

Review of Taught Postgraduate Curricula

Alignment between University TPg Educational Aims and Programme Learning Outcomes for Master of Arts in Chinese Language and Literature

| Programme Learning Outcomes | University Educational Aims for TPg Curricula |
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| 1. demonstrate specialized knowledge and critical perspectives in Chinese language and literature; appreciate the significance of language and literary use to life-long learning | <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 ^{Note} |
| 2. show ingenuity in problem-solving through critical engagement of controversial issues in Chinese language and literature | <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 ^{Note} |
| 3. show ingenuity in problem-solving through critical engagement of controversial issues in Chinese language and literature | <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 checked="" 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 ^{Note} |

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| 4. participate effectively in collaborative initiatives and show competence in communication | <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 checked="" 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 ^{Note} |
| 5. apply research skills common in the field of Chinese language and literature to effectively collect, analyze and draw meaningful conclusion in accordance with research ethics | <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 |
| | <input checked="" 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 ^{Note} |

^{Note} 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.

May 2015