

Review of Taught Postgraduate Curricula

Alignment between University TPg Educational Aims and Programme Learning Outcomes for Master of Arts in Literary and Cultural Studies

Programme Learning Outcomes	University Educational Aims for TPg Curricula
1. Adopt a variety of interpretive strategies for analyzing multiple kinds of texts, including close reading, contextual analysis, analysis of form and genre, and rhetoric analysis at an advanced level	<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. Demonstrate the recognition and mastery of intercultural relationships and develop the ability to critically reflect upon their own identities	<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. Develop complex analyses of the influence of cultural diversity on major developments and cases in both familiar and unfamiliar cultural texts and contexts	<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}

4. Design and implement significant individual research projects that explore complex questions using appropriate materials, concepts and methods from multiple disciplines	<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. Demonstrate a critical and ethical awareness of local and global social-cultural issues through discussion of literary and cultural texts	<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.

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