



## 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 Studies
2	<b>Programme Code</b>	EASU02
3	<b>JACS Code</b>	T300 (HECoS Code: 101271)
4	<b>Level of Study</b>	Undergraduate
5a	<b>Final Qualification</b>	Bachelor of Arts with Honours (BA Hons)
5b	<b>QAA FHEQ Level</b>	6
6a	<b>Intermediate Qualification(s)</b>	None
6b	<b>QAA FHEQ Level</b>	6
7	<b>Teaching Institution</b> (if not Sheffield)	Not applicable
8	<b>Faculty</b>	Arts & Humanities
9	<b>Department</b>	East Asian Studies
10	<b>Other Departments providing credit bearing modules for the programme</b>	None
11	<b>Mode(s) of Attendance</b>	Full-time
12	<b>Duration of the Programme</b>	3 years
13	<b>Accrediting Professional or Statutory Body</b>	Not applicable
14	<b>Date of production/revision</b>	October 2022, September 2023

### 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. This growth 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, 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.

The BA programme in East Asian Studies, launched in 1994, was made possible by the expansion of the School. The degree offers a high quality programme of study which covers a wide range of options in humanities and, especially, the social sciences. It spans the study of China, Japan and Korea, and it has a contemporary focus which distinguishes it from other Asian Studies programmes in the UK. The programme is structured in such a way that students may choose to supplement these country-focused modules with either disciplinary modules (in fields such as politics, business, English and European languages) or by studying one or more East Asian languages.

The breadth and diversity of the programme, in conjunction with the consistently high quality of the teaching, together ensure that our students graduate with both an in-depth knowledge of East Asia, and a range of language and disciplinary skills which have consistently appealed to a wide spectrum of employers, including government, British and international business, schools and universities, newspapers and marketing and advertising agencies. The degree has also served as a springboard from which students have gone on to study an East Asian language in more detail, confident in the knowledge that they have already acquired an up-to-date knowledge of the region as a whole.

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

## 16. Programme aims

*The programme has the following aims consonant with the Strategic Plan of the University of Sheffield:*

1. To provide high quality teaching 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 language skills alongside awareness and understanding of the appropriate East Asian cultural context;
3. To provide for the acquisition of an in-depth understanding of East Asian politics, culture, business, economics and society;
4. 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 informed, tolerant and professional attitudes to the countries and languages of East Asia;
5. To incorporate the student voice through the inclusion of student perspectives and contributions in all aspects of programme development and presentation;
6. To respond to the diversity of student interests by allowing both the combination of East Asian Studies with subjects offered by other Departments, and a level of student choice within East Asian Studies appropriate to that programme;
7. To widen access to its programmes of study to the extent permitted by the intellectual and linguistic aptitudes which the East Asian Studies programme demands;
8. To enable students to maximise their potential in all aspects of their programme;
9. To assess students over a range of knowledge, understanding and skills, and to identify and support academic excellence.

## 17. Programme learning outcomes

<b>Knowledge and understanding:</b>	
<b>K1</b>	A sound knowledge and critical understanding of the development of East Asia since the middle of the 19th century.
<b>K2</b>	A sound knowledge and critical understanding of East Asian history, culture and society.
<b>K3</b>	A sound knowledge and critical understanding of East Asian business, politics, economics, history and culture (depending upon the options selected).
<b>K4</b>	A sound knowledge and critical understanding of a variety of disciplinary approaches to the study and analysis of East Asia.
<b>K5</b>	A sound understanding of the importance of the different contributions made by a variety of disciplinary approaches and perspectives to the study and analysis of East Asia.
<b>K6</b>	A working knowledge of one or more East Asian languages (depending upon the options selected).
<b>K7</b>	Practical experience of an East Asian country.

<b>Skills and other attributes:</b>	
By the end of this programme a student will be able to:	
<b>S1</b>	Demonstrate a sophisticated level of intercultural awareness, derived from setting awareness of one's own culture against the study of East Asian culture and leading to a tolerant, professional and informed attitude to the East Asian region.
<b>S2</b>	Locate and acquire information about East Asia from a variety of sources, including teachers, native speakers, newspapers, broadcasts, books and works of reference, and digital sources in both English and one (or more) East Asian languages at beginners' level.
<b>S3</b>	Critically analyse and evaluate information about East Asia gained from primary and secondary sources, including. digital, archival, textual and fieldwork-based materials.
<b>S4</b>	Conduct individual study and research on, or in, East Asia, based upon a self-determination of their needs.

<b>S5</b>	Work collaboratively in small or large groups to plan study and research on East Asia, and carry out the resultant activities effectively and efficiently.
<b>S6</b>	Present the results of research or study on East Asia in writing appropriate to a range of audiences and contexts.
<b>S7</b>	Present the results of research or study on East Asia in spoken form.
<b>S8</b>	Utilise a range of digital and other technologies to support the conduct, analysis and presentation of research and study about East Asia.
<b>S9</b>	Apply qualitative methodological skills from the humanities and social sciences and understand common disciplinary approaches in the field of East Asian studies.

## 18. Teaching, learning and assessment

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

1. **A core academic year module** at Level 1 provides a linked combination of content and skills training to: enable students to make the transition from school to university education; understand and reflect on the purposes of different types of teaching and learning activities (S4); and develop core academic skills in information and digital literacy (S2); critical thinking (S3); and academic writing (S6). This will be linked to pastoral and personal tutoring, individually and in groups to develop understanding of peer-learning and peer-support (S5).

2. **Formal lectures** are used throughout the programme to impart essential knowledge (K1-K6).

3. **Seminars**, which may be either staff-led or student-led, are used throughout the programme. The ability to give a seminar presentation, both individually and in groups and utilising a range of media options, is regarded as being an essential skill. To that end, training in seminar presentation and group work is integrated into thematic modules at Level 2, and modules incorporate student-led seminars from that point onwards. Regular practice in giving seminars, on which feedback is provided by staff, allows students to acquire and develop their skills until they are proficient (S7).

Seminars are also designed to reinforce information imparted through lectures by allowing students to work through, analyse, understand and respond to that information (S3). Seminars devoted to language acquisition (if language options are chosen) may take the form of classes devoted to reading or listening comprehension, written and spoken language production, translation both from and into an East Asian language, 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 the chosen language as possible, both written and spoken. Language seminars may therefore be conducted partly in an East Asian language. Seminars thus contribute both to the achievement of knowledge and understanding (K1-K6) and to the development of key disciplinary skills from the humanities and social sciences including digital, archival, textual and fieldwork-based analyses (S1-S9).

4. **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, but they are especially important at Level 4, when students are engaged in a piece of extended research which culminates in the writing of a dissertation. By means of discussion and staff feedback on drafts of the dissertation, Level 4 tutorials in particular play a crucial role in developing knowledge and understanding (K1-K4) and in the development of key disciplinary skills from the humanities and social sciences including digital, archival, textual and fieldwork-based analyses skills (S1-S9).

5. **Independent study** is essential to the successful completion of the programme. New students are introduced to study skills through: focussed introduction to a progression of skills in the core academic year module, reinforced by explicit linking to assessment and practice in other 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, the broader development of knowledge of the field of study, and reflection on, and identification of, individuals' own learning and development needs. Independent study thus contributes to the development of all the programme learning outcomes, but is especially important in refining skills S1-S9. It is also crucial for the completion of project work, including the final dissertation.

6. **Fieldwork:** a period of fieldwork, spent in an East Asian country, is designed to: provide practical

experience of East Asia (K6); provide an opportunity develop East Asian language competence (where that language has been chosen) (K4); develop critical understanding of aspects of East Asia previously studied (K3); and through structured group and individual activities develop other disciplinary skills from the humanities and social sciences including digital, archival, textual and fieldwork-based methods skills (S5-S9).

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

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

- written examinations designed to test subject knowledge (K1-K6);
- essay writing to test subject knowledge (K1-K4), information literacy (S2), critical and analytical thinking (S3), and academic writing and argumentation (S6);
- project work designed to test subject knowledge and skills development across the entire programme and allow for autonomy in student learning (K1-K6, S1-9). Project work is broadly defined to include the production of a range of written, oral and media materials, or combination of these and incorporates key disciplinary skills from the humanities and social sciences including digital, archival, textual and fieldwork-based analyses;
- presentations, both individually and in groups, designed to test organisational and communicative skills; and develop group working and peer-support (S4, S5, S7, S8);
- a level 3 dissertation assesses the ability of a student to successfully complete an in-depth piece of research using primary and secondary materials, the application of key disciplinary skills from the humanities and social sciences including digital, archival, textual and fieldwork-based analyses (S2, S3, S4, S6, S8, S9), and their understanding of the particular topic chosen (K1-K5).

Where language is chosen:

- Summative assessment of language knowledge 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 at all levels to monitor carefully the student's progression and to pick up and rectify areas of potential weakness in linguistic competence (K6).

## 19. Reference points

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

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

The Sheffield Graduate Attributes

<https://www.sheffield.ac.uk/sheffieldgraduate/studentattributes>

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 Vision and Strategic Plan

<https://www.sheffield.ac.uk/vision>

## 20. Programme structure and regulations

The programme offers a range of social science, humanities and language modules, and 120 credits worth of modules need to be completed each year. Specifically, the programme comprises the following:

At Level 1, the core academic year module providing East Asian Studies content and skills training (20 credits); four critical reading modules based on the assimilation, analysis and interpretation of a focussed body of literature in the Chinese, Japanese or Korean social sciences or humanities plus unrestricted modules (20 credits) from inside and/or outside the Department.

Students may use their unrestricted modules to take East Asian Language options. In this way, students are able to combine their knowledge of East Asia with a basic knowledge of one or other East Asian language, perhaps with a view to taking a Master's degree with a language focus or by way of preparation for a year spent living in an East Asian country.

At Level 2, students must choose two of four approved 20 credit modules on *Gender and Identities in East Asia*, *Mass Culture, in Twentieth Century East Asia*, *Digital East Asia*, and *East Asian Cinema*. In addition, students will have the opportunity to take the optional 20 credit East Asian Fieldwork module involving a visit to an East Asian country to experience the environment and society first-hand, and conduct a range of learning activities – this module will have limited availability and students will be allocated at departmental discretion according to engagement and achievement criteria. Students will choose modules to the value of 60 credits chosen from the range of modules offered by the Department which cover the political, social, historical and cultural features of modern and contemporary China, Japan and Korea. Students will also have 20 Guided Module Choice credits which can be used to study an East Asian language, modules offered outside the Department or further China/Japan/Korea-related options.

At Level 3 students will take 80 credits from a range of modules offered by the Department focussing on the current research activities of Department staff, and write a 40 credit dissertation on a topic of their choice.

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/>.

## 21. Student development over the course of study

At **Level 1** the programme provides a core academic year module designed to aid the transition from school to university, introduce the study of East Asia from a variety of perspectives and provide a spine of training in key academic skills. This is reinforced by a choice of critical reading to provide an initial disciplinary perspectives, enable students to gain a broad knowledge of key aspects of East Asia and reinforce the skills training from the material covered in the core module. A key feature of the year will be four gatherings, at the beginning and end of each semester, when students will gather in personal tutor groups with students from other levels to share and reflect upon the content, experience and learning outcomes of the programme as a whole. These latter are designed to provide students with an overview of the full range of topic areas which make up the discipline as conceived by the Department and nationally, to enable them to make informed choices for the future course of their studies, and their own individual skills' development needs. For those students wishing to take the language pathway, non-specialist language courses are available at Level 1. These may be taken as unrestricted modules, assume no prior knowledge and thus allow students to begin the study of an East Asian language from scratch.

**Level 2** develops the perspectives acquired at Level 1. The core modules on *Gender and Identities in East Asia* or *Mass Culture and Digital Society in East Asia* will provide students with a solid grounding in disciplinary approaches and methodologies used for answering questions about East Asia, while the options introduce students to further disciplinary approaches required for the study of history, politics and the other specialist fields covered and relate these to Area Studies, further develop their critical and analytical skills; and provide training in key academic and transferable skills such as presentation and group working. Fieldwork provides first-hand experience of East Asia, and develops skills in working in international and different cultural settings. A key feature of the year will be four gatherings, at the beginning and end of each semester, when students will gather in personal tutor groups with students from other levels to share and reflect upon the content, experience and learning outcomes of the programme as a whole. These latter are designed to provide students with an overview of the full range of topic areas which make up the discipline as conceived by the Department and nationally, to enable them to refine their choices for the future course of their studies, and their own individual skills' development needs. The non-specialist language modules build on the foundations laid at Level 1,

allowing students to become increasingly confident and fluent in their oral and written use of their chosen language, and able to read and understand a wide range of native language material.

**Level 3** builds on all the previous levels of the programme. The options, which are strongly focused on areas of current 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. Students also write a dissertation on an East Asia-related topic, to enable them to develop experience in designing, conducting and writing up an extended piece of research. A key feature of the year will be four gatherings, at the beginning and end of each semester, when students will gather in personal tutor groups with students from other levels to share and reflect upon the content, experience and learning outcomes of the programme as a whole. These latter are designed to reflect on their personal and academic development throughout the programme, provide peer support and advice to students at earlier stages of the programme, refine their choices of post-graduation destination, and reflect upon their continuing development needs.

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

Entry on to the programme beyond Level 1 is normally subject to satisfactory completion of a period of study equivalent to Level 1 and is at the discretion of the School of East Asian Studies. Application should be made in the first instance to the School's Admissions Officer.

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>.