

Report on the Present State of China-related Studies in the UK

The British Association for Chinese Studies



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Executive Summary:

Aims:

This report provides a survey of China-related studies in the UK. It considers: student figures; Chinese students studying in the UK; undergraduate and postgraduate courses on offer; and Chinese departments and research centres in UK institutions.

Summary:

- Year-on-year numbers of students enrolled on China studies related programmes in UK HEI's have decreased in the figures provided by both HESA and the UCCL annual survey.
- Decreases in student numbers in the available statistics are likely a result of the methodologies by which each dataset is collected rather than representing an actual fall in student numbers.
- Figures from comparable universities in the UCCL annual survey actually show a small increase in student numbers in Chinese studies related degrees.
- More universities than ever are now running China studies related programmes with 44 HEI's now represented in the UCCL annual survey.
- Chinese studies is increasingly being offered as part of a joint degree with only 13 of 44 HEI's offering it as a single honours subject.
- Early indicators suggest that Confucius Institutes may be having an effect on the uptake of Chinese studies in UK HEI's but this will need to be investigated further in future iterations of this report once more data is available.
- The number of Chinese students choosing to study at UK HEI's continues to grow with over 100,000 students concurrently enrolled for the first time.
- Chinese students now make up 31% of first year non-UK domiciled students at UK HEI's.
- There are now more HEI's offering a greater number and variety of Chinese studies courses than ever before at both the undergraduate and postgraduate level.
- A new searchable table of all 44 HEI's offering a Chinese studies related degree has been attached to this report containing the latest statistics from both HESA and UCCL as well as a full list of undergraduate and postgraduate Chinese studies programmes for each HEI.

Aims:

This is an updated version of a report originally commissioned by the Universities' China Committee in London (UCCL), and owned and updated by the British Association for Chinese Studies.

The aim of this report is to provide researchers, students and other interested parties with a broad survey of the present state of studies relating to China in Higher Education Institutions (HEI's). It seeks to ascertain student demand, course offerings, and research activity in the UK. The survey focuses on: numbers of undergraduate and postgraduate students of China-related studies; the number of PRC and Hong Kong students coming to the UK; the provision of undergraduate and postgraduate courses related to China in the UK; and the presence of Chinese departments and research networks in the UK.

There is great difficulty in gaining an accurate picture of study and research about China. Research and academic exchange activities can be situated within any topic, discipline, partner relationship, or institution. Researchers located in disciplines across the arts and humanities, social sciences, natural sciences and medicine may be carrying out research with a China focus. Any UK institution may be engaged in academic exchanges and collaborative projects with partners based in China. Thus the range of China-focused study, research and UK-China academic exchange with the UK is extensive. This report presents an overview of the state of the field through an examination of student numbers, institutions, research activity and Chinese international students to the UK.

Numbers Studying Chinese Studies in the UK:

There are currently two main sources for student numbers enrolled in 'Chinese Studies' courses at UK HEI's. One of these sets of figures is obtained by the [University China Committee in London \(UCCL\)](#) in an annual survey. The other set of figures can be obtained from publicly accessible data from the [Higher Education Statistics Agency \(HESA\)](#). Both of these datasets together can help us build a picture of student numbers for Chinese Studies in UK HEI's, but both also have significant drawbacks that make an accurate assessment of real-world numbers almost impossible. Both sets of figures will be discussed below.

UCCL Figures:

The UCCL carries out an annual survey of the number of staff and students enrolled on Chinese Studies programmes in UK HEI's as part of its annual report. For each university, numbers are recorded for both full-time and part-time staff; full-time and part-time single honours undergraduates; full-time and part-time dual honours undergraduates, full-time and part-time taught postgraduates; and full-time and part-time research postgraduates.

Each university that is identified as potentially offering a ‘Chinese Studies’ related degree is sent a proforma requesting numbers of staff and students based on the following definition of Chinese studies:

Chinese Studies is here understood as a degree programme consisting of Chinese (Mandarin) language study with some additional element of China-related study, such as culture, history, politics etc. However, the term can apply to language degree programme students who study Chinese jointly with another discipline or language.

While it is important to identify that ‘Chinese Studies’ is more than just the study of Mandarin language, the above definition makes it challenging for any individual within each HEI to provide a complete set of numbers as both the staff and students covered by this definition would appear within a variety of different departments within the HEI. As such, a large percentage of institutions either do not respond to the proforma or caveat their response with a statement that the numbers may not be accurate across all departments or reflective of the institution as a whole. With traditional ‘Sinology/Chinese Studies’ departments increasingly being divided up and incorporated into the wider HEI structure, obtaining accurate numbers will only become more difficult in future.

This year, of the 44 institutions identified in the UCCL survey, only 19 responded to the proforma with student numbers. This is one less than the 20 respondents to the 2017/18 survey that was also provided to the author of this report. Comparable numbers between the 2018/19 data and the 2017/18 data come from 12 institutions that responded to both surveys: University of Cambridge, University of Edinburgh, University of Exeter, University of Glasgow, King’s College London, London School of Economics, Newcastle University, School of Oriental and African Studies, University of Sheffield, Wales Trinity St David, University of Warwick and University of Westminster.

Tables 1 and 2 below show an overview of the results of the UCCL surveys from 2017 and 2018 (staff and student numbers for individual HEI’s can be found in the main spreadsheet attached to this report). Table 1 shows the complete results of the survey and Table 2 just shows the numbers from HEI’s that responded in both years.

Table 1: Comparison between staff and student numbers from UCCL surveys in 2017 and 2018.

Year	F/T Staff	P/T Staff	Staff Total	F/T UG Single Honours	F/T UG Dual Honours	F/T Taught PG	F/T PhD	P/T UG Single Honours	P/T Dual Honours	P/T Taught PG	P/T PhD	Student Total
2017	111	20	131	380	648	373	153	40	0	8	14	1616
2018	87	26	113	272	738	346	140	1	1	13	13	1524

Table 2: Data from only HEI’s that responded to the UCCL proforma in both 2017 and 2018.

Year	F/T Staff	P/T Staff	Staff Total	F/T UG Single Honours	F/T UG Dual Honours	F/T Taught PG	F/T PhD	P/T UG Single Honours	P/T Dual Honours	P/T Taught PG	P/T PhD	Student Total
2017	76	14	90	263	347	302	117	40	0	8	13	1090
2018	69	20	89	196	488	336	128	1	1	13	12	1175

As we can see in Table 1, there has been an overall reduction in student numbers according to the UCCL data from 1616 in 2017 to 1524 in 2018. This change is largely accounted for by the fact

that there was one less respondent to the survey in 2018 when compared to the previous year. Average student numbers among the responding HEI's were remarkably consistent with 80.8 per institution for the 2017/18 academic year and 80.2 for the 2018/19 academic year. Staff numbers, however, decreased with 6.6 staff per institution in 2017 and 5.9 per institution in 2018. This may have been, at least in part, due to the different HEI's that responded to the proforma.

Using just the institutions for which we have comparable numbers seen in Table 2, we end up with a slightly different picture. Overall student numbers went from 1090 in 2017 to 1175 in 2018, an increase of almost 8%. Staff numbers, however, decreased from 90 to 89. When combined with the greater student numbers, this may indicate a significant year-on-year increase in workload for the staff at these institutions. This potential workload increase must be caveated, however, with the other trend that can be witnessed across both tables – that there has been a large-scale redistribution between single honours and dual honours students between the two academic years.

In Table 1 we can witness a 28% drop in full-time undergraduate students taking single honours Chinese studies courses and a 14% increase in uptake on dual honours courses. Equally, in Table 2, there was a 25% drop in single honours undergraduate students in 2018 from the previous year that was countered by a 40% increase in dual honours students. Students on Dual Honours courses are likely to take a greater degree of modules outside of the area of Chinese Studies thereby potentially compensating for the increased staff workload we might have expected from just looking at the total student numbers – but this is also a trend that is worth exploring further in and of itself.

In both of the previous versions of this report, compiled in 2013 and 2016 respectively, it was noted that traditional Sinology and Chinese studies degrees were falling out of favour and that most of the universities that were beginning to offer new Chinese studies related degrees were choosing to present Chinese language as part of a dual honours programme – either with another language or another subject area such as business, political science or media studies (with Chinese language often in a minor or adjunct position). This can potentially be viewed as part of a wider trend away from 'area studies' in UK HEI's that has been occurring for some time with smaller departments closing since at least 2010/11.¹ Thus, while there has been a marked increase in undergraduate student numbers studying for a degree in 'Chinese studies' amongst the comparable institutions in Table 2, students that would consider Chinese studies to be the focus of their degree programme may actually have fallen.

HESA Figures:

Figures of students enrolled in Chinese Studies at a Higher Education (HE) level are provided by the Higher Education Statistical Authority (HESA). Chinese Studies is located in HESA's statistics as 'language studies', not 'social sciences' (business and administrative studies are also counted separately). The HESA figures can only provide an impression of student numbers on Chinese studies programmes in the UK as the numbers have been apportioned, reflecting students

¹ <https://www.thebritishacademy.ac.uk/sites/default/files/BAR17-16-Lightfoot.pdf> (accessed September 2019).

studying Chinese as single honours, dual honours or as a minor subject.² Therefore, these figures do not refer to individuals but have instead been arrived at through the apportionment process.

As discussed in the previous section, Chinese studies is increasingly being offered at UK HEI's as a minor or as part of a dual honours programme, and therefore it follows that the majority of these students will only count as either 0.33 or 0.5 of a student in the HESA statistics depending on the proportion of their degree that is dedicated to Chinese language study. Moreover, HESA figures will not count postgraduate students working on a China-focused research topic if their degree is not awarded by the language department of the university, e.g. a doctoral student working on an aspect of Chinese politics who is registered in the politics department of a university.

The numbers that we witness in the HESA data for Chinese studies will, therefore, be significantly lower than the actual number of students attending these degree programmes (likely by a factor of at least two given the apportionment process). This is evident from the fact that there were more students recorded as enrolled in Chinese studies in the UCCL data (1616 students) from only 20 responding HEI's last year than there were by HESA (1420 students). Unfortunately, HESA data is also only available for the previous academic year, so it is impossible to make any direct comparisons with this year's UCCL data.

With all of the above said, the advantage of the HESA data is that it is recorded for all UK HEI's and therefore should offer a more complete picture than the UCCL data. In practice, however, the HESA figures still seem to be missing for certain institutions.³ While the absence of some of these institutions within the 2017/18 HESA data is understandable - certain universities such as LSE will only begin offering their Chinese studies related course in 2019/20 and others, such as Edge Hill, Ulster and Southampton, do not offer a Chinese related degree, only credited modules in Chinese language delivered by their associated Confucius Institutes. Some institutions, however, such as Cambridge and Warwick, which have featured in both the current and previous UCCL annual surveys are harder to explain. It is the author's suggestion that the organisation of Chinese studies at Cambridge within wider degrees on 'Asian and Middle Eastern Studies' may have resulted in the institutions' absence from the HESA statistics - but there is no such reasoning available for why degrees awarded at Warwick may not have been included.

An overview of the student numbers for Chinese studies is recorded below in Tables 3, 4 and 5. Table 1 shows the total number of students enrolled in Chinese studies degree in each academic year from 2014/15 to 2017/18. Unfortunately, HESA do not make data for years prior to 2014 available through their website. Tables 2 and 3 show the number of undergraduate and postgraduate students respectively. They record the total number of students for each academic

² These figures are apportioned as follows: split 50/50 for joint degrees, 67/33% for major/minor, Triple 34/33/33% see Higher Education Statistics Agency (HESA) "Definitional Support: Apportionment" <https://www.hesa.ac.uk/component/content/article?id=2880> for more details (accessed 11 July 2016).

³ All of the following universities with credited courses in Chinese (Mandarin) language are registered as having zero Chinese studies students within the HESA data: Aston University Birmingham, Edge Hill University, Heriot-Watt University, London School of Economics, Middlesex University, Queens University Belfast, Regents University of London, Ulster University, University of Aberdeen, University of Birmingham, University of Cambridge, University of Exeter, University of Hertfordshire, University of Portsmouth, University of Southampton, University of Warwick.

year along with the number of those that commenced their studied in that year. Each table also includes a breakdown of how many of these students are full-time and part-time.⁴

Table 3: HESA student numbers for Chinese studies 2014-18.

Year	Total Students Enrolled	From UK	From EU	Non UK/EU
2014/15	1440	850	190	590
2015/16	1385	895	175	490
2016/17	1420	925	180	495
2017/18	1325	885	170	440

Table 4: HESA undergraduate Chinese studies breakdown 2014-18.

Year	Undergraduates	Newly Enrolled UG	Full Time UG	Part Time UG
2014/15	1110	330	1060	50
2015/16	1120	385	1070	50
2016/17	1100	320	1045	55
2017/18	1030	300	985	45

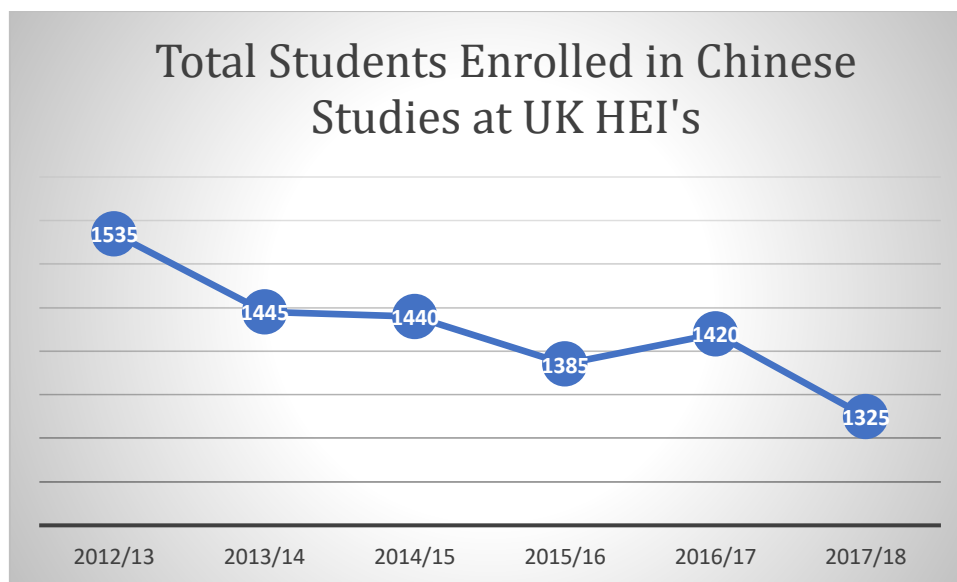
Table 5: HESA Postgraduate Chinese studies breakdown 2014-18.

Year	Postgraduates	Newly Enrolled PG	Full Time PG	Part Time PG
2014/15	330	260	315	10
2015/16	265	205	255	10
2016/17	320	260	300	20
2017/18	295	225	275	20

The results from HESA show that there has been a marked decline in the total number of students enrolled on Chinese Studies degrees across the four-year period for which we have available data. If we include the total numbers for 2012/13 and 2013/14 that were recorded in the previous versions of this report, the downward trend in total students only becomes more apparent. In the graph below we can see how student numbers have fallen from 1535 in 2012 to 1325 in 2017 – a drop of almost 14%.

⁴ The HESA numbers for each individual institution are also available in the spreadsheet that accompanies this report.

Graph 1:



It is important to remember, however, that the HESA data is not representative of actual student numbers and that the decrease we see in this graph could be caused by other factors than a reduction in the number of students on Chinese studies courses. A likely contributing factor to these results is the redistribution of students from single honours Chinese studies degrees to dual honours degrees that was noted in the previous discussion of the UCCL data. Due to the way HESA figures are apportioned, dual honours Chinese studies students only count as 50% of one student and therefore the shift that we witnessed among comparable institutions in the UCCL data between 2017 and 2018 would more than account for the year-on-year decrease that can be seen in the HESA figures.

Another likely contributing factor to the decreasing number of students enrolled on Chinese studies degrees appears to be a significant reduction in the number of international students arriving from outside the EU. Between 2014 and 2017, the number of non-EU students in the field of Chinese studies at UK HEI's fell by over 25%. Any potential causes for this reduction would be difficult to verify, but the UK's perceived imminent departure from the EU and the Home Office's response to reports of organised cheating in English language exams for foreign students may have been contributing factors.⁵

⁵ <https://www.theguardian.com/uk-news/2019/sep/18/home-office-rushed-to-penalise-students-accused-of-cheating> (accessed September 2019).

Impact of Confucius Institutes:

The growth of Confucius institutes at UK HEI's (and internationally) has been a subject of much discussion – both within the field of Chinese studies and in the wider media.⁶ What has not yet been assessed, however, is the impact that Confucius Institutes have actually had on the uptake of Chinese studies at UK HEI's.

Many of the UK's Confucius Institutes are attached to a specific HEI and of the 44 institutions that were identified in the UCCL survey this year, 23 are now linked with a Confucius Institute.⁷ Of the 19 HEI's that responded to the UCCL proforma this year, 12 had a Confucius Institute. The average number of students enrolled on Chinese studies courses at HEI's that did feature a Confucius Institute was 94.9 compared to 55 for those without. While it is difficult to draw any concrete conclusions from the results of only 19 responding institutions in a single year, these averages appear to represent a significant difference and it will be interesting to track the student numbers at these same institutions in future versions of this report.

The HESA numbers reveal a similar picture to those obtained from the UCCL survey with a dramatic difference in the number of students at institutions with Confucius Institutes to those without. HEI's with no Confucius Institute averaged 16.4 students per institution compared with 42.2 for those that did. Correlation is not necessarily causation and it could equally be the case that the Confucius Institutes are being established at HEI's that historically attracted more Chinese studies students, but this is an area that warrants further investigation in future reports.

Numbers of Students of Chinese Nationality in the UK:

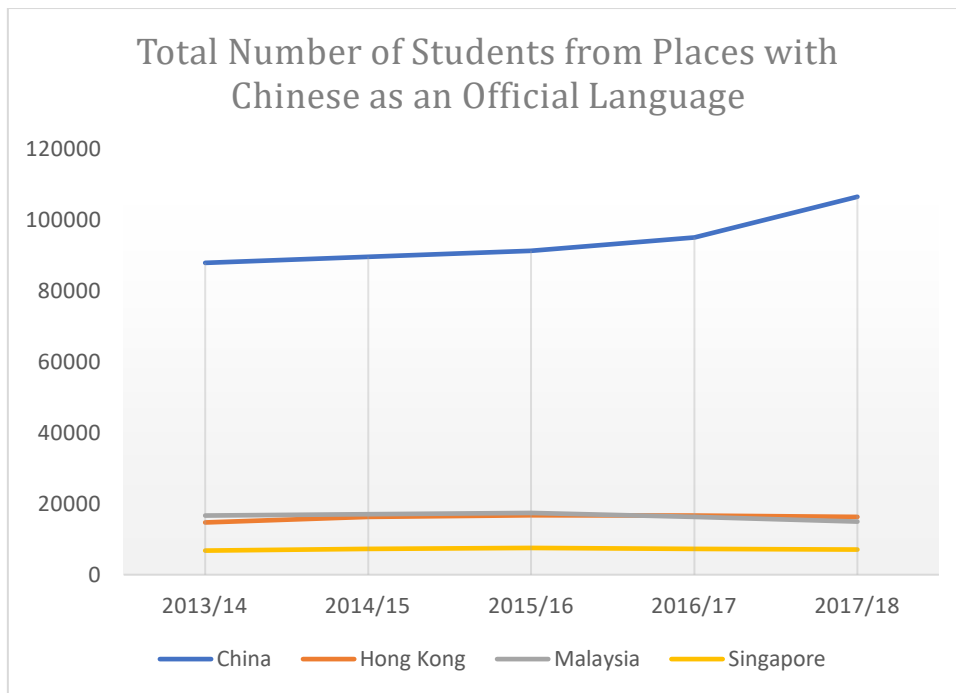
As with the data for the number of students enrolled on Chinese studies courses, the data for the number of students of Chinese nationality in the UK are drawn from HESA's publicly available statistics. As such, the most recent data currently available is for the 2017/18 academic year. The difference between the HESA statistics in this section and the previous section is that, because these figures are not course specific, they are not apportioned, and therefore represent actual student numbers.

The number of students of Chinese nationality studying in the UK continues to grow. The 2017/18 academic year saw numbers exceed 100,000 for the first time, making China the first country to ever have this many students concurrently registered at UK HEI's. The 2017/18 figure of 106,530 represents a 12% increase over the 95,090 students that were enrolled in 2016/17. This is the largest single year-on-year increase in student numbers (both in real terms and as a percentage) since the massive growth that occurred between 2009 and 2012 when numbers almost doubled across a three-year period. The increase in enrolled students from both China and other regions where Chinese is an official language can be seen in Graph 2 below.

⁶ For example, this recent report by the BBC: <https://www.bbc.com/news/world-asia-china-49511231> (accessed September 2019).

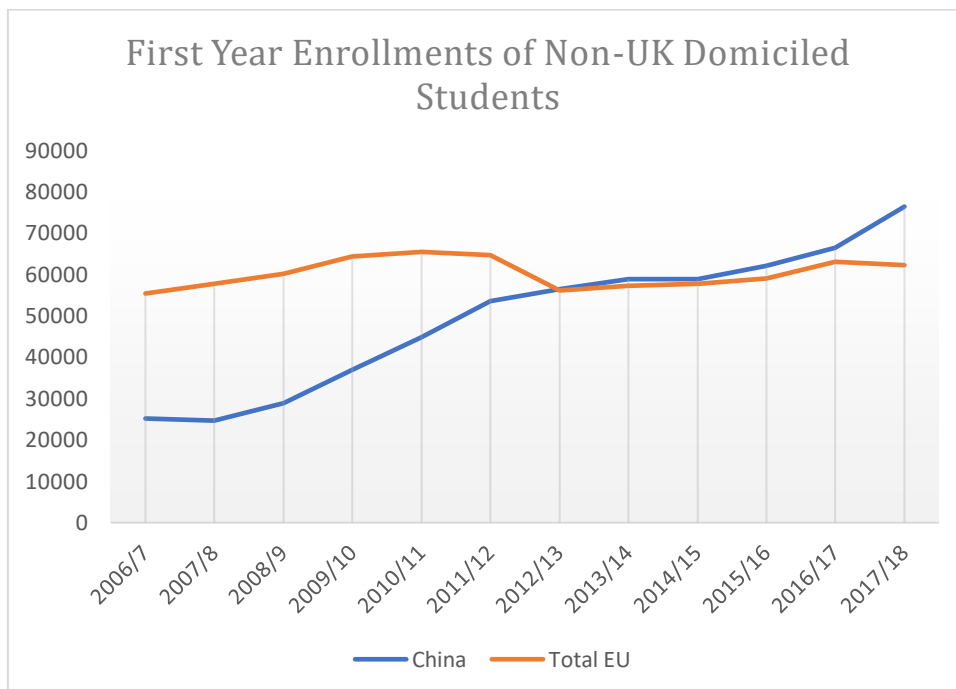
⁷ A new column has been added to the spreadsheet that accompanies this report to identify which HEI's have their own Confucius Institute.

Graph 2:



As we can see, while student numbers from China itself continue to grow year-on-year, student numbers from other (partially) Chinese speaking regions have remained consistent with the total number of students neither increasing nor decreasing in a statistically significant way. Unsurprisingly, the growth in overall numbers of Chinese students at UK HEI's has been fuelled by an increase in first year enrolments for 2017/18. Graph 3 below demonstrates the growth in first year enrolments by Chinese students and compares them with the combined total of all new EU enrolments at UK HEI's.

Graph 3:



Newly enrolled Chinese students narrowly overtook those arriving from EU countries for the first time in the 2012/13 academic year and since then the gap has only widened, with numbers from the EU remaining relatively consistent. Some UK HEI's are likely to have surpassed 5,000 concurrently enrolled Chinese students for the first time this year with the 2017/18 statistics demonstrating that University of Manchester, University of Liverpool and University College London had each already surpassed 4,800. The 2017 statistics also show that 34 HEI's had over 1,000 students from China and 96 had over 100.

Overall, Chinese students now make up 31% of first year non-UK domiciled students at UK HEI's. At some HEI's, this percentage is significantly higher such as at University of Liverpool where 62% of the non-UK domiciled student population now comes from China. Of the Chinese students at UK HEI's in 2017/18, almost 72% were newly enrolled that year. This attests to the enduring popularity of taught master's programmes in the UK as these are the only available courses that run for just a single year. The Russell Group's 2018 report on the subject of 'Links between China and Russell Group universities' confirms that, among Russell Group universities, over 54% of all Chinese students enrolled on taught postgraduate courses.⁸

That same Russell Group report also has some useful information not available in the HESA data about what Chinese students in the UK are choosing to study. The most popular courses among Chinese students at Russell Group Universities are: business studies (33%), engineering and technology (17%), social studies (10%), mathematics (6%) and architecture (5%).⁹ This means that universities that are not advertising these courses in China could potentially be missing out on a lucrative revenue stream. It also suggests that subject areas outside of the disciplines listed above may have an as yet untapped source of recruiting opportunities in China.

In total, there were 662,100 Chinese international students studying globally in 2017/18 meaning that the UK HEI's account for 16% of all Chinese international students.¹⁰ In an interesting development, China is soon set to overtake the UK as a destination for international students. If growth from the 2017/18 academic year were to continue at the same pace this year, China may already have achieved this feat, becoming the second most popular destination for international students after the USA.

A final point worth mentioning is that the UK Government has finally overturned its decision to remove the right for international students to apply for two-year work visas after they graduate from a UK HEI. As of September 2019, students may now apply for a two-year work visa to begin upon finishing their degree programme.¹¹

⁸ <https://russellgroup.ac.uk/media/5680/russell-group-universities-links-with-china-january-2018.pdf> (accessed September 2019).

⁹ <https://russellgroup.ac.uk/media/5680/russell-group-universities-links-with-china-january-2018.pdf> (accessed September 2019).

¹⁰ <http://www.globaltimes.cn/content/1143787.shtml> (accessed September 2019).

¹¹ <https://www.theguardian.com/education/2019/sep/10/uk-work-visas-for-foreign-graduates-to-be-extended-to-two-years> (accessed September 2019).

China Focused Programmes at UK HEI's:

Undergraduate Level:

A survey of programmes offered at UG level through the UCAS catalogue was carried out in June 2019. Using the search terms “China” and “Chinese”, the course offerings for Home and EU students were examined and compiled into a table by institution.

In total 44 UK institutions now offer a degree with the option of credited Chinese language modules while teaching some other element of Chinese culture; of these, only 13 offer the study of China or Chinese language as a single honours subject. By way of comparison, 29 UK institutions offered a degree with a Chinese language and culture element for entry in 2013 when this survey was first established. A search of UCAS course offerings for the year 2000 found 13 institutions offered programmes under the language heading Chinese, and another 8 programmes under Asian, East Asian or Asian Pacific studies. It is possible that there is some overlap in the count of institutions offering Chinese language and area studies as the names of institutions are not given. Replicating the 2000 catalogue survey for comparison is not possible as the expansion of course offerings means the categories have changed. Overall, the survey results attest to the variety of programmes presently on offer with a China focus and suggests that a greater total number of institutions are offering Chinese related programmes than in previous years.

The most common course offering for entry in 2019 remains a dual degree course with Chinese and another subject. Popular courses are in combination with other languages, politics, and business management. This is why Chinese Studies as a whole is underrepresented within the HESA statistics and why the formulation of data in the UCCL annual survey is vital to providing an accurate picture of student numbers.

From the list of undergraduate institutions offering a China-focused course, the previous version of this survey in 2016 identified a new wave of universities entering into Chinese Studies specialism, such as Bangor, Birmingham, Chester, De Montfort, Goldsmiths, Hull, Nottingham Trent, Regent's University London, Lancaster, Portsmouth and UCLAN. As of 2019 we will also be able to add Cardiff and LSE to that list. These institutions augment the first new wave of China-focused studies centres established in 2004 at Manchester and Southampton. The larger number of courses in joint degrees seems to suggest that universities are responding to, or aiming to attract, students that wish to acquire Chinese language skills with a discipline. These differ from traditional Sinology courses as students will study Chinese language as an adjunct to disciplines such as business, political science, and media.

Postgraduate Level:

Postgraduate courses with a China focus likewise indicate a trend in offerings for Chinese language skills combined with professional or discipline-based training. A search for the terms “China” and “Chinese” was carried out on the courses section of two of the longer established graduate course websites, Prospects and Find A Masters. Courses that only described Chinese

students or Chinese partners were eliminated, as were courses which were offered in Chinese medicine with no module in either language or anything relating to general Chinese history or culture. Courses in translation and interpreting which offered a Chinese to English or English to Chinese component are included. The results were then cross-referenced and duplicate listings eliminated.

The courses are presented by institution in Appendix 2.b 2.c and 2.d. It should be noted that there is a fee for universities to advertise on the Prospects and Find A Masters websites, and therefore this cannot be considered a definitive list of all China-related courses in the UK. It only presents advertised courses paid for by the institution on that particular month. Degrees by research such as MLitt, MPhil and doctorate degrees are much less likely to be advertised on Prospects as potential research students will be independently searching for academic staff who could supervise their research proposal. Some of the courses or modules might not be on offer in 2016/2017, depending on staff availability. Despite these limitations, the results offer a general view of the variety and discipline area offerings for PG study with a China focus in the UK.

Taking these course listings as a sample, a few observations about China-focused studies at postgraduate level can be made:

Variety of courses:

As can be seen in the 'courses offered' column of the table, there is a great variety of courses on offer at UK HEI's that fall within the remit of Chinese Studies. Sinology/Chinese Studies is now a much smaller proportion of course offerings than it has been historically. The main focus for the majority of HEI's is on Mandarin with professional and discipline area training. Discipline areas include law, politics and international relations, business, and film and TV, arts, science, Chinese medicine and interpreting.

Business and politics areas are more frequently offered. The Hayter Commission of 1961 called for an emphasis on studies of modern Asia through expanding the range of study to include social sciences subjects particularly economics, politics, sociology and geography. The overview of PG as well as the UG offerings on UCAS suggests that the aims of the Hayter Commission is now the norm (if Business is also included, which was not originally envisioned), whereas traditional Sinology is now in the minority.

Translation courses:

Many universities like Bath and Swansea have built on expertise in translation and added Mandarin-English translation and interpreting to their course offerings. In total, this survey found that 26 institutions offer translation or interpreting courses. This is an increase since 2013, when the survey found a total of 16 institutions offered translation or interpreting courses in Chinese-English or English-Chinese. While MA level translation and interpreting course have proved popular with Chinese students in the UK, Swansea recently became the first university in the UK

to also offer a BA in Translation and Interpreting that is specifically for Chinese students or students with Mandarin as their native language.¹²

Auctioning houses:

The educational institutes of auctioning houses Sotheby's and Christies are offering PG qualifications in Chinese art. These degrees may suit those with an interest in Chinese art but also for those who hope to work in the art trade.

Chinese Partners and Double Degrees:

Many institutions are benefiting from links with Chinese partners and offer summer schools or periods abroad in China as part of their postgraduate degree. Double degrees have been quite popular in the Chinese education market between UK and China partners. For example, LSE offers a degree to the UK market in its postgraduate double degree courses with Beijing University and Fudan University. This programme turns attention to the UK side, capitalising on the appeal of future careers in business and diplomacy with China. This potentially could make for a two-way exchange of students from UK and China and presents an exciting development in China-focused studies and UK-China exchanges.

Comparison of Undergraduate and Postgraduate Courses:

It is not possible to make a complete comparison of the undergraduate and postgraduate listings as the PG listings are not comprehensive. However, a rough comparison can reveal potential trends for Chinese-related studies in the UK. Both undergraduate and postgraduate courses reveal a broad range of disciplines, and a tendency to offer Chinese language with other languages, business studies, international relations and so on.

Several of the universities with undergraduate options do not continue them to postgraduate level (as currently listed on postgraduate course websites). For example: Chester, De Montfort University, Kent, Nottingham Trent University, University of Wales Trinity Saint David, and University of Southampton.

Some institutions offer China-focused postgraduate courses but no undergraduate, for example: Glasgow, King's College, Aberdeen, London Metropolitan University etc.

¹² <https://www.swansea.ac.uk/undergraduate/courses/artsandhumanities/modern-languages-translation-and-interpreting/english-chinesetranslationandinterpreting/> (accessed September 2018).

HEI's with China-Focus Dedicated Departments, Research Centres or Research Networks:

The situation for research and academic exchange between the UK and China is extensive and varied. In order to gain a sense of China-related research activities in the UK, presented here in the report is a list of China-focused departments and research centres compiled from an internet search. The list cannot be considered as fully comprehensive; due to the time constraints of this survey it was not possible to look at every HE institution in the UK. Although not definitive, the list can provide an idea of the focus of research at doctoral and above levels in UK Higher Education Institutions (HEI's). As can be seen, there is China-related research carried out in the areas of Business and Management, Contemporary Area Studies, Translation and Language Teaching, Social Sciences, and, less frequently, in Health, Arts, Archaeology, Religion and Media across the UK.

New developments since the previous version of this survey include a new engineering research group, led by Queen's University Belfast, partnering with China's top E9 engineering departments and Nottingham Trent's new China and Hong Kong partnership. Also worthy of mention is the Russell Group-China Collaborative Programme, which was announced in 2014 but not featured in the previous version of this survey.

Institutions with Chinese departments (web-link provided):

- University of Cambridge – [Department of East Asian Studies](#) in Faculty of Asian and Middle Eastern Studies
- University of Durham – [Chinese Studies](#) in the School of Modern Languages and Cultures and [Centre for Contemporary Chinese Studies](#).
- Edinburgh University – [Scottish Centre of Chinese Studies](#) in the [Department of Asian Studies](#)
- King's College London – [Lau China Institute](#)
- University of Leeds – [East Asian Studies](#) within the School of Modern Languages
- University of Manchester – [Centre for Chinese Studies](#)
- University of Nottingham – China Policy Institute (No webpage after being moved to School of Politics and International Relations)
- Newcastle University – [East Asian Studies](#) within the School of Modern Languages
- University of Oxford – [University of Oxford China Centre](#), Oxford School for Global and Area Studies' Contemporary Chinese Studies Programme, [China's Environment and Welfare Research Group](#), [Centre for Teaching Chinese as a Foreign Language](#), and the [Oxford Chinese Economy Programme](#) (at St. Edmund Hall)
- School of Oriental and African Studies (SOAS) – [Department of the Languages and Cultures of China and Inner Asia](#) and [SOAS China Institute](#)
- University of Sheffield – [School of East Asian Studies](#)
- University of Wales, Trinity St David – [Chinese Studies](#) within the School of Cultural Studies

With Chinese research centres – some offer courses whereas some are research networks:

- Aberdeen [China Studies Group](#)
- Birmingham Institute of Art and Design & Birmingham City University – [Centre for Chinese Visual Art](#)
- University of Birmingham – [China Institute](#) includes [Anhui-Birmingham International Research Institute in Rail Transportation \(ABIRIRT\)](#)
- University of Bristol – [Centre for East Asian Studies & China Educational Research Network](#)
- Universities of Bristol, Manchester and Oxford – [British Inter-University China Centre](#)
- University of Cardiff – [Centre for the History of Religion in Asia \(CHRA\)](#)
- Durham University- [Centre for Contemporary Studies of Chinese](#)
- University of Exeter – [Global China Research Centre](#)
- University of Glasgow, Heriot-Watt University, Edinburgh University, St. Andrews, Dundee University – [Scottish Centre for China Research](#)
- Heriot-Watt University – [Scottish Centre for Chinese Urban and Environmental Studies SCCUES](#)
- Lancaster University – [Lancaster China Management Centre](#) and [Lancaster University China Centre](#)
- University of Leeds and University of Sheffield- [White Rose East Asia Centre](#)
- The University of Northampton – [China and Emerging Economies Centre](#)
- Nottingham Trent University – [China and Hong Kong Partnership](#)
- Queen’s University, Belfast – [UK China Engineering](#) (with University of Birmingham, Cardiff University, University College London, The University of Nottingham and The University of Warwick)
- Royal Holloway - [China Research Centre](#)
- University College London – [China Centre for Health and Humanity](#) and [International Centre for Chinese Heritage and Archaeology](#)
- The University of Warwick – [Centre for the Study of Globalisation and Regionalism](#) (expertise in China)
- The University of Westminster – [China Media Centre](#) and the [Contemporary China Centre](#)
- Network of academics: [China Development and Research Centre, UK.](#)
- [Russell Group-China Collaborative Programme](#)