

Review of Taught Postgraduate Curricula

Alignment between University TPg Educational Aims and Programme Learning Outcomes for Master of Arts in Applied Linguistics

Instructions for completing the form:

1. Please select 1 university educational aim out of 6 for each programme learning outcome to align with.
2. The programme is not required to map one of its learning outcomes to the educational aim number 6 if it is **NOT** a professional curriculum.
3. The University expects that a well-rounded programme should be able to cover all educational aims through its teaching and assessment activities. Therefore, please avoid mapping 2 different programme learning outcomes to the same educational aim; and all educational aims will be covered by the programme learning outcomes as a whole.
4. The programme learning outcome may need to be revised or further elaborated according to the chosen educational aim.

Programme Learning Outcomes	University Educational Aims for TPg Curricula
1. Demonstrate in-depth knowledge and understanding of theory in the field of applied linguistics and its interconnectedness with practical applications	<input checked="" type="checkbox"/> 1. Critical intellectual enquiry and acquiring up-to-date knowledge and research skills in a discipline / profession
	<input type="checkbox"/> 2. Application of knowledge and research skills to practice or theoretical exploration, demonstrating originality and creativity
	<input type="checkbox"/> 3. Tackling novel situations and ill-defined problems
	<input type="checkbox"/> 4. Collaboration and communication of disciplinary knowledge to specialists and the general public
	<input type="checkbox"/> 5. Awareness of and adherence to personal and professional ethics
	<input type="checkbox"/> 6. Enhancement of leadership and advocacy skills in a profession <sup>Note</sup>
2. Apply theoretical knowledge in real-life situations through teaching, analysis, and critical reflection	<input type="checkbox"/> 1. Critical intellectual enquiry and acquiring up-to-date knowledge and research skills in a discipline / profession
	<input checked="" type="checkbox"/> 2. Application of knowledge and research skills to practice or theoretical exploration, demonstrating originality and creativity
	<input type="checkbox"/> 3. Tackling novel situations and ill-defined problems
	<input type="checkbox"/> 4. Collaboration and communication of disciplinary knowledge to specialists and the general public
	<input type="checkbox"/> 5. Awareness of and adherence to personal and professional ethics
	<input type="checkbox"/> 6. Enhancement of leadership and advocacy skills in a profession <sup>Note</sup>

3. Identify and reflect on strengths, weaknesses and underpinnings of different ways of describing, analyzing and teaching language from multiple perspectives	<input type="checkbox"/> 1. Critical intellectual enquiry and acquiring up-to-date knowledge and research skills in a discipline / profession
	<input type="checkbox"/> 2. Application of knowledge and research skills to practice or theoretical exploration, demonstrating originality and creativity
	✓ 3. Tackling novel situations and ill-defined problems
	<input type="checkbox"/> 4. Collaboration and communication of disciplinary knowledge to specialists and the general public
	<input type="checkbox"/> 5. Awareness of and adherence to personal and professional ethics
	<input type="checkbox"/> 6. Enhancement of leadership and advocacy skills in a profession <sup>Note</sup>
4. Evaluate different (sometimes contradictory) empirical evidences related to the description, analysis and teaching of language	<input type="checkbox"/> 1. Critical intellectual enquiry and acquiring up-to-date knowledge and research skills in a discipline / profession
	✓ 2. Application of knowledge and research skills to practice or theoretical exploration, demonstrating originality and creativity
	<input type="checkbox"/> 3. Tackling novel situations and ill-defined problems
	<input type="checkbox"/> 4. Collaboration and communication of disciplinary knowledge to specialists and the general public
	<input type="checkbox"/> 5. Awareness of and adherence to personal and professional ethics
	<input type="checkbox"/> 6. Enhancement of leadership and advocacy skills in a profession <sup>Note</sup>
5. Apply research skills common in the field of applied linguistics to effectively collect, analyze, and draw meaningful conclusions from data	<input type="checkbox"/> 1. Critical intellectual enquiry and acquiring up-to-date knowledge and research skills in a discipline / profession
	<input type="checkbox"/> 2. Application of knowledge and research skills to practice or theoretical exploration, demonstrating originality and creativity
	<input type="checkbox"/> 3. Tackling novel situations and ill-defined problems
	<input type="checkbox"/> 4. Collaboration and communication of disciplinary knowledge to specialists and the general public
	✓ 5. Awareness of and adherence to personal and professional ethics
	<input type="checkbox"/> 6. Enhancement of leadership and advocacy skills in a profession <sup>Note</sup>
6. Communicate research data effectively in various types of oral and written situations within the academic settings	<input type="checkbox"/> 1. Critical intellectual enquiry and acquiring up-to-date knowledge and research skills in a discipline / profession
	<input type="checkbox"/> 2. Application of knowledge and research skills to practice or theoretical exploration, demonstrating originality and creativity
	<input type="checkbox"/> 3. Tackling novel situations and ill-defined problems
	✓ 4. Collaboration and communication of disciplinary knowledge to specialists and the general public
	<input type="checkbox"/> 5. Awareness of and adherence to personal and professional ethics
	<input type="checkbox"/> 6. Enhancement of leadership and advocacy skills in a profession <sup>Note</sup>

<sup>Note</sup> This educational aim will apply only to professional curricula. Whether a similar aim might be articulated for non-professional curricula is still being considered by the University.