Please read this Handbook in conjunction with the University’s Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
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1. Welcome to the course

I would like to wish you a warm welcome to the University of Central Lancashire’s School of Language & Global Studies. We’re delighted that you have chosen to study here with us and we look forward to working with you over the coming year and beyond. The start of any new academic year or a new term is an exciting time and a chance for you to renew your enthusiasm for your specialist subject and to reflect on how you can get the best out of your time at University – of course, there are plenty of people on hand to help you with this.

We are proud of the research members of the teaching team undertake, much of which is of international standing and has a real impact of the lives of communities around the globe. As you go through your studies you will become familiar with some of this research via your classroom sessions and tutorials and, more importantly, we hope you will help us develop that research. Staff in the School are also recognised as Fellows in the national Higher Education Academy, we have a list of national and institutional award winners for our work with student support and curriculum development. We constantly strive to improve the quality of the courses we offer and to enhance the experience of our students; we value the feedback we get from you, employers, our business partners and our alumni which helps us to ensure that you have a course which is current, relevant and of the highest quality.

As you work with us, you will find our school is a thriving learning community which offers a range of innovative courses related to language, literature and intercultural communication which equips you with up-to-date knowledge of your specialism alongside real-world skills you can use to help you get ahead in the world of work. We are also involved in many exciting projects, and work with partner institutions around the world and regularly offer visits, internships and placement opportunities to our students – indeed as you walk the corridors of our buildings you will see recent graduates working alongside us in their role as interns and helping us develop our School.

This Handbook contains important advice and reference material intended to help you understand what happens on your course and in the School, and to help you learn and develop good study practices. A major purpose of the Handbook is to introduce you to the kind of learning experience you can expect during your time here. For example, we explain our approach to learning and teaching, the learning outcomes you should be able to demonstrate, and regulations on assessment. There is also detailed information on the content of each individual module and some general guidance on how to approach your studies here.

You might find that the way we do things here is different in some respects to your previous experiences in educational institutions. You should therefore read through the Handbook now and keep it in a safe place for reference throughout your studies. You will also be able to retrieve updated versions of the information in the Handbook electronically throughout the course on your course webpages or your virtual learning environment.

Here we are a multinational team comprising support staff, lecturers, language assistants, researchers and in excess of 1000 students from about 30 countries. We encourage you to take advantage of all the opportunities available to develop a global perspective on life which will stand you in good stead for your career. You’ll find that there are a lot of academic and social activities organised in the School which are aimed at motivating you to develop this
You should remember that the benefit you derive from your study and social programme in Preston depends very much on the amount of effort you put into them. If you would like to build up the kind of additional experience which employers look for and have something interesting and different to put on your CV, now is the time to start. Your Academic Advisor or your Student Engagement Assistant can help you plan out goals at the start of each year to make sure that you have a CV and skills set which stands out.

We'd rather you thought of yourself as an active working member of the School community than simply a student. To be truly effective, Higher Education has to be a participative process, and your input in teaching sessions, your debates with your peers and lecturers are examples of how you can co-create knowledge and work collaboratively with your lectures. Staff in the School will provide the infrastructure, shape the process and tell you how you're doing, but the only person who can learn and succeed is you!

We hope that you will derive stimulation and enjoyment from this course and that in years to come, you will look back on your time spent at the University of Central Lancashire as professionally, intellectually and personally enriching.

On behalf of all staff in the School – a warm welcome.

Dr Daniel Waller
Head of School

Welcome to the course from the course leader.

The entire team welcomes you to this innovative MA in North Korean Studies that offers the only Master's level course in this subject outside of the Korean Peninsula. Your tutors bring their experience of teaching and research in Social Sciences to help create and frame a rigorous and analytical approach to the subject. We are certain that you have made a good choice in joining the School and I would like to underline that both myself and the other members of the course team are here to guide and support your learning throughout the duration of your studies at UCLan.

We wish you every success in your studies.

Dr Sojin Lim
Course Leader, MA in North Korean Studies
1.1 Rationale, aims and learning outcomes of the course

The MA North Korean Studies provides the only dedicated Master’s degree in this subject area outside South Korea. Uniquely, the MA embeds the learning and teaching in a graduate introduction to social science philosophies and methods. The course introduces students to a wide range of materials on the society, economy, politics, international relations and development cooperation dynamics in North Korea and is founded in the development of critical analysis of these materials.

The course leader, Dr Sojin Lim, is a leading scholar whose publications provide various policy implications and approaches for institutional development of the states, including North Korea. The MA is taught by staff from across UCLan’s Asia Pacific Studies and Korean Studies team, including from the International Institute of Korean Studies and the Northern England Policy Centre for the Asia Pacific, which works within a global network of influential academics, diplomats, journalists and public policy officials who work on North Korea.

The course will provide students with a comparative advantage in journalism, diplomacy, international organisations, NGOs, and global business of gaining knowledge and expertise, not just on North Korea, but in the international relations of East Asia, which is the motor force of the world economy yet also contains some of the globe’s pressing issues such as fragile states and accountable institutions, and divided nations. At the same time, the course will provide an opportunity to explore a paradigm shift from the way we look at South-North relations.

Students graduating from this course will have developed knowledge, analytical skills and, where relevant, Korean language skills. These skills will equip students to work in a number of employment sectors dealing with international affairs. The strong support from policy makers in the UK and the world for MA North Korean Studies at UCLan will also bring networks to our students that will facilitate employability prospects. The MA is designed so that on completion, the student will have studied relevant subjects and made the necessary preparation for doctoral research.

The MA in North Korean Studies has distinctive strengths:

- Modules are taught by staff who are research-active and whose work is internationally recognised through citation, request for policy advice and inputs from governments and international organisations throughout the world, and the global media
- The MA offers the only dedicated master’s programme in North Korean Studies outside of the Korean Peninsula
- The MA focuses on the development of rigorous research skills
- We place great emphasis on student-centered learning, which involves you in becoming aware of, reflecting on and evaluating your own achievements
- The MA provides a strong foundation for further research as it provides a good grounding in research preparation and methodology. This is vital for anybody who may wish to consider exploring the field further at MPhil or PhD level
- The MA provides a stimulating blend of theory and policy: you will be encouraged throughout to explore the relationship of theory, policy and practice.
Given this context, the aims of the course are:

- To widen and deepen students’ understanding of major issues, developments and discourses about the history, international relations, politics, economy, society, and development of the North Korea
- To raise students’ awareness of, and commitment to, the significance of theoretical approaches, critical evaluation and contextualisation in undertaking research and policy on North Korea
- To increase students’ ability to plan, project-manage and implement a major, original, research project on North Korea, while incorporating cross-cultural sensitivity and international perspectives
- To enhance students’ critical, analytical, presentational and organisational skills with regard to research-based activity
- To equip students with the skills, knowledge and processes required to undertake an advanced research-degree in North Korea.

In terms of specific learning outcomes, at the end of the course you will be able to demonstrate:

- A critical engagement with the major historical, theoretical and policy literature that seeks to explain and understand the history, politics, society, economy, and development of North Korea, fragile states and divided nations
- A critical evaluation of a variety of historical, analytical and international perspectives of commentators on North Korea, fragile states and divided nations
- A critical analysis of the importance of terminology and vocabulary that is used to inform discussion, policy development and ‘common knowledge’ about North Korea, fragile states and divided nations
- A critical examination and original insight into issues at the forefront of debates about North Korea, fragile states and divided nations, such as nuclear weapons, human rights, humanitarian assistance, economic marketization, development, accountable institution, and disputes, violence and conflict
- Critical analytical skills that are transferable to all kinds of research in academia and employment
- A good understanding of scientific research methods including the ability to select valid and reliable methods of data collection and demonstrate critical evaluation of their application and limitations.

The design of the course has been benchmarked against the standards set out by the Quality Assurance Agency (QAA).

1.2 Course Team
The course leader, Dr Sojin Lim, is responsible for the management of your course. Please contact Sojin if you have any general queries about the course or if you are unclear about whom to contact for a specific issue.
Each module has a module leader who is responsible for that module. Please contact your module leader for any module-specific or assignment-related questions. Every student is also assigned an academic advisor.
Some staff work part-time and some days your tutors may work from home. Hence, it is normally best to contact tutors via email in the first instance. If you wish to speak with your tutor, please contact them to arrange a convenient time for an online meeting or telephone call.
If you have any queries relating to the course as a whole, do not hesitate to contact the Course Leader.

1.3 Expertise of staff
All of the course team are research active members of staff. Their expertise includes history, anthropology, society, culture, international relations, political economy of North Korea, international relations and politics within East Asia, and linguistics of Korean language.

1.4 Academic Advisor
You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details
Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm, Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.
The Hub for the School of Language and Global Studies is:

**Computing and Technology Building**
telephone: 01772 891994/891995
eemail: CandTHub@uclan.ac.uk

Other Hubs are:

**Allen Building** Medicine Dentistry
telephone: 01772 895566
eemail: AllenHub@uclan.ac.uk

**Brook Building**
Community Health and Midwifery, Nursing Health Sciences
Social Work, Care and Community
technphone: 01772 891992/891993
eemail: BrookHub@uclan.ac.uk

**Harris Building**
Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
technphone: 01772 891996/891997
eemail: HarrisHub@uclan.ac.uk

**Foster Building**
Forensic and Applied Sciences Pharmacy and Biomedical Sciences Psychology
Physical Sciences
technphone: 01772 891990/891991
eemail: FosterHub@uclan.ac.uk

**Greenbank Building**
Sport and Wellbeing Management Business
technphone: 01772 891992/891993
eemail: GreenbankHub@uclan.ac.uk
1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

We normally try to answer emails within 3 working days but some of your tutors work part-time and hence it may take longer to receive a reply. Tutors will inform you of their normal working days and when they will be taking leave.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly.

The External Examiner for the MA North Korean Studies is Dr Virginie Grzelczyk, Senior Lecturer – Aston University. The External Examiner’s course report will be made available to you via Blackboard each year.

The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

2. Structure of the course

2.1 Overall structure

This is a full-time/part-time degree course. Full-time students are expected to complete in one year, while part-time students are expected to complete in two years.

MA in North Korean Studies

To be awarded the MA in North Korean Studies you will need to complete 7 full modules carrying 180 credits in total. Detailed descriptors for each module are available on the UCLan website.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits.

- All student must take the 60-credit Dissertation.
- For optional modules, 60 credits must be taken from KO4010, KO4011, KO4012, KO4013 or KO4014.
- Modules are shown below.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KO4900</td>
<td>North Korean Studies Dissertation</td>
<td>60</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
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<td>--------</td>
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<tr>
<td>KO4010</td>
<td>Explaining Inter-Korean Relations</td>
<td>20</td>
</tr>
<tr>
<td>KO4011</td>
<td>North Korea: History, Politics and International Relations</td>
<td>20</td>
</tr>
<tr>
<td>KO4012</td>
<td>North Korea: Economics and Society</td>
<td>20</td>
</tr>
<tr>
<td>KO4013</td>
<td>Development in Fragile States and Accountable Institutions</td>
<td>20</td>
</tr>
<tr>
<td>KO4014</td>
<td>Divided Nations: Disputes, Violence, and Conflict</td>
<td>20</td>
</tr>
<tr>
<td>AI4101</td>
<td>China-Japan-Korea Trilateral Relations</td>
<td>20</td>
</tr>
<tr>
<td>AI4102</td>
<td>Globalisation and Economic Development in the Asia Pacific</td>
<td>20</td>
</tr>
<tr>
<td>AI4103</td>
<td>Historical Transformation in the Asia Pacific</td>
<td>20</td>
</tr>
<tr>
<td>AI4104</td>
<td>Political Changes and Social Movements in the Asia Pacific</td>
<td>20</td>
</tr>
<tr>
<td>AI4106</td>
<td>East Asian Philosophy and Thought</td>
<td>20</td>
</tr>
<tr>
<td>AI4107</td>
<td>Critical East Asian Cinema Studies</td>
<td>20</td>
</tr>
<tr>
<td>KO3003</td>
<td>Korean Language for Academic Purpose</td>
<td>20</td>
</tr>
<tr>
<td>KO4401</td>
<td>Upper-advanced Korean</td>
<td>20</td>
</tr>
<tr>
<td>TR4002</td>
<td>Theory of Interpreting and Translation</td>
<td>20</td>
</tr>
<tr>
<td>TR4008</td>
<td>Professional Business Skills</td>
<td>20</td>
</tr>
<tr>
<td>TR4071</td>
<td>Diplomatic Service &amp; International Organisations</td>
<td>20</td>
</tr>
</tbody>
</table>

### 2.3 Course requirements
At least 180 credits need to be successfully completed in order to gain the qualification. The pass mark for each module is 50%.

### 2.4 Module Registration Options
 Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules/combinations available and you will both agree on the most appropriate (and legal) course of study for you.

However, as this is a one-year course, progression is not relevant to your studies and you do not need to be concerned with this.

### 2.5 Study Time
#### 2.5.1 Weekly timetable
A timetable will be available once you have enrolled on the programme, through the student portal.

#### 2.5.2 Expected hours of study
20 credits is a standard module size and equals 200 notional learning hours. The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.
If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Please also note that the University has a student attendance monitoring (SAM) system and you will be asked to enter your details on SAM when you attend classroom based teaching. You must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning
3.1 Learning and teaching methods
If you have studied in an institution overseas, you may well find that there are some quite significant differences between our approach to teaching and learning and what you have been used to in the past. You will find therefore you will need to understand our expectations about teaching and learning.

Our teaching approach is primarily in a workshop style. That is, you will find that there are a lot of discussion and problem-solving activities, in which you are expected to take a full and active part. Occasionally, you may also be asked to prepare and lead parts of a class yourself, either individually or together with fellow-students. Underlying this is our firm belief that active participation, questioning and debate is a better way of learning than a one-way mode communication based purely on transferring information. Learning at this level is therefore not simply concerned with the passive acquisition of facts and information, but the development of critical thinking and analytical skills, both in terms of what you read and in relation to your own assumptions and practice.

In our learning environment you will spend a significant amount of your time reading. Some of your reading will be guided by the reading lists you are given for each module, but some will be undertaken on your own initiative.

You should see reading, too, as much more than an activity which enables you to transfer information and ideas from the page to your head. If you think of reading in the wider academic context, it is in fact very much like taking part in a debate or discussion: you listen respectfully to what others have to say – that is, the writers whose work you read, your tutors and fellow-students – but you also make your own contribution. Your contributions, like those of others, are not simply your opinions or anecdotes from your experience, but things you have thought about, backed up with arguments and evidence. And, as in any proper debate or discussion, you don’t simply take what everybody else says at face value – you weigh it up and evaluate it critically, try to identify the underlying principles and assumptions, ask yourself if there are exceptions or counter-arguments,
and so on. You can expect that others will question your contributions in the same way, and your understanding of the issues will be all the deeper for it.

In studying at postgraduate level, then, you should bear three things in mind, each of which may seem unusual at first and may take a while to get used to:

- You should not believe that, simply because something has been published in a book or journal, it is necessarily ‘true’ in the sense that the arguments or opinions cannot be questioned
- You should also take that attitude towards what your tutors say – that is, we want you to critically evaluate what we say as well as what you read
- Nobody is interested in your unsubstantiated ‘opinions’. You have opinions when you start the MA – what you will develop through doing the course is *arguments based on knowledge as well as, importantly, the ability to differentiate between personal opinion and scientific knowledge.*

If at first you do find our way of teaching unusual, please bear with us for a while and we are sure you will come to appreciate both that you learn more in the long run and that you learn more deeply through this learner-centred approach.

In summary, the essential skills we would like you to develop by the end of the programme are the following:

- Self-motivation and autonomy
- Innovation and flexibility
- Critical analysis and evaluation
- Practical problem-solving and decision-making
- Reflection and self-analysis
- Planning and organising
- Interpersonal and team-working skills
- An understanding of culture and cultural contexts

Through these skills we promote a student-centred approach to teaching and learning on the course. You are encouraged to share responsibility for your own learning and to acquire skills in understanding how to learn. You are encouraged to criticise, present and defend your own arguments and to take an active role in monitoring and evaluating your own learning.

### 3.2 Study skills

Study skills are an important part of postgraduate life. We take this seriously especially since many of you may be international students studying in a second language during this course. It is important that you understand how we expect you to study and produce academic work in a UK university. For this reason we give time to study skills in every module. These include:

- Academic writing skills
- Critical reading and thinking skills
- Giving oral presentations
- Personal development planning (PDP)
- Reading and note-making
- Referencing and plagiarism

*Study Skills - ‘Ask Your Librarian’*
You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"
"I need to find research articles, where do I start?"
"How do I find the Journal of ...?"
"How do I use RefWorks?"

You will also have access to WISER, the University’s dedicated study skills support unit. Wiser provides an eLearn module which also gives help for postgraduate students. For more information about Wiser you can also contact them via e-mail at: wiseraccess@uclan.ac.uk.

These resources can be found at:

WISER  https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1
LIS  https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1

3.3 Learning resources
3.3.1 Learning Information Services (LIS)

The best place to start when exploring the Library resources available to you is;
• Your ‘Subject Guide’ can be found in the Library Resources
• Your ‘My Library’ tab in the Student Portal
• Library search

Our library subject support officer in LIS is Andrea Evans.

3.3.2 Electronic Resources
The course makes full use of the University’s eLearning web support tools, which are used across all of the modules. Resources available will include some recommended readings, learning materials and other resources. Learning materials will be updated as appropriate, although in some cases there are reasons why material is posted only after individual class sessions.

How to Access eLearn (Blackboard)

Below are the basic instructions for how to access eLearn:

1. go to the university home page (www.uclan.ac.uk)
2. click on the student lobby link
3. click on my institution link

Once you are logged in you will see the courses for which you are registered and can explore the materials and the information presented there. You can also leave messages for tutors or chat with other students on the course using the conference chat rooms. You
will also become familiar with a range of additional tools and functions used by your tutors.

### 3.4 Personal development planning

Personal Development Planning (PDP) is a mechanism to help you reflect on your learning, your performance and your achievements in order to help you plan for personal, educational and career development. It is embedded in the teaching and assessment of the modules.

Strategies for enhancing skills for academic, personal and professional development are identified with your tutors and explicitly taught in compulsory modules and several of the other modules (as relevant). You will meet regularly with your Academic Advisor and PDP will form a focus for discussion, with an emphasis on academic development.

It is the intention that through the PDP process you will understand how to learn so you can set yourself clear goals and take responsibility for some of your own learning. It is essential that you use PDP to think about the areas of study which you feel are difficult for you, set your goals to overcome them and how you are progressing.

### 3.5 Preparing for your career

Your future is important to us. The Careers Service offers a range of support for you including:

- Career and employability advice and guidance appointments
- Support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- Workshops, seminars, modules, certificates and events to develop your skills
- Daily drop in service available from 10.30am-3pm for CV checks and initial careers information.

For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

It’s your future: take charge of it!

**In addition to the teaching skills and teaching knowledge base that the MA North Korean Studies provides, the course also aims to develop:**

- Good communication skills in written and spoken mode
- Ability to reflect on your actions and evaluate your performance
- Good time management skills
- Ability to plan and set objectives
- Good IT skills
- Higher order critical thinking skills

### 4. Student Support

As previously mentioned, you will be allocated an Academic Advisor. In the first instance, you should firstly approach your module tutor if you require specific academic guidance or support. If the matter is of a more general nature, then you should consider discussing the matter with your Academic Advisor who will be able to direct you to the most appropriate person or service.

Your Academic Advisor is available to support and advise you as well as to direct you to central services around the University as required. You may also seek support from
the Course Leader, Dr Sojin Lim (SLim4@uclan.ac.uk), and your individual module
tutors throughout your studies.

The <i>i</i>, based in the library, is a central Student Information Centre and your first point
of contact. You can obtain information on a wide range of topics including student
administration such as Council Tax and letters to verify your status. The 'i' can also direct
you to the right place to find information on Scholarships, Counselling, Student Finance,
Mentoring, Studying Abroad, Disability Advice, Independent Academic Advice,
International Advice, Multi Faith Centre, Pre School Centre, Medical Centre and general
life in Preston.

Information on the support available is at: https://www.uclan.ac.uk/students/

4.1 Academic Advisors
Every student is allocated an Academic Advisor whose role is to provide
academic support and pastoral guidance; yours will be a tutor from within
the School. If you are unsure please ask your Course Leader. The
Academic Advisor will be your first point of contact if you wish to discuss
any problems or issues (academic or not) which you are faced with while
at the University of Central Lancashire.

Your Academic Advisor will listen to your problem and then advise you as best they can on
how to resolve it. As we are academic experts we might need to set up an appointment for
you with someone else who is better equipped to help you such as Student
Accommodation, Student Services etc. A further role of your Academic Advisor is to give
guidance on how to develop and implement your Personal Development Plan (PDP). The
following section gives you further information on this. The School has produced a guide
for you to read about the role of the Academic Advisor and you can download it from the
Home area of eLearn for this course.

4.2 Students with disabilities
If you have a disability that may affect your studies, please either contact the Disability
Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as
possible. With your agreement information will be passed on to the Disability Advisory
Service. The University will make reasonable adjustments to accommodate your needs
and to provide appropriate support for you to complete your study successfully. Where
necessary, you will be asked for evidence to help identify appropriate adjustments.

4.3 Students' Union
The Students' Union offers thousands of volunteering opportunities ranging from
representative to other leadership roles. We also advertise paid work and employ student
staff on a variety of roles. You can find out more information on our website:
http://www.uclansu.co.uk/.

5. Assessment
Please note that all modules will be assessed. You are expected to attempt all required
assessments for each module for which you are registered, and to do so at the times
scheduled unless authorised extensions, special arrangements for disability, or
extenuating circumstances allow you to defer your assessment.

5.1 Assessment Strategy
We give the same care and consideration to the way we assess your
work as we do to the way we teach. Assessment, that is the various
written assignments, presentations, and other course work used to decide your marks, is based on a number of important principles, and you should be familiar with these and understand them.

Assessment will be in line with the aims and learning outcomes of the modules which constitute the MA in North Korean Studies as stated in this Handbook. This means that we will use methods of assessment which reflect the work in the modules and will use marking criteria based on the Learning Outcomes in each module description. For details of assessment patterns for individual modules, please read the module information at the end of this Handbook. Further information will be given to you in Module Information Packs at the start of your course. You should seek clarification from your module tutor if you have any queries about the assessment requirements.

Assessment will allow you to demonstrate knowledge and practical abilities over a range of activities. Assessment will reinforce the development of your independent study skills and encourage academic autonomy and will more often than not be based on work you do independently outside the classroom.

Our overall approach is to try to make assessment positive and motivating, both to allow you to see where you are making progress as well as showing you where you need to do more work or adopt a different approach.

You will do various pieces of work, or assignments, for each module. Some or all of these pieces of work are given a percentage mark, and these marks are combined to give an overall mark for the module. Note that some modules may require you to pass each assignment, whereas others may require only an overall module pass mark.

The marks for each module are combined in turn to give a final award for your course. Each module has its own assessment strategy, and there are three ways in which the assignments for different modules might differ from one another. First of all, the type of assignment you will be given will vary to reflect the different aims and objectives of each module. You may have to do small-scale research projects, oral presentations or written assignments, depending on the module you are doing.

Secondly, you will find that some assignments count for a greater proportion of the overall grade than others - they are ‘weighted’ differently, in other words. That could mean, for example, that one piece of work counts for 50% of your overall grade for a module, while two other assignments count for 25% each.

You will need to submit different assignments by different dates. You will be told about submission deadlines well in advance by the module tutor. It is then your responsibility to plan your work so that you meet these deadlines. You should always allow for the unexpected when calculating how long it will take to complete an assignment. Remember that you are assessed on the basis of all the modules which together constitute your Masters programme.

When you have submitted your assignment, it may be marked by as many as three people. The module tutor marks all the assignments, and then a selection goes to a colleague - another tutor who has experience in that subject area - for second marking. If there is any discrepancy in any of the marks awarded, the two markers meet to discuss it, and explain their thinking to each other in detail. Discrepancies of more than two or three percentage points are rare.

As with all UK universities, the system is that a selection of assignments are sent to an External Examiner. The External Examiner is a well-qualified and experienced senior
member of staff from another university, whose role it is to monitor the way we carry out assessment. If an External Examiner expresses concerns about any aspect of assessment, then there will be a very thorough review, perhaps leading to major changes. The above procedures also apply to the marking or your dissertation.

The assessment strategy used in this course is both formative and summative in approach depending on the module in question. It is formative in that it is designed in a manner to provide you with feedback on your progress at regular intervals and at all levels of the programme. Feedback on your performance will be provided within specified deadlines and returned to you using the relevant assessment proforma. It is summative in that it provides an assessment profile for consideration at the appropriate assessment board.

A variety of coursework and assessments are used across the modules and may include:

- Essays
- Presentations
- Research projects/dissertations

Assessment patterns are outlined in detail for each of the modules taught on the course. Please see the module descriptors for further details.

The following general points apply for all assessed work:

- Anything over 70% is a very good mark indeed. Only a very small percentage of students regularly achieve marks like this. Over 70% is Distinction level
- Marks between 60% and 69% are good. You can feel satisfied with this sort of mark
  - it shows you have clearly demonstrated the knowledge, understanding and skills which are being assessed
- A mark that falls within the range 50 - 59% is a pass mark but suggests that there are weaknesses in some aspect of your work. If you get grades in this range, it might be a good idea to talk to your module tutor to make sure you know exactly what the problem is and agree what you can do to remedy it
- 50% is the lowest pass mark at the Master’s level.

NB: The grading system in the UK is different from some of those found in other countries so may need to make some adjustments to your expectations if you have previously been used to a system where Distinction level work shows a numerical indicator somewhere in the 90% to 100% region.

Students who fail to achieve a minimum of 50% in module assessment may be offered reassessment of failed components. Only one reassessment attempt will be allowed per module.

If you fail an assignment, you should discuss it with the module tutor so you can work out how to revise the work so as to attain a pass mark on resubmission and to help you with feedback for subsequent pieces of work.

**Note that the maximum mark awarded for a module following reassessment will be 50%.**
5.2 Notification of assignments and examination arrangements
You will be notified of the requirements for individual assessments and their respective
deadlines for submission/examination arrangements within module information packs
(MIPs) and/or through eLearn. Precise dates and times will be clearly indicated. Most
assignments have individual marking criteria which will be made available to you by the
individual module tutors within module information packs and/or via eLearn.

5.3 Referencing
In your submitted academic work all direct quotations and paraphrasing of the work of
others should be carefully referenced. As part of your research training, and to avoid any
suspicion of plagiarism, it is very important that you learn how to follow proper referencing
conventions in written work of any kind. Guidance on correct referencing conventions can
be found at http://www.uclan.ac.uk/library/usersupport/lrs/gsguides/index.htm, or in a great
many books on academic writing.

As a general principle, online encyclopedias such as Wikipedia should not be used as
the primary or sole authority on a particular topic. It is expected that you will use
academic and research-based works as appropriate sources for your assignments
throughout this course.

This course does not specify a preferred referencing system but the absolute rule
is that whichever reference system you use, it must be consistently applied.

Referencing
All papers should be referenced and have a bibliography. References keep you in touch
with the sources of your ideas and help your tutor to suggest other literature you might
read to improve your argument. A good essay is always meticulously referenced, either in
footnotes or in the text. Reading what other people have said about issues, and building on
their ideas,
insights, concepts and mistakes, rather than ignoring them and trying to start from the
beginning, is a very important part of scholarly work. A full “engagement” with the
literature means that you must reference your work properly.

Bear in mind the following:

- The need for honesty: tell the reader from where you got your ideas and
  information; and do not try to hide the extent to which you are using other people’s
  ideas or words
- The need for clarity: give clear and full references to your sources of ideas and
  information so that any reader with access to a library can check them and see if
  they are valid and accurate
- Where you paraphrase or summarise someone else’s ideas, make this very clear
- Direct copying without quotation marks or unacknowledged extended
  paraphrasing from books and journals is plagiarism.

Sources: What to cite
There are no hard and fast rules, but generally the following should be referenced
with precise details about author, title, date and place of publication, and page
references.

- Figures, percentages, statistical data and other evidence
• Direct quotations
• Controversial judgments, views or interpretations
• Arguments and counter-arguments which are central to your own interpretation or argument

If a simple reference in the text does not appear sufficiently specific (e.g. Singer 1988: 67-69 placed at the end of a paragraph) then put in a footnote: ‘This paragraph is a summary of Singer 1988: 67-69’.

Where there are two or more main sources and you have drawn from each, say so in a footnote: ‘Singer (1988: 67-69) and Seers (1971, Chapter 2) argue that The Asia Pacific is explicable and far from unique.’

Sources: How to cite
Always cite sources precisely. It is only adequate simply to cite a whole article or book if you really do mean to refer to the whole thing. This may occur, for example, where you want to make the point a particular book represents a good example of how a particular school of thought approaches a topic. In most cases you will need to be more precise, and cite a particular chapter or a particular page. The test is ‘clarity’ for the reader: can the reader easily check the accuracy of your use of the cited material. To do this, you must guide the reader to the specific page or pages to which you are referring.

There are a number of different ways of referencing and giving a bibliography. Whatever method is used, you must be consistent.

One style, sometimes called the ‘Harvard’ method, is detailed below:

• At the end of a sentence or paragraph (or sometimes in the middle of a sentence) where a reference is needed, simply give the author’s surname, the date of publication and, if necessary, the page reference, all in brackets: e.g. (Leach 1990: 11). If the author’s name is mentioned in your text, just give the date and page reference. “Leach has proposed (1990: 11) that ...”
• If your author has two or more articles/books published in the same year, then number the references. For example: (Ferguson 1990a) or (Ferguson 1990b).
• If you have two authors with the same surname, you will have to add the initials to the appropriate references. For example: (Powell, A. 1969) or (Powell, J. 1970).
• If you refer to an institution’s publication, give the institution’s name, followed by the date etc. For example: (United Nations 1990: 70-73).

References in your bibliography
Full references to each of your sources should be given in alphabetical order, in the bibliography, at the end of the paper. The bibliography should include all sources you have used in writing the essay.

N.B. Tables and illustrations need proper acknowledgement too.

Basically, you should give a reference as follows:
AuthorA, initials. Date. Title of book. Place of publication: Publisher.
AuthorB, initials. Date. “Title of article”, Title of Journal, volume number: issue number, page numbers of article.
Some examples:


N.B. The excellent program ENDNOTE available on some University PCs is an invaluable aid to producing neat, consistent-looking bibliographies. Further information about referencing, as well as guides to citing electronic sources are available on the University Library Website.

Footnotes

- These need not be at the foot of the page but can be gathered together at the end of the paper.
- Most word processing packages will place footnotes either at the end of the document or at the foot of the relevant page.
- If you use the Harvard system YOU DO NOT NEED TO PUT REFERENCES TO PUBLICATIONS ETC IN THE FOOTNOTES. These references should be cited in the text in abbreviated form as described above.
- Always ask yourself ‘Do I really need a footnote? Why shouldn’t this information be in the body of the text?’

Electronic Sources

As more and more academic material becomes available online, electronic references are becoming increasingly common. The conventions for referencing electronic sources are somewhat less fixed than for paper-based material, but as a rule of thumb, you should include all the information you would include for a non-electronic source (where it is available) and most importantly, you should include a full URL so that the reference can be traced, and the date on which you accessed the site. For example:

http://reliefweb.int/country/prk (accessed 25 April 2015)

It is very important that you are very careful about referencing. Try to get into good habits early in your career at university and you won’t regret it.

Some further hints on referencing

If you follow these hints, you’ll find that it saves you a lot of time and worry in the long run.

- Start a bibliography file on your computer/area as soon as you start reading and record all the details you need - (name and initial of author(s); date of publication, full title, place of publication, publisher and page numbers for quotes)
• Keep accurate notes of quotes you may want to use. Notes should include page numbers and all reference details, otherwise you may have to go back to the library to find this information later
• If you make photocopies of extracts from journal and books, always write the full citation details on them immediately, as otherwise you may not know where they came from later.

5.4 Confidential material
The nature of the personal projects you devise e.g. for your dissertation, may require access to confidential information. Please be aware of your ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within your assignments or research. If in doubt, please contact your module tutors or the Course Leader.

5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo- Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?
Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students’ assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as ‘critical friends’ and confirm that marking standards
are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give.

At the end of each module you will be asked to complete a module feedback questionnaire. This is totally anonymous and provides us with some insight into your experience.

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.
The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and/or responses made and/or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National/UCLan student surveys.
- Review of enrolment/induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules – teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

Each September we ask that the course elect a course representative. On-line meetings
are held each semester with the course leaders. These minutes are minuted and made available to students as are any actions taken as a result of the discussions.
## UNIVERSITY OF CENTRAL LANCASHIRE

**Programme Specification**

This Programme 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.

*Sources of information on the programme can be found in Section 17*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Awarding Institution / Body</strong></td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td>2. <strong>Teaching Institution and Location of Delivery</strong></td>
<td>University of Central Lancashire, Preston campus</td>
</tr>
<tr>
<td>3. <strong>University School/ Centre</strong></td>
<td>School of Language and Global Studies</td>
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<td>4. <strong>External Accreditation</strong></td>
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<tr>
<td>5. <strong>Title of Final Award</strong></td>
<td>MA North Korean Studies</td>
</tr>
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<td>6. <strong>Modes of Attendance offered</strong></td>
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<td>7. a) <strong>UCAS Code</strong></td>
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<tr>
<td>b) <strong>JACS Code</strong></td>
<td>T400</td>
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<tr>
<td>c) <strong>HECoS Codes</strong></td>
<td>101212</td>
</tr>
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<td>8. <strong>Relevant Subject Benchmarking Group(s)</strong></td>
<td>Area Studies</td>
</tr>
<tr>
<td>9. <strong>Other external influences</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>
| 10. **Date of production/ revision of this form** | May 2018  
    Updated March 2019  
    Updated June 2019 |
## 11. Aims of the Programme

- To widen and deepen students’ understanding of major issues, developments and discourses about the history, politics, economy and society of North Korea
- To raise students’ awareness of, and commitment to, the significance of theoretical approaches, critical evaluation and contextualisation in undertaking research and policy on North Korea
- To increase students’ ability to plan, project-manage and implement a major, original, research project on North Korea, while incorporating cross-cultural sensitivity and international perspectives
- To enhance students’ critical, analytical, presentational and organisational skills with regard to research-based activity
- To equip students with the skills, knowledge and processes required to undertake an advanced research-degree in North Korea
### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

Student will be able to demonstrate:

A1. A critical engagement with the major historical, theoretical and policy literature that seeks to explain and understand the history, politics, society, economy, and development of North Korea, fragile states and divided nations

A2. A critical evaluation of a variety of historical, analytical and international perspectives of commentators on North Korea, fragile states and divided nations

A3. A critical analysis of the importance of terminology and vocabulary that is used to inform discussion, policy development and ‘common knowledge’ about North Korea, fragile states and divided nations

A4. A critical examination and original insight into issues at the forefront of debates about North Korea, fragile states and divided nations, such as nuclear weapons, human rights, humanitarian assistance, economic marketization, development, accountable institution, and disputes, violence and conflict

A5. Critical analytical skills that are transferable to all kinds of research in academia and employment

A6. A good understanding of scientific research methods including the ability to select valid and reliable methods of data collection and demonstrate critical evaluation of their application and limitations

#### Teaching and Learning Methods

Lectures, seminars, workshops, guided research and self-study.

Student led discussion, presentations and collaborative learning.

The university’s eLearn platform may be utilised with some modules.

Teaching will use textual and non-textual sources, including film, art and music.

#### Assessment methods

Essays, annotated bibliography, primary source review oral presentations, student-led peer assessment, case studies, debates, portfolios, and dissertation.

#### B. Subject-specific skills

Students will be able to:

B1. Critically engage with relevant primary and secondary sources related to the study of North Korea, fragile states and divided nations, demonstrating knowledge of how established techniques of research and enquiry are used to create and interpret knowledge

B2. Analyse, synthesise and evaluate complex evidence

B3. Communicate effectively, clearly and concisely complex and sensitive sets of information

B4. Engage analytically and operate effectively and professionally in sensitive, multi-cultural, international academic, policy and media environments
### B5. Distinguish between fact and opinion

**Teaching and Learning Methods**
- Lectures, seminars, workshops, guided research and self-study.
- Student led discussion, presentations and collaborative learning.
- The university’s eLearn platform may be utilised with some modules.

**Assessment methods**
- Essays, annotated bibliography, primary source review oral presentations, student-led peer assessment, case studies, debates, portfolios, and dissertation.

### C. Thinking Skills

Students will be able to:

C1. Demonstrate developed critical analysis in written coursework

C2. Demonstrate autonomous learning and research skills in identifying and evaluating primary and secondary source materials

C3. Engage in debate and discussion surrounding specific issues raised within the programme demonstrating conceptual understanding that enables evaluation and critical analysis

C4. Evaluate organisational and personal practice

C5. Understand and apply models, concepts and theories to academic, media and policy contexts

**Teaching and Learning Methods**
- Lectures, seminars, workshops, guided research and self-study.
- Student led discussion, presentations and collaborative learning.
- The university’s eLearn platform may be utilised with some modules.

**Assessment methods**
- Essays, annotated bibliography, primary source review oral presentations, student-led peer assessment, case studies, debates, portfolios, and dissertation.

### D. Other skills relevant to employability and personal development

Students will be able to:

D1. Demonstrate problem solving, investigative and research skills

D2. Communicate reflective, evaluative and reasoned argumentation clearly in written and oral form

D3. Process, synthesise and interrogate complex information and theories, exercising initiative and personal responsibility

D4. Act autonomously, use initiative, be self-reflective and act constructively in planning and implementing tasks at a professional or equivalent level

**Teaching and Learning Methods**
Lectures, seminars, workshops, guided research and self-study.

Student led discussion, presentations and collaborative learning.

The university’s eLearn platform may be utilised with some modules.

Teaching will use textual and non-textual sources, including film, art and music.

<table>
<thead>
<tr>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays, annotated bibliography, primary source review oral presentations, student-led peer assessment, case studies, debates, portfolios, and dissertation.</td>
</tr>
</tbody>
</table>
### 13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>KO4900</td>
<td>COMPULSORY North Korean Studies Dissertation</td>
<td>60</td>
</tr>
<tr>
<td>Level 7</td>
<td>KO4010</td>
<td>Explaining I-Korean Relations</td>
<td>20</td>
</tr>
<tr>
<td>Level 7</td>
<td>KO4011</td>
<td>North Korea: History, Politics and International Relations</td>
<td>20</td>
</tr>
<tr>
<td>Level 7</td>
<td>KO4012</td>
<td>North Korea: Economics and Society</td>
<td>20</td>
</tr>
<tr>
<td>Level 7</td>
<td>KO4013</td>
<td>Development in Fragile States and Accountable Institutions</td>
<td>20</td>
</tr>
<tr>
<td>Level 7</td>
<td>KO4014</td>
<td>Divided Nations: Disputes, Violence, and Conflict</td>
<td>20</td>
</tr>
</tbody>
</table>

**OPTIONAL I (60 credits out of the following modules)**

| Level 7 | AI4101 | China-Japan-Korea Trilateral Relations | 20 |
| Level 7 | AI4102 | Globalisation and Economic Development in the Asia Pacific | 20 |
| Level 7 | AI4103 | Historical Transformation in the Asia Pacific | 20 |
| Level 7 | AI4104 | Political Changes and Social Movements in the Asia Pacific | 20 |
| Level 7 | AI4106 | East Asian Philosophy and Thought | 20 |
| Level 7 | AI4107 | Critical East Asian Cinema Studies | 20 |
| Level 7 | TR4002 | Theory of Interpreting and Translation | 20 |
| Level 7 | TR4008 | Professional Business Skills | 20 |
| Level 7 | TR4071 | Diplomatic Service & International Organisations | 20 |

**OPTIONAL II (60 credits out of the following modules)**

| Level 7 | AI4106 | East Asian Philosophy and Thought | 20 |
| Level 7 | AI4107 | Critical East Asian Cinema Studies | 20 |

### 14. Awards and Credits*

- **Master of Arts Degree in North Korean Studies**

  A Master’s Degree is awarded upon the completion of a minimum of 180 credits at Level 7. For optional modules, 60 credits must be taken from KO4010, KO4011, KO4012, KO4013 or KO4014.

- **Exit Award: PG Diploma in North Korean Studies**

  120 credits at Level 7, including 60 credits from KO4010, KO4011, KO4012, KO4013 or KO4014.

- **Exit Award: PG Certificate in North Korean Studies**

  60 credits at level 7, comprising KO4010, KO4011, KO4012, KO4013 or KO4014

### 15. Personal Development Planning

PDP, including project-management and time-management, skills are continuously developed throughout the course of this programme, by means of the encouragement of personal reflection, group-discussion and self-awareness and via supervision and monitoring by the personal tutor. Personal tutorials to discuss assessment feedback and other issues will be scheduled for students on individual and group basis throughout the taught element of the programme. The dissertation supervision process includes at least six hours of individual contact time designed to combine technical support with support for students’ Personal Development Plans and objectives at a crucial and intensive stage in the Masters programme, from Semester 2 onwards.

### 16. Admissions criteria *

...
**APPENDIX 6A CDG**

<table>
<thead>
<tr>
<th>(including agreed tariffs for entry with advanced standing)</th>
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<tbody>
<tr>
<td><em>Correct as at date of approval. For latest information, please consult the University’s website.</em></td>
</tr>
</tbody>
</table>

Minimum: an upper second class honours degree in a relevant subject discipline or equivalent qualification.

OR

A professional or vocational qualification at Level 6 or above with a minimum 2:1 equivalent grade

OR

Students with non-traditional qualifications will be considered on a case-by-case basis, including those with managerial, professional or technical expertise deemed to be appropriate for this programme of study. Prospective students who may fit this criteria are encouraged to approach the course team to discuss this.

Non-native speakers of English need to demonstrate a level of English broadly equivalent to an IELTS 7.0 or Band C1 on the Common European Framework. Applicants must be able to produce original certificates to prove their English language level. Please note that A UCLAN English Language Examination at C1 is also available via the School of Languages & Global Studies Forms and literature about studying in the United Kingdom are available from the British Council offices or British Embassies throughout the world. You can find information about living and studying in the UK on the British Council’s website (www.educationuk.org).

### 17. Key sources of information about the programme

- University Prospectus, Brochures, School Brochures, Advancement
- Electronic and CD-ROM versions of UCLan Prospectus
- School and University Websites
- Korean studies discussion e-lists including the two with worldwide coverage; based in Washington DC and the UK
- UCLan Offices in Brussels, in the Middle East and throughout Asia
- Letters/email information to SoLLIS global partners and networks
### 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A1 A2 A3 A4 A5 A6 B1 B2 B3 B4 B5 C1 C2 C3 C4 C5 D1 D2 D3 D4</td>
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<td>KO4010</td>
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<td></td>
<td>KO4011</td>
<td>North Korea: History, Politics and International Relations</td>
<td>O</td>
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<td></td>
<td>KO4012</td>
<td>North Korea: Economics and Society</td>
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<td>O</td>
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<tr>
<td></td>
<td>KO4014</td>
<td>Divided Nations: Disputes, Violence, and Conflict</td>
<td>O</td>
<td></td>
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<tr>
<td></td>
<td>AI4101</td>
<td>China-Japan-Korea Trilateral Relations</td>
<td>O</td>
<td></td>
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<td></td>
<td>AI4102</td>
<td>Globalisation and Economic Development in the Asia Pacific</td>
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<tr>
<td></td>
<td>AI4103</td>
<td>Historical Transformation in the Asia Pacific</td>
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**Note:** *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*
19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: PGDip

The Postgraduate Diploma shares the masters learning outcomes and is differentiated by the volume of study which is six 20 credit modules for the Postgraduate Diploma. Typically holders of the Postgraduate Diploma will meet the following Learning Outcomes:

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
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A. Knowledge and Understanding

*Typically holders of the Postgraduate Diploma will be able to:*

A1. A critical engagement with the major historical, theoretical and policy literature that seeks to explain and understand the history, politics, society, economy, and development of North Korea, fragile states and divided nations
A2. A critical evaluation of a variety of historical, analytical and international perspectives of commentators on North Korea, fragile states and divided nations
A3. A critical analysis of the importance of terminology and vocabulary that is used to inform discussion, policy development and ‘common knowledge’ about North Korea, fragile states and divided nations
A4. A critical examination and original insight into issues at the forefront of debates about North Korea, fragile states and divided nations, such as nuclear weapons, human rights, humanitarian assistance, economic marketization, development, accountable institution, and disputes, violence and conflict
A5. Critical analytical skills that are transferable to all kinds of research in academia and employment
A6. A good understanding of scientific research methods including the ability to select valid and reliable methods of data collection and demonstrate critical evaluation of their application and limitations

B. Subject-specific skills

*Typically holders of the Postgraduate Diploma will be able to:*

B1. Critically engage with relevant primary and secondary sources related to the study of North Korea, fragile states and divided nations, demonstrating knowledge of how established techniques of research and enquiry are used to create and interpret knowledge
B2. Analyse, synthesise and evaluate complex evidence
B3. Communicate effectively, clearly and concisely complex and sensitive sets of information
B4. Engage analytically and operate effectively and professionally in sensitive, multi-cultural, international academic, policy and media environments
B5. Distinguish between fact and opinion

C. Thinking Skills

*Typically holders of the Postgraduate Diploma will be able to:*

C1. Demonstrate developed critical analysis in written coursework
C2. Demonstrate autonomous learning and research skills in identifying and evaluating primary and secondary source materials
C3. Engage in debate and discussion surrounding specific issues raised within the programme demonstrating conceptual understanding that enables evaluation and critical analysis
C4. Evaluate organisational and personal practice
C5. Understand and apply models, concepts and theories to academic, media and policy contexts

D. Other skills relevant to employability and personal development

*Typically holders of the Postgraduate Diploma will be able to:*

D1. Demonstrate problem solving, investigative and research skills
D2. Communicate reflective, evaluative and reasoned argumentation clearly in written and oral form
D3. Process, synthesise and interrogate complex information and theories, exercising initiative and personal responsibility
D4. Act autonomously, use initiative, be self-reflective and act constructively in planning and implementing tasks at a professional or equivalent level
Learning outcomes for the award of: PGCert

The Postgraduate Certificate shares the Masters learning outcomes and is differentiated by the volume of study which is three 20 credit modules for the Postgraduate Certificate. Typically holders of the Postgraduate Certificate will meet the following Learning Outcomes:

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</table>

### A. Knowledge and Understanding

**Typically holders of the Postgraduate Certificate will be able to:**

- A1. A critical engagement with the major historical, theoretical and policy literature that seeks to explain and understand the history, politics, society, economy, and development of North Korea, fragile states and divided nations
- A2. A critical evaluation of a variety of historical, analytical and international perspectives of commentators on North Korea, fragile states and divided nations
- A3. A critical analysis of the importance of terminology and vocabulary that is used to inform discussion, policy development and ‘common knowledge’ about North Korea, fragile states and divided nations
- A4. A critical examination and original insight into issues at the forefront of debates about North Korea, fragile states and divided nations, such as nuclear weapons, human rights, humanitarian assistance, economic marketization, development, accountable institution, and disputes, violence and conflict
- A5. Critical analytical skills that are transferable to all kinds of research in academia and employment
- A6. A good understanding of scientific research methods including the ability to select valid and reliable methods of data collection and demonstrate critical evaluation of their application and limitations

### B. Subject-specific skills

**Typically holders of the Postgraduate Certificate will be able to:**

- B1. Critically engage with relevant primary and secondary sources related to the study of North Korea, fragile states and divided nations, demonstrating knowledge of how established techniques of research and enquiry are used to create and interpret knowledge
- B2. Analyse, synthesise and evaluate complex evidence
- B3. Communicate effectively, clearly and concisely complex and sensitive sets of information
- B4. Engage analytically and operate effectively and professionally in sensitive, multi-cultural, international academic, policy and media environments
- B5. Distinguish between fact and opinion

### C. Thinking Skills

**Typically holders of the Postgraduate Certificate will be able to:**

- C1. Demonstrate developed critical analysis in written coursework
- C2. Demonstrate autonomous learning and research skills in identifying and evaluating primary and secondary source materials
- C3. Engage in debate and discussion surrounding specific issues raised within the programme demonstrating conceptual understanding that enables evaluation and critical analysis
- C4. Evaluate organisational and personal practice
- C5. Understand and apply models, concepts and theories to academic, media and policy contexts

### D. Other skills relevant to employability and personal development

**Typically holders of the Postgraduate Diploma will be able to:**

- D1. Demonstrate problem solving, investigative and research skills
- D2. Communicate reflective, evaluative and reasoned argumentation clearly in written and oral form
- D3. Process, synthesise and interrogate complex information and theories, exercising initiative and personal responsibility
- D4. Act autonomously, use initiative, be self-reflective and act constructively in planning and implementing tasks at a professional or equivalent level
Addendum to the Course Handbook for
MA North Korean Studies
Entry Year of Study 2020

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