



MSt Traditional China Course Handbook
Faculty of Asian and Middle Eastern Studies
University of Oxford
Academic Year 2026-27 v.1

FACULTY OF
**ASIAN AND
MIDDLE
EASTERN
STUDIES**



UNIVERSITY OF
OXFORD

Master of Studies in Traditional China

Course Handbook

Faculty of Asian and Middle Eastern Studies

Course Director – Prof. [Ming Tak Ted Hui](#)

THIS HANDBOOK

This handbook applies to students starting the course in Michaelmas Term 2024. The information in this handbook may be different for students starting in other years.

The information in this handbook is accurate as at Michaelmas Term 2024; however, it may be necessary for changes to be made in certain circumstances, as explained at [Changes to courses | Oxford University](#). If such changes are made the faculty will publish a new version of this handbook together with a list of the changes and students will be informed.

The handbook sets out the basic framework for the MSt Traditional China, and what to do should you encounter delays, setbacks, or need to make changes. It provides basic advice about writing your thesis and submitting it for examination.

The Examination Regulations relating to this course are available here: [Master of Studies in Traditional China \(ox.ac.uk\)](#)

You should consult the current edition of the Examination Regulations for information regarding your course. The information in this handbook should be read in conjunction with:

- the Examination Conventions and Rubrics;
- the Examination Regulations;
- the [University Student Handbook](#)
- your college handbook.

If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact the Senior Academic Administrator.

Comments and criticism of the handbook are always welcome; they should be sent to the Director of Graduate Studies or the Senior Academic Administrator.

STUDENT HUB

The Student Hub is an ongoing project to provide a live online version of the handbook. Please check the information on the Student Hub in conjunction with this handbook as it provides you with additional important information covering:

- Support and Welfare
- Student Representation and feedback
- Examinations and Assessment information including forms and exam conventions
- Graduate Supervision (GSR)
- Graduate teaching opportunities and PLTO
- Research Ethics and CUREC approval

- Travelling abroad for study
- Financial Support
- Support for unexpected circumstances, including applying for suspensions, extensions
- Researcher training and development

You can also access the Student Hub through the 'Student Hub' button on the top bar of the Faculty Website. You may need to log in using your SSO details.

Version history

1	September 2026	Original publication
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INTRODUCTION TO THE MSt TRADITIONAL CHINA

On this course, students will receive teaching by specialists in small groups with plenty of individual attention; more advanced training in Classical Chinese text-reading and translation skills; a basic course in modern Japanese for sinologists; and an introduction to Sinological research techniques; finally, they will produce a researched thesis, with individual supervision.

History

Among the many students who take up Chinese Studies in their undergraduate years, there are always some who want to take their interest a step further, and possibly even move on to doctoral research. However, in this field undergraduate studies never quite bring a student to a point where independent work becomes possible. Further training is required, and it needs to be intensive and technical. This course aims to meet that need, and over the years it has brought several generations of students to the threshold of successful doctoral thesis work. They have come from varied backgrounds and different parts of the world – not only Britain, but also Canada, USA, continental Europe, China, Taiwan, Hong Kong, and Japan. One great benefit of the course is that it brings together students from all those different backgrounds so that they stimulate and enrich one another's work. It is designed to stand independently as a qualification that can lead to further study elsewhere. It also provides the standard training required of graduate students here in Oxford aiming at a thesis degree in pre-modern and early 20th-century Chinese Studies.

Students will enjoy the benefit of one of the best research collections of Chinese books in Europe. Apart from its early holdings of Chinese books from the 16th to 19th centuries, the Bodleian Library has over the last fifty years built up a systematic collection of monographs and periodicals. It has made a point of acquiring many large reprint series of gazetteers, government documents, maps and other material. It has an important collection of early 20th-century newspapers.

Course Outline

You will have just one year to complete a demanding set of requirements. This will be an intensive experience, but potentially a valuable one. It can fundamentally refocus your approach to the subject and give you the means to go on to serious research. You will work closely with certain members of Oxford's internationally renowned team of specialist tutors in Chinese Studies, and they will help you tailor your Master's degree to suit your needs and interests. It will involve:

Prescribed Texts

You can choose among a list of options which involve reading Chinese texts, discussing them, and writing tutorials. You will be asked to submit two 5,000-word maximum essays. The first essay will be submitted by 12 noon on Tuesday of week 9 of Michaelmas Term and the second essay will be submitted by 12 noon on Tuesday of week 9 of Hilary Term.

Each option consists of weekly 2-hour classes in the Michaelmas and Hilary terms, in which you will read original Chinese documents about your subject and discuss the topics, plus 4 tutorials for which you will be discussing your essay with your tutor.

The option courses available in 2026-2027 will be:

- Early Chinese Textuality (Dirk Meyer)
- Love and Emotions in Premodern Chinese Literature (Ming Tak Ted Hui)

Early Chinese Textuality

Dirk Meyer

This course offers an introduction to Early Chinese textuality through the close reading of a range of pre-Qin and Han texts. It is designed as a seminar in which students read, discuss, and analyse texts together, with attention to the philosophical ideas they articulate and the literary forms in which those ideas are expressed. Particular emphasis will be placed on the challenges and possibilities of translation, and on how different English renderings shape the interpretation of classical Chinese thought. The course also considers the materiality of textual transmission, including compilation, transcription practices, manuscript culture, and the ways in which texts circulated and were preserved. Students will be encouraged to reflect on how these conditions affect meaning, authorship, and authority. Equally important is the study of mode of argumentation: how early Chinese texts persuade, contest, compare, exemplify, and qualify their claims. By combining philosophical inquiry with textual, philological, and historical attention, the course aims to deepen students' understanding of early Chinese intellectual culture.

Love and Emotions in Premodern Chinese Literature

Ming Tak Ted Hui

This class explores discussions of passion, love, and desire in Chinese literature over the course of nearly two millennia. It examines how romance and affective relationships were represented in pre-modern Chinese texts, how intense emotions were articulated through literary expression, and how writers used these narratives to explore the philosophical significance of love. The course also considers how forbidden desires and unconventional relationships were portrayed, and how writers sought to justify their legitimacy. Expressions of forbidden love often involved transgressions of socially established norms, whether concerning family structure, sexuality, gender roles, or political and moral expectations. Through readings of unlikely romances and dangerous liaisons in tales and dramas, the course investigates how amorous relationships challenge social conventions and ethical boundaries. In doing so, it examines how writers redefine love in relation to desire, sexuality, gender, politics, and morality. Overall, the course explores how romance became a site through which writers and readers negotiated the power of passion, and how representations of love cut across ethical, intellectual, and political concerns.

Language Coursework

Based upon your supervisor's assessment of your abilities and the linguistic needs of your research, you will choose one of the following options:

- Intermediate Classical Chinese. If your classical Chinese is not yet up to the level required for your project, your supervisor may recommend that you choose this option. You will attend the advanced classical Chinese classes in the Faculty, and work with your supervisor on improving your ability to read texts in your field.
- A basic course in another Asian language related to your research. While the time is obviously too short to do justice to these languages, you will focus on mastering the basic script and grammar, working on texts that are linked to your field of specialisation.
- With the approval of your supervisor, you can also take a second Prescribed Texts Paper as described above.

An Introduction to Sinology

This course covers the state of the field in different time periods and topics and also introduces various philological, analytical and bibliographical tools. The aim here is not so much to transmit information as to lead students away from a dependent, passive approach towards a questioning and free-standing research style

Thesis

Time is short and length is restricted, but this part of the course will still aim to bring out your powers of exposition and analysis, and you will document your work according to professional standards.

Weekly Seminars

You will be among students who one day will form part of the next generation of China scholars around the world. The China Centre organises its own weekly seminar, at which speakers include visiting international scholars, members of the Oxford academic staff, and graduate students. The talks are given in English or Chinese, and discussions are always critical and lively. Other graduate seminar groups with more specialised focus, for instance modern history or art and archaeology, also meet regularly.

Teaching Staff

- Ms. [Jing Fang](#), Lecturer in Modern Chinese.
- Prof. [Henrietta Harrison](#), Stanley Ho Professor of Chinese History, specialises in Social and cultural history of China from the Qing through to the present; local history; religion and the experience of revolution.
- Prof. [Margaret Hillenbrand](#), Associate Professor of Modern Chinese Literature and Culture China Centre, specialises in Modern Chinese literature and film.
- Dr [Kangni Huang](#), Lecturer in Pre-Modern Chinese Literature and Culture, specialises in theatre and performance studies, news and information, literary thought, and global early modernity.
- Prof. [Ming Tak Ted Hui](#), Associate Professor of Classical Chinese and Medieval China, specialises in language policies and the representation of cultural others from the twelfth to the fourteenth century.
- Mr. [Shio-yun Kan](#), Senior Instructor in Chinese; Programme Director of the Centre for Teaching Chinese as a Foreign Language, specialises in teaching of Chinese as a foreign language.
Ms. [Yang Song](#), Shaw Lecturer in Chinese, specialises in Linguistic studies of modern Chinese; Chinese as a second language
- Prof. [Shelagh Vainker](#), Associate Professor of Chinese Art; Curator of Chinese Art Department of Eastern Art, Ashmolean Museum, specialises in Early Chinese art; Chinese ceramics.

Faculty Officers

- [Prof. Jim Mallinson](#) – Director of Graduate Studies
- [Prof. Henrietta Harrison](#) – Faculty Board Chair
- TBC, Faculty Equality and Diversity Officer
- [Thomas Hall](#) and [Edmund Howard](#) - Disability Coordinators
- [Edmund Howard](#) - Welfare Contact

- [Leyla Najafzade](#) - Harassment Officer

Other Faculty Officers and Committee Chairs are listed on the Faculty's [webpages](#).

Academic Administration Staff

- [Thomas Hall](#) – Head of Administration and Finance
- [Edmund Howard](#) – Senior Academic Administrator
- [Aalia Ahmad](#) – Academic Administrator (Undergraduate Studies)
- [Caroline Davis](#) - (MMES Programme Administrator)
- [Jane Kruz](#) – Academic Administrator (Graduate Studies)
- [Xiaobo Wang](#) – Academic Administrator (Examinations)

Other Professional Services staff are listed on the Faculty's webpages [here](#).

EXAMINATION AND ASSESSMENT STRUCTURE

Assessment for the MSt Traditional China is divided into four units. You will sit two examinations in Trinity Term; on prescribed texts and on your language coursework. You will then complete the submission titled 'Bibliography and techniques of sinology' for the Introduction to Sinology course; the exercise is released after the in-person examinations have taken place and is submitted a week later. You will also submit your thesis in Week 4, Trinity Term.

Important dates and deadlines

When		What	
Michaelmas Term	Week 9, Tuesday, 12 noon.	Prescribed text (Essay 1) submission . Word limit: not more than 5,000 words.	Submission via Inspira.
Hilary Term	Week 0, Monday.	Submit your approval of thesis subject/ title form.	The online form can be found here .
Hilary Term	Week 9, Tuesday, 12 noon.	Prescribed text (Essay 2) submission . Word limit: not more than 5,000 words.	Submission via Inspira.
Trinity Term	Week 4, Thursday, 12 noon.	Thesis submission . Word limit: not more than 15,000 words.	Submission via Inspira.
Trinity Term		Language examinations.	Written examination.
Trinity Term	At the conclusion of examinations.	'Bibliography and techniques of sinology' exercise released .	Via Inspira.
Trinity Term	7 days from when 'Bibliography and techniques of sinology' exercise is released.	'Bibliography and techniques of sinology' submission .	Submission via Inspira.

Approval of Thesis Subject/Title

Departure from approved titles or subject matter will be penalised. The penalty applied will increase the greater the departure from the approved title or subject matter is.

Ethics Approval

The University is committed to ensuring that its research involving human participants is conducted in a way that respects the dignity, rights, and welfare of participants, and minimises risk to participants, researchers, third parties, and to the University itself.

As set out in [its research ethics policy](#), the University requires that all such research be subject to appropriate ethics review.

The Central University Research Ethics Committee (CUREC) has overall responsibility for the development of this policy and for the University's ethics review process. The following [chart](#) will help you check whether you need to apply for ethical review here.

More information can be found at the [Research Ethics website](#) and the [Research Integrity core course](#) explains the key responsibilities you have as a researcher; identifies the challenges you could face in meeting those responsibilities; applies a range of strategies to deal with the challenges you may face.

It is your responsibility to ensure you obtain any ethics approval you may need before undertaking research. The application process can be lengthy, do not leave it to the last minute.

Requesting a thesis subject/title change

After your thesis subject/title is approved there may need to be changes made before submitting. These should be done in consultation with your supervisor and a request to change your thesis title should be emailed to [Exams Administration team](#), with your supervisor copied in for approval.

Changes cannot be made once your thesis is submitted. Examination-related forms, including thesis approval forms, are available on the Student Hub [here](#).

Word Limit

Your submissions should not exceed the word limit given in your examination regulations and rubrics. The word count includes text and footnotes/endnotes but excludes appendices and bibliography. Original language source text is not part of the final word count and quotations in the original language do not count towards the word count (but translations of these quotations do).

General Guidelines for Thesis Writers

The faculty has provided students with guidance and information about producing a thesis in the [General Guidelines for Thesis Writers](#) which covers:

- Planning and choice of topic
- Your thesis supervisor's role
- Hallmarks of a good thesis
- Format of your thesis (e.g., length, acknowledgements, contents, footnotes, references, bibliography, tables and illustrations)

Examples of MPhil and MSt/MSc theses are available on the 'Exams and Assessment Information' site on [Canvas](#). The Bodleian Libraries also holds many MPhil theses and these can be searched for on [SOLO](#). Please check the Bodleian's information [here](#) to help you search for an Oxford thesis. Some

theses awarded a distinction are eligible to be deposited to the Bodleian, and should your thesis be eligible, you will be contacted regarding the procedure after your results are released.

Required Handwritten Language Components

The ability to produce East Asian scripts independently is an essential competence standard of this course. This means that it is necessary for students to demonstrate these skills in order to successfully complete the degree programme. Since all available software for inputting certain target scripts on a computer includes a 'predictive text' function which cannot be turned off, using such a program would prevent examiners from understanding whether the student has achieved the required proficiency in the target language. Handwriting the script is therefore required to demonstrate that the student has reached the required level of competence, ability and knowledge of the target language.

For this course, Japanese, Korean and Chinese language papers will include a requirement to handwrite in the script of the relevant primary language. The handwriting assessment component represents a competence standard for the award of the degree and there are limited alternative assessment arrangements that can be made as a reasonable adjustment for disability. All students will be required to handwrite and no adjustments to this mode of completion of the assessment can be made. However, adjustments may be available to the conditions in which the assessment is completed (for example, additional time, larger type for exam papers etc).

The Faculty appreciates the impact that these requirements may have on students with certain accessibility needs and works closely with the Disability Advisory Service (DAS) to provide appropriate support in line with our responsibilities under the Equality Act (2010). The Faculty seeks to ensure that assessments and assessment criteria are as inclusive and accessible as possible. Support within the Faculty is available in the first instance by speaking to the designated Disability Coordinators (see Welfare and Support below).

If you have any questions or concerns relating to this please speak with your course director or the Director of Graduate Studies.

EXAMINATIONS AND ASSESSMENT GUIDANCE

Examination Regulations

Examination Regulations are the immutable framework of study and assessment of University degrees to which students must adhere. The Examination Regulations relating to this course are available here: [Master of Studies in Traditional China \(ox.ac.uk\)](https://www.ox.ac.uk/master-of-studies-in-traditional-china)

If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

Examination Conventions and Rubrics

These are the formal record and explanation of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award. They are approved and published by the Faculty each year and include information on:

Conventions

- Marking conventions and scaling
- Verification and reconciliation of marks
- Qualitative marking criteria for different types of assessment

- Penalties for late or non-submission; for over-length work and departure from approved title/subject matter; for poor academic practice; for non-attendance
- Progression rules and classification conventions
- Use of viva voce examinations
- Re-sits
- Consideration of mitigating circumstances
- Details of examiners and rules on communicating with examiners

Rubrics

- type and structure of examination (e.g. in-person or online examination)
- submission instructions
- weightings of paper
- time allowed
- instructions on the use of dictionaries and other materials
- instructions on the use of different scripts
- instructions on word limits
- instructions on handwriting

The conventions and rubrics will be published on the [Graduate \(Taught\) Examinations and Assessment](#) page on the Student Hub not less than one whole term before your examination takes place or, where assessment takes place in the first term of a course, at the beginning of that term.

You should take careful note of the dates for submission of essays and theses laid down in the Examination Regulations, course handbook, conventions, or rubrics. It is the candidate's responsibility to comply with these dates. The University Proctors, who have overall control of examinations, will not give leave for work to be submitted late except for cases of exceptional circumstances.

If there is any discrepancy in information, you should always follow the Examination Regulations and please contact the [Exams Administration team](#).

Examination Entry, In-person and Online Examinations

Information on the examinations and assessments process at the University is covered on the University's [Examinations and assessment](#) webpages from entering for examinations through to accessing your results.

Entering for your exams

You will be invited by email to enter for your examinations when the examination entry window opens and it is your responsibility to ensure that you are entered for the correct number of papers and correct options, please speak to your college's academic office or the [Exams Administration team](#) if you are unsure about what these are. If you do not enter by the required deadline for your programme then you will need to pay a late entry fee. Please check the University's [Examination entry](#) webpages for full examination entry and alternative examination arrangements.

Timetable

Your personal timetable showing your papers and the dates, times and location at which they will take place will be published online at least two weeks before your first examination. If you have not received your timetable, or discover any problems such as a clash of papers, contact your college as

soon as possible. It is your responsibility to ensure that you sit the correct examination and misreading of information will not be considered an acceptable reason for non-attendance.

In-person examinations

The University's [Completing an exam](#) webpages provide practical information on how in-person exams will work, including In-person exams on a computer, what you should do in advance of the exams and what to expect on the day. Your in-person exam(s) will be either handwritten or typed and the majority of in-person examinations take place at either the Examination Schools or Ewert House.

Online examinations

Online exams are taken in Inspira and you must familiarise yourself with this platform prior to taking an online exam. The University's [Online exams](#) webpage provides guidance on completing your online exam including how to set up for your exam, the expectations regarding standards of behaviour and good academic practice for online open-book exams.

Online exams require you to adhere to the University's [Honour Code](#) for open-book and closed-book remotely invigilated online exams and you should read this in advance of any online exams.

Submissions via Inspira

Coursework submissions are via the University's online assessment platform, [Inspira](#). Ensure you are familiar with the online submission process in advance of any deadline. Full information is provided on the University's [Submission of coursework assessments](#) webpage. An Inspira link and information will be sent by the [Exams Administration team](#) prior to the submission deadline.

Your candidate number

A candidate number is created for examinations to ensure anonymity and you are responsible for ensuring you are not identifiable in all assessments either by self-referencing or including personal details such as your name or student number. The Exams Administration team will not do redaction for you if you identify yourself in your assessments.

You can find your candidate number on the Examination and Assessment Information page in [Student Self Service](#) or by looking on the top of your individual timetable.

Your candidate number is not your student number.

Do not put your name or student number anywhere on your submissions or written exams.

Problems Completing Your Assessments

There are a number of University processes in place to help you if you find that illness or other personal circumstances are affecting your assessments or if you experience technical difficulties with an online exam or submission and it is your responsibility to take action if you experience problems.

The University's [Problems completing your assessment](#) webpages provides a summary of the different processes that are available including:

- When you can't submit coursework on time (*self-certification, extensions, submitting late, incorrect submissions*)
- When you can't attend an exam

- Problems with online exams (*submitting late, replacing an incorrect exam response, online exams with typed answers only, starting an online exam late*)
- Mitigating circumstances notices to examiners (MCE)
- Academic appeals

If you experience unexpected circumstances that may affect your performance, you must discuss your circumstances with your college first as any application to the Proctors will come from them. They can advise on the best course of action for your situation.

Fixed Dates for the Consideration of Submissions with Extension

If you receive an extension which takes your submission beyond the standard Final Exam Board Meeting, you will need to wait until the next date your Exam Board meets for your final results and classification to be considered and released.

Typical dates are as follows:

Final Exam Board Meetings (standard dates)

- **MPhil and MSt courses ending in Trinity Term:** Trinity Term weeks 11 and 12.
- **MSc MMES ending in Long Vacation:** Late September.

Dates for consideration of late assessments (extensions):

- **Intermediate date:** Michaelmas Term week -3 (4th week before the start of Full Term).
- **Last date:** Michaelmas Term week 7.

Assessments received after this last date will be deferred for consideration until the next Final Exam Board meeting at the end of Trinity Term of the following year.

If you do apply for an extension, especially towards the end of your degree, please take note of this policy and the dates above as your date of final completion may have implications for your next steps after your course.

Please note that time is also required for marking assessments. For work received outside the normal assessment period (e.g. due to an extension), we cannot guarantee that submissions less than 3 weeks before the consideration date above will be ready to be considered on that occasion.

The faculty remains committed to supporting our students through challenging circumstances throughout their degree programmes. This policy does not affect the process for applying for an extension nor the support available. If you are struggling to complete your work, please do not hesitate to reach out to your tutor, college or the academic administration team.

Vivas and Resits

Vivas are compulsory for this course unless candidates are excused by the examiners, please refer to the Examination Conventions and Rubrics when they are released. This is to enable your examiners to clarify any matters in your answers, and it gives you the opportunity to improve upon your performance, should that be necessary.

Information about when resits take place can be found in your Examination Conventions and you enter for resits in the same way as the first attempt. Please contact your College with any questions about resits.

When making any travel arrangements for the post-exam period, it is your responsibility to bear in mind attendance at the viva and when resits may take place.

Infringements for Examinations and Submitted Assessments

Please refer to the [examination conventions](#) for penalties for infringements of word limit, late submission, plagiarism and non-adherence to rubrics.

Faculty of Asian and Middle Eastern Studies students should note that interpretation of the electronic word count is at the discretion of the Examiners, in view of the fact that most languages taught in the Faculty are not written in alphabetic scripts and the electronic word count may not be as accurate when taking these scripts into account.

Examiners' Reports and Previous Exam Papers

Examiners' reports from past exams are normally available from Hilary Term and will be uploaded to the [Graduate \(Taught\) Examinations and Assessment](#) page on the Student Hub. These reports give you an idea of how the exams were conducted and the performance of the cohort. Due to small class sizes for some degrees, it is not always possible to provide Examiners' reports for them. In these cases, please consult with your Course Director for some feedback.

Previous examination papers can be viewed on [Search Oxford Libraries Online \(SOLO\)](#), the online catalogue platform provided by the Bodleian Libraries.

GOOD ACADEMIC PRACTICE AND AVOIDING PLAGIARISM

Plagiarism

The University's definition of plagiarism is:

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

It is important that you take time to look at the University's guidance on plagiarism here: <http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>.

You should refer to the University's guidance on referencing (<https://www.ox.ac.uk/students/academic/guidance/skills/referencing>). If, after having done so, you are still unsure how to reference your work properly, you should contact your supervisor for guidance.

The University employs software applications to monitor and detect plagiarism in submitted examination work, both in terms of copying and collusion. It regularly monitors online essay banks, essay-writing services, and other potential sources of material.

EQUALITY, DIVERSITY AND INCLUSION

In accordance with our [Statement of Values](#), the Faculty of Asian and Middle Eastern Studies is committed to creating a teaching, learning, and research environment in which every member of our

community – at every academic level from undergraduate to senior academic, and among library and administrative staff – can achieve their full professional potential without discrimination on the basis of age, disability, gender, marriage or civil partnership, nationality, pregnancy or parenthood, race, religion or belief, sex, or sexual orientation.

We welcome suggestions for making our courses more diverse and inclusive. In general, you are encouraged to tell us if you see any ways in which the courses or this handbook might be improved. Staff and students are welcome to contact the Equality and Diversity team with any suggestions or concerns.

WELFARE AND SUPPORT

Our community aims to encourage and support all students. The student experience at Oxford offers lots of opportunities for you to thrive, grow, and look after your own wellbeing, but we know that sometimes there can be stresses and challenges too.

We want to give you the agency to navigate welfare support, and to make your own decisions. This includes by:

- Keeping in touch with your College and Department, and letting them know if you need help
- Seeking support when needed
- Supporting your fellow students
- Registering with Disability Advisory Service for structured support if you have a disability

Should you have any concerns, or for guidance and support, please do not hesitate to contact the Faculty's Disability Coordinators, Welfare Contact and Harassment Officers.

Details of the range of sources of support available in the University are available from the Oxford Students website, including in relation to mental and physical health and disability.

COMPLAINTS AND ACADEMIC APPEALS WITHIN THE FACULTY OF ASIAN AND MIDDLE EASTERN STUDIES

The University, Humanities Division, and the Faculty of Asian and Middle Eastern Studies all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the Oxford SU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of those sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department's committees.

Complaints

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with the Director of Graduate Studies as appropriate.

Complaints about departmental facilities should be made to the Departmental administrator ([Trudi Pinkerton](#)). If you feel unable to approach one of those individuals, you may contact the Head of Administration and Finance or the Faculty Board Chair. The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University's [Student Complaints Procedure](#).

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic appeals

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University's [Academic Appeals Procedure](#).

PROGRAMME AIMS AND LEARNING OUTCOMES FOR MSt COURSES OF STUDY AT ASIAN AND MIDDLE EASTERN STUDIES

The MSt degree is awarded after a course of directed study leading to an examination. The course normally lasts one year. It is thus suitable both for students who have no more than one year available for study and for those who require a year of preliminary training in a subject before proceeding to research. A general MSt. in Asian and Middle Eastern Studies is awarded to those students who have undergone training in a subject for which no specific MSt. is available. The MSt. is at the FHEQ level 7.

The MSt is available in the following subjects:

- Bible Interpretation
- Classical Armenian Studies
- Classical Hebrew Studies
- Islamic Art and Architecture
- Islamic Studies and History
- Jewish Studies
- Jewish Studies in the Graeco-Roman Period

- Korean Studies
- Asian and Middle Eastern Studies
- Syriac Studies
- Traditional China

In general, the arrangements for supervision are similar to those for the MPhil, and in the case of some subjects the course offered is actually a reduced version of a corresponding MPhil course, with the language training omitted.

Educational Aims of the Programme

The programme aims to enable its students to:

- Develop the practice of analytical enquiry;
- Achieve a high level of competence in a relevant language or languages, where relevant;
- Achieve a good level of competence in the textual and philological analysis of texts in the relevant language/s or historical and literary analysis of texts in the relevant language/s;
- Gain a wide-ranging critical knowledge of relevant secondary literature and of current developments in the field;
- Reflect on relevant issues of method;
- Develop skills in written and oral communication, including sustained argument, independent thought and lucid structure and content;
- Develop the ability to identify, understand and apply key concepts and principles;
- Where appropriate, prepare students for further research in the field.

Assessment

Formative assessment is provided by tutorial feedback and interaction with the Supervisor and/or tutor, by the discussion of prepared class-work, and by the Supervisor's termly report, which is discussed with the student in the Faculty and separately in the College

Summative assessment is provided at the end of the course by written examinations, submitted essays, portfolio, a thesis and *viva voce*, depending on the course.

Programme Outcomes

A. Knowledge and understanding

On completion of the course students will have:

- Acquired relevant linguistic and textual knowledge
- Acquired some specialist knowledge of relevant primary and secondary literature
- Gained enhanced understanding of how primary evidence is employed in philological, textual, historical and literary analysis and argument

Related Teaching/Learning Methods and Strategies

The main learning strategy is that a student should practise the relevant skills under close supervision, receive constant feedback, and have the chance to see the same skills practised by acknowledged experts in a manner which can be emulated. The methods used to achieve this aim include:

- Language and text-reading classes, for which students are expected to prepare
- Lectures

- Seminars with peers and senior academics
- Tutorials (individual) for which students prepare a substantial piece of written work for discussion with their Tutor(s)

B. Skills and other attributes

Intellectual Skills

The ability to:

- Exercise critical judgement and undertake sophisticated analysis
- Argue clearly, relevantly and persuasively
- Approach problems with creativity and imagination
- Develop the exercise of independence of mind, and a readiness to challenge and criticise accepted opinion

Teaching/Learning Methods and Strategies

As above.

Assessment

As above.

Practical Skills

All practical skills acquired are also transferable skills; see below.

Transferable Skills

The ability to:

- Find information, organise and deploy it;
- Use such information critically and analytically;
- Consider and solve complex problems with sensitivity to alternative traditions;
- Work well independently, with a strong sense of self-direction, but also with the ability to work constructively in co-operation with others;
- Effectively structure and communicate ideas in a variety of written and oral formats;
- Plan and organise the use of time effectively, and be able to work under pressure to deadlines;
- Make appropriate use of language skills;
- Handwrite in non-Roman script.

Teaching/Learning Methods and Strategies/Assessment

Since all these skills are essential elements of the course, they are taught and assessed in the same ways as at A above.