Asian 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 awareness and informed and professional attitudes towards East Asian cultures and countries;
4. To respond to the diversity of student interests by allowing both the combination of East Asian Business modules with disciplinary modules offered by the Management School, and a level of student choice within East Asian Business;
5. To widen access to its programmes of study to the extent permitted by the intellectual and linguistic aptitudes which East Asian Business demands;
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 MSc in East Asian Business, a student will have acquired:

### Knowledge and understanding:

<b>K1</b>	A sophisticated knowledge and understanding of the development of East Asian political economy.
<b>K2</b>	An advanced knowledge and critical understanding of the structure, performance, custom and practice of contemporary East Asian business.
<b>K3</b>	A sound knowledge and critical understanding of the cultural and social context within which East Asian business operates.
<b>K4</b>	Some knowledge and understanding of an East Asian language or of management/business theory (depending upon the pathway selected).
<b>K5</b>	Some knowledge and critical understanding of key theoretical frameworks for understanding management and business practice as developed in western European and north American contexts (depending upon the options selected).

### Skills and other attributes:

<b>S1</b>	Advanced analytical and essay-writing skills.
<b>S2</b>	The capacity to make an oral presentation to a small group and to respond to questions.
<b>S3</b>	The ability to carry out individual study and research, and to participate actively in group activities such as seminars.
<b>S4</b>	Well-developed IT skills using one or more East Asian languages for word-processing, emailing and use of the internet (depending on the pathway chosen).
<b>S5</b>	Further transferable skills, valuable for employment, including information gathering, the development of individual resourcefulness, analytical thinking, the ability to identify problems and ways of resolving them, the critical appreciation of 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.
<b>S6</b>	The ability to carry out an extended piece of research based upon a critical appreciation of some primary and a wide range of secondary source materials.

<b>S7</b>	Competence in the productive skills of writing and speaking one or more East Asian languages and in the receptive skills of understanding written and spoken forms of one or more East Asian languages (depending on the pathway chosen)
<b>S8</b>	The ability to apply management theory, principles and tools in analyzing business issues and problems (depending on the pathway chosen).

## 18. Teaching, learning and assessment

### Development of the learning outcomes is promoted through the following teaching and learning methods:

- 1. Formal lectures** are used throughout the programme to impart essential knowledge (K1-K5 above). However, as befits an MSc programme, the main form of teaching and learning is via seminars.
- 2. Seminars**, which may be either staff-led or student-led, are used throughout the programme. The ability to give a seminar presentation, complete with either handouts or the use of overheads, is regarded as being an essential skill. Regular practice in giving seminars, on which written and oral feedback is provided by staff, allows students to acquire and develop their skills until they are proficient. Seminars are also designed to reinforce information imparted through lectures by allowing students to work through, analyse, understand and respond to that information. Seminars devoted to East Asian language acquisition may take the form of classes devoted to reading or listening comprehension, written and spoken language production, translation both from and into East Asian languages, 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 East Asian languages as possible, both written and spoken. Language seminars may therefore be conducted partly in an East Asian language. Seminars contribute both to the achievement of knowledge and understanding (K1-K5) and to the development of key skills (S1-S5, S7-S8).
- 3. Tutorials** are meetings arranged between a tutor and an individual student in order to clarify a particular problem experienced by that student in the understanding of material or in the process of preparation for a seminar or an assessment. Tutorials play an important role throughout the programme, playing a particularly important role in developing knowledge and understanding (K1-K5) and in the development of key skills (S1-S7).
- 4. Independent study** is essential to the successful completion of this postgraduate programme. 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. It is especially important for the completion of the 15,000 word dissertation completed during the summer months. Independent study thus contributes to the development of all the programme learning outcomes (S1-S8).

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

Progress through the East Asian Business programme is assessed by means of:

- 1. Formal written examinations.** A great deal of emphasis is placed on performance in examinations as a way of ensuring that the programme learning outcomes of the East Asian Business degree are achieved. These exams test analytical skills (S1, S5), language skills (S7) and the ability to apply management principles (S8) under time pressure, and ensure that students acquire a wide rather than a narrow understanding of East Asia by requiring them to study and revise the whole syllabus for any given module (K1-K5).
- 2. Assessed essays.** These are used to test the development of independent study, IT and transferable skills (S3-5), to assess the refinement of analytical skills (S1) and to assess the extent to which a student has acquired a more detailed understanding of a particular part of the syllabus than is possible in an exam (K1-K5).
- 3. A dissertation.** The dissertation assesses the ability of a student to successfully complete an in-depth piece of research using primary and secondary materials (S3-6), and their understanding of the particular topic chosen (K1-K5). It also allows them to demonstrate competence in an East Asian language (S7) and understanding of management theory (S8), depending on the pathway chosen.
- 4. Assessed student-led seminars.** These assess understanding (K1-K5), oral presentational skills (S2), and the independent study, IT and information-gathering skills needed to produce effective seminar handouts and content-rich presentations (S3-S5).
- 5. Oral examinations.** Summative assessment of language knowledge also uses one-to-one oral examinations. In addition, regular formative assessment – usually in the form of periodic tests or weekly 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 to monitor carefully the student's progression and to pick up and rectify areas of potential weakness in linguistic competence (K4; S7).

## 19. Reference points

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

The research interests of staff and the research strategy of the School of East Asian Studies;

Subject Benchmark Statements

<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

Framework for Higher Education Qualifications (2014)

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

University Strategic Plan

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

Learning and Teaching Strategy (2016-21)

[https://www.sheffield.ac.uk/polopoly\\_fs/1.661828!/file/FinalStrategy.pdf](https://www.sheffield.ac.uk/polopoly_fs/1.661828!/file/FinalStrategy.pdf)

## 20. Programme structure and regulations

The East Asian Business programme comprises in brief the following four elements:

- a **core** of business-orientated modules which focus on either comparing business practice in China, Japan and Korea (three modules) or country-specific business issues (three modules).

- **Other approved** modules covering politics, society and economics designed to broaden student understanding of the context within which business operates across East Asia.

- the choice of a **language** or a **disciplinary** pathway:

(1) **Language pathway:** this allows students to supplement their knowledge and understanding of East Asian business practice by studying an East Asian languages from scratch. Up to forty language credits (two language modules) may be studied if the language pathway is chosen.

(2) **Disciplinary pathway:** this allows students to supplement their knowledge and understanding of East Asian business practice by taking modules on principles of management offered by the Management School. Up to fifty credits (five Management modules) may be studied if the disciplinary pathway is chosen.

- a **dissertation or project** on some aspect of East Asian business or management. This comprises one third of the credits for the programme.

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.sheffield.ac.uk/calendar/regs>.

## 21. Student development over the course of study

The **first semester** builds upon the cognitive and scholarly skills acquired at undergraduate level. Lectures are available to ensure basic knowledge and understanding but students are encouraged to study independently. During the semester, students acquire a basic understanding of the political, social and cultural context within which East Asian business operates, and begin to develop an understanding of business custom and practice in individual East Asian countries. Those students following the language pathway follow a beginners' programme in an East Asian language designed to introduce the major structures of the language, to build vocabulary, and to develop elementary skills in the reception and production of both the written and spoken language. Those students following the principles pathway acquire more advanced analytical skills with specific application to management and business.

The **second semester** continues the process begun in the first semester. Student cognitive and scholarly skills are enhanced by practice, and by feedback on both essays submitted and examinations sat at the end of the first semester. Seminars are much more student-led than previously as students becoming increasingly confident, articulate and sophisticated in their presentation and analysis of challenging and complex East Asian business issues. Those students following the disciplinary pathway broaden their range of advanced analytical skills with specific application to management and business. Students taking the language pathway develop greater mastery of

and sophistication in productive and receptive language skills, including grammatical understanding, vocabulary building, translation, reading and writing skills, aural comprehension, and oral expression.

(Students may at this point exit the programme with a **Postgraduate Diploma** in East Asian Business if they so desire, provided that they have acquired 120 credits).

The **summer** months allows students the opportunity to bring together the knowledge, understanding and skills acquired in the previous two semesters to produce an in-depth study of some aspect of East Asian business in the form of a graduate research project. Working independently in groups students will be mentored through projects based on themes derived from staff research-led expertise.

## **22. Criteria for admission to the programme**

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

## **23. Additional information**

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>.