

**THE UNIVERSITY OF HONG KONG
FACULTY OF EDUCATION**

Postgraduate Diploma in Education

Mapping of Programme Learning Outcomes to University Educational Aims

(applicable to students admitted in the academic year 2016-17 and thereafter)

University Educational Aims (UEAs) for Taught Postgraduate (TPg) Curricula¹

The UEAs for TPg curricula at HKU are benchmarked against the highest international standards, these programmes are designed to enable students to develop the following capabilities:

- UEA1: Critical intellectual enquiry and acquiring up-to-date knowledge and research skills in a discipline/profession
- UEA2: Application of knowledge and research skills to practice or theoretical exploration, demonstrating originality and creativity
- UEA3: Tackling novel situations and ill-defined problems
- UEA4: Collaboration and communication of disciplinary knowledge to specialists and the general public
- UEA5: Awareness of and adherence to personal and professional ethics
- UEA6: Enhancement of leadership and advocacy skills in a profession

Programme Learning Outcomes (PLOs)	UEA1	UEA2	UEA3	UEA4	UEA5	UEA6
<p>PLO1: Critically evaluate underlying theories and concepts of learning and whole-person development</p> <p>(i) <i>Identify appropriate learning outcomes, evaluate the achievement of those outcomes and communicate suitable feedback to the learners.</i></p> <p>(ii) <i>Draw on human, curriculum and technological resources to promote cross-curricular learning and multiliteracies.</i></p>	✓		✓			
<p>PLO2: Plan and implement contextually responsive and innovative teaching to construct effective learning experiences</p> <p>(i) <i>Analyse learning needs and design, plan, and implement appropriate learning experiences.</i></p> <p>(ii) <i>Explore and apply appropriate assessment and evaluation strategies that are evidence-based, and reflect on students' performance to enhance teaching and learning.</i></p> <p>(iii) <i>Apply effective strategies and skills to deal with unanticipated situations arising in professional practice.</i></p>	✓	✓	✓			
<p>PLO3: Construct an environment conducive to effective learning</p> <p>(i) <i>Develop an understanding of student development and individual differences and implement strategies to provide support for the diverse learning needs of ALL learners.</i></p> <p>(ii) <i>Design adaptive learning experiences to maximize students' potential for knowledge construction in an information-rich world.</i></p> <p>(iii) <i>Develop a repertoire of strategies integrating technology and pedagogy to scaffold student learning and inquiry.</i></p>	✓	✓	✓	✓	✓	

Programme Learning Outcomes (PLOs)	UEA1	UEA2	UEA3	UEA4	UEA5	UEA6
<p>PLO4: Identify, appraise and critically evaluate the aims, framework and content of the relevant subject curriculum</p> <p>(i) Critically evaluate alignment of the relevant subject curriculum with broader educational aims.</p> <p>(ii) Apply a firm pedagogical content knowledge (PCK) base for the relevant subject area in curriculum design, implementation and evaluation for improvement in teaching and learning.</p>	✓	✓		✓		
<p>PLO5: Reflect critically on personal strengths and weaknesses to develop knowledge, skills and strategies for continuing professional improvement</p> <p>(i) Conduct oneself ethically and professionally, and uphold the code of conduct for teachers².</p> <p>(ii) Show sensitivity to and respect for the diverse interests and backgrounds of other stakeholders in the education community.</p> <p>(iii) Advocate and strive for equity and social justice for ALL learners</p>	✓		✓	✓	✓	✓
<p>PLO6: Communicate effectively with stakeholders to promote the enhancement of teaching and learning and respond to changes in education</p> <p>(i) Communicate ideas, concepts and issues effectively to stakeholders in education, including students, parents and colleagues.</p> <p>(ii) Engage with people of diverse cultures with inter-cultural sensitivity and interpersonal skills.</p> <p>(iii) Act as a local and global citizen through integrating into one's professional life a critical awareness of social, economic, cultural, technological and environmental issues, and participate actively and take up leadership roles in promoting the well-being of humankind.</p>		✓	✓	✓	✓	✓

¹ The Institutional Learning Outcomes for each UEA can be found at <https://tl.hku.hk/tl/#aimstpg>

² For the current context, refer to the “Guidelines on Teachers’ Professional Conduct” by Education Bureau, HKSAR at https://www.edb.gov.hk/attachment/en/teacher/guidelines_tpc/guidelines_en.pdf