

**REGULATIONS FOR THE  
POSTGRADUATE CERTIFICATE IN  
ADVANCED EDUCATIONAL STUDIES  
(PCAdvEdStud)**

*(See also General Regulations)*

The Postgraduate Certificate in Advanced Educational Studies will serve practising teachers and educators who are interested in undertaking a more flexible individualised pathway into the degree of Master of Education (MEd), Master of Science in Information Technology in Education (MSc[ITE]) or Master of Science in Library and Information Management (MSc[LIM]), and/or wish to upgrade and extend their educational knowledge and skills through a combination of accredited assessed professional development modules and modules of the said master degree programmes.

**Ed276 Admission requirements**

To be eligible for admission to the courses leading to the Postgraduate Certificate in Advanced Educational Studies, candidates shall

- (a) comply with the General Regulations;
- (b) hold **either** a Bachelor's degree of this University or of another University or comparable institution accepted for this purpose; **or** another qualification of equivalent standard accepted for this purpose;
- (c) normally hold the Postgraduate Certificate in Education or Postgraduate Diploma in Education of this University or another professional qualification accepted for this purpose;
- (d) normally produce evidence of having undertaken the practice of education for at least one year; and
- (e) satisfy the examiners in a qualifying examination, if required.

**Ed277 Qualifying examination**

- (a) A qualifying examination may be set to test candidates' formal academic ability or their ability to follow the courses of study prescribed. It shall consist of one or more written papers or their equivalent and may include a project report.
- (b) Candidates who are required to satisfy the examiners in a qualifying examination shall not be permitted to register until they have satisfied the examiners in the examination.

**Ed278 Award of certificate**

To be eligible for the award of the Postgraduate Certificate in Advanced Educational Studies, candidates shall

- (a) comply with the General Regulations; and
- (b) complete the curriculum and satisfy the examiners in accordance with the regulations set out below.

**Ed279 Duration of curriculum**

The course will normally be taken over a period not exceeding four academic years. The course of study shall consist of three modules of coursework taken from any specialist or elective area offered

in the MEd, the MSc[ITE] and/or the MSc[LIM] programmes and/or through an accredited equivalent programme of study which has been approved by the appropriate committee in the Faculty of Education for these purposes.

### **Ed280 Completion of curriculum**

To complete the curriculum, candidates shall

- (a) follow instruction on the syllabuses prescribed and complete all specified work as required;
- (b) satisfy the examiners in all forms of assessment as may be required.

### **Ed281 Examinations**

- (a) Candidates who have failed to satisfy the examiners in not more than one module at the first attempt in any one year of study, but have satisfied the examiners at the first attempt in all other modules, may be permitted to present themselves for re-examination in the module(s) within a period of not more than 12 months to be determined by the Board of Examiners after it is deemed unsatisfactory.
- (b) Candidates who have
  - (i) failed to satisfy the examiners in more than the number of modules permitted for re-examination at the first attempt in any one year of study as specified in Regulation Ed281(a) above; or
  - (ii) failed to satisfy the examiners upon the re-examination of a module

may be recommended for discontinuation of studies under the provisions of General Regulation G12.

### **Ed282 Examination results<sup>1</sup>**

At the conclusion of the examinations, a list of successful candidates shall be published. Candidates who have shown exceptional merit may be awarded a mark of distinction which shall be recorded in the candidate's certificates.

## **SYLLABUSES FOR THE POSTGRADUATE CERTIFICATE IN ADVANCED EDUCATIONAL STUDIES**

The certificate will take the form of modules. Students are required to take three modules from the list of specialist and elective modules offered each year in the Master of Education, the Master of Science (Information Technology in Education), and/or the Master of Science (Library and Information Management) programmes, or equivalent modules approved for that purpose by the Faculty Board.

<sup>1</sup> Students who have successfully completed the Postgraduate Certificate in Advanced Educational Studies may apply for entry to the degree of Master of Education, Master of Science in Information Technology in Education or Master of Science in Library and Information Management, and if successful, may receive advanced standing in the said master programmes. Credit for up to the equivalent of three modules within the degree of Master of Education, Master of Science in Information Technology in Education or Master of Science in Library and Information Management may be given, subject to the approval of the Faculty and depending on the specialisation applied for, provided the application for credit is made within five years of graduation from the Postgraduate Certificate in Advanced Educational Studies.

## **SPECIALIST MODULES**

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### **ADES6020. Curriculum innovation and change**

Study in this specialism will enable practitioners to lead developments aimed at changes in curriculum structure, and reform and to support higher learning objectives through school-based curriculum development based on sound curriculum theory. It will also offer guidelines for learning resources development to ensure that innovative curriculum will be taught with strong emphasis upon self-learning and intrinsically motivating approaches. The modules will offer alternatives less focused on curriculum content than upon teaching towards improved learning processes and outcomes.

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### **ADES6040. Early childhood education**

The purpose of this specialism is to provide participants with the knowledge, attitude, and skills to implement high quality and developmentally appropriate preschool education. Specifically, the specialism will help them acquire scientifically-based knowledge about early childhood development and education, develop a deeper understanding of contextual influences on children's development and learning, and further develop their professional competence in planning, implementing and evaluating programmes of early childhood education and care. Students will also be encouraged to access to the most recent international knowledge in the field through the use of information technology.

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### **ADES6060. Education administration and policy**

The aims of this specialism are to enable participants to gain access to the latest knowledge and developments in the field of educational administration and policy, and to provide opportunities for professional development.

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### **ADES6080. Teaching and learning mathematics**

This specialism is designed mainly for teachers of mathematics in primary and secondary schools. However, it is also suitable for other educators directly involved with mathematics education. It aims to provide both theoretical and practical perspectives on issues concerning the teaching and learning of mathematics with an emphasis on the professional growth of mathematics teachers. Study will cover areas such as the curriculum, the impact of technology and theories of mathematics learning.

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### **ADES6100. e-Leadership**

This specialism aims to identify key issues in e-leadership and educational change relevant to workplace environments; define and evaluate strategies needed in the development and implementation of planning for and managing change; compare and contrast global and local perspectives in leading for change through the use of information technology; identify applications of information technology in a variety of teaching and learning contexts; provide an opportunity to pursue advanced study and/or a more flexible pathway to the Master of Education or the Master of Science (Information Technology in Education).

**ADES6120. Information technology in education**

This specialism aims to introduce teachers, principals and related education professionals to design, develop, implement, evaluate, and undertake management of ICT use in education; become 'informed, reflective practitioners' in the information age; develop leadership capacities in the uses of ICT in education; and provide an opportunity to pursue advanced study and/or a more flexible pathway to the Master of Education or the Master of Science (Information Technology in Education).

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**ADES6140. Library and information studies**

This specialism aims to prepare graduates for work in information services in education and libraries and agencies of all types; prepare professionals in the management of information for reflective practice and to provide the basis for further professional career development; and provide an opportunity for those employed in an information profession, teachers or anyone interested in the management of information to pursue advanced study and/or a more flexible pathway to the Master of Education or the Master of Science (Information Technology in Education).

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**ADES6160. e-Learning**

This specialism aims to identify, develop and evaluate e-learning materials and environments; define and critically evaluate strategies for applying e-learning cultures in organizations and in society; compare and contrast global and local applications of e-learning environment in various educational settings; identify applications of information technology in a variety of teaching and learning contexts; and provide an opportunity to pursue advanced study and/or a more flexible pathway to the Master of Education or the Master of Science (Information Technology in Education).

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**ADES6180. English language studies**

The aim of this specialism is to provide English language teachers at any level with the opportunity to update their knowledge and skills in English language subject knowledge. The specialism comprises any three modules from the MEd (English Language Studies), addressing topics such as language awareness: grammar and lexis; phonetics and phonology for English language teaching, written discourse; literature and language arts in English; second language acquisition; spoken discourse; and reading in a second language.

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**ADES6200. Research in action for educational change**

The aim of this specialism is to provide teachers and other educators in any area of learning and teaching with the opportunity to undertake a small scale action-oriented research project to evaluate a specific aspect of their school or institution and write a report on it. The specialism comprises three modules, including a module on evaluating school-based developments, an independent project and an elective module from any listed in the MEd or MSc (ITE) programme. Subject to approval, students may also take one or more modules from other specialist areas.

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**ADES6220. Gifted education**

This specialism is designed for teachers and guidance personnel and provides graduate-level studies in various aspects of gifted education and talent development. The specialism comprises three modules specifically aimed at developing teachers' competencies to implement the three key elements of gifted education programmes, namely, higher order thinking, creativity, and value and life education.

Participants will be encouraged to be autonomous learners developing creative solutions to various critical issues in individual guidance, classroom instruction, and school policy related to the education of the gifted and talented in Hong Kong and other parts of the world.

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#### **ADES6240. Science education**

This specialism is designed for science teachers and other educators directly involved with science education. The specialism comprises three modules, including at least two of the specialist modules from the MEd (Science Education). Its objective is to develop teachers' understanding of various issues and worldwide trends in science education to enable them to contribute more effectively towards initiating, designing, implementing and innovating through science education in Hong Kong.

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#### **ADES6260. Psychology of classroom learning**

This specialism aims to provide teachers and other educators in any area with a focused examination of psychological approaches to quality teaching and learning. The specialism comprises three modules, including at least two of the specialist modules from the MEd (Psychology of Classroom Learning). The modules will introduce various psychological theories and principles, empirical research, and exemplary practice in examining and promoting learning drawing from both Western and local examples.

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#### **ADES6280. Individual programme**

This specialism provides teachers and other educators with the opportunity to pursue individual studies in any area of education. The specialism comprises any three elective modules from those listed in the MEd or MSc (ITE) programme. Students may also take one or more modules from other specialist areas.

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#### **ADES6300. English language teaching**

The aim of this specialism is to provide teachers without recent or approved methodology studies in English language teaching with the opportunity to gain an approved qualification in English language teaching methodology and/or update their knowledge and skills in English language teaching. The specialism comprises three prescribed modules at the MEd level, including English language curriculum and assessment, English language teaching methodology and English language professional practice.

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#### **ADES6320. Chinese language teaching**

The aim of this specialism is to provide teachers without recent or approved methodology studies in Chinese language teaching with the opportunity to gain an approved qualification in Chinese language teaching methodology and/or update their knowledge and skills in Chinese language teaching. The specialism comprises three prescribed modules at the MEd level, including Chinese language curriculum and assessment, Chinese language teaching methodology and Chinese language professional practice.

**ADES6340. Business education**

This specialism is designed for teachers and other educators directly involved with business education. It provides students with knowledge, skills, and experiences to study the latest development in the field of business education both locally and internationally, construct a business curriculum that reflects Hong Kong's current business environment, use teaching and assessment methods in business subjects which are based on current learning theories, and become leaders and decision makers in the field of business education.

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**ADES6360. Education and national development in China**

This specialism aims to improve our thinking about educational issues, particularly in mainland China. It provides students with knowledge, skills, and experiences for producing innovative solutions to educational problems. The specialism focuses on social development, civic engagement, and educational reform. There is an emphasis on topics such as how the education system in China changes the role of government, international development agencies and local NGOs, and how schools and universities can empower the poor, women and ethnic minorities. Each module contributes to the theme of critical thinking and action based strategies for improving educational access and learning quality for different social groups in China.

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**ADES6380. Mentoring for teacher learning**

The current curriculum reform in Hong Kong seeks to bring about a fundamental change in the culture of teaching and learning by giving schools more autonomy in curriculum decision-making and greater responsibility for staff development. This raises questions about the way teachers are helped to develop professionally. Schools need to develop the capacity to sustain continual professional development among teachers. Schools need to set up quality systems to facilitate professional growth. The role of school-based mentors is becoming increasingly important in this process. There is the need for a mentoring force that understands the issues and approaches that give rise to effective mentoring. This specialism is designed for teachers and other educators interested in developing and/or upgrading their knowledge and skills in mentoring.

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**ADES6400. Policy and educational development**

This specialism is designed to offer participants an advanced understanding of recent educational policy initiatives from a multi-disciplinary perspective. It aims to situate recent educational reform in Hong Kong in the context of the ongoing educational reform around the world through an in-depth analysis of specific reforms. It consists of three modules, including two compulsory modules, one on analyzing educational reform from both a comparative and sociological perspective, and one on cultural assumptions, concepts and practices in education. Topics will include and examination of issues such as the accountability movement in education, reform in curriculum and assessment, use of high stakes tests and other important reform initiatives.

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**ADES6420. School-based assessment**

Assessment for learning and alternative forms of assessment have been strongly promoted in Hong Kong schools in recent years as part of wider school-based reforms and a move towards more learner-centred and standards-referenced curriculum. This specialism aims to develop participants' understanding of various issues and trends in school-based assessment in both Hong Kong and internationally, and to enable them to contribute more effectively towards initiating, designing, implementing and evaluating various approaches, techniques and strategies in school-based assessment in all curriculum areas in both primary and secondary contexts.

**ADES6440. Liberal studies**

This specialism critically evaluates, in the light of the literature on curriculum theory, the conceptual basis of Liberal Studies. It considers the principles by which the curriculum may be designed and examines issues of implementing this innovative curriculum which presents challenges for schools in terms of learning, teaching and assessment.

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**ADES6460. Inclusive and special education**

This is designed for teachers and related professionals to prepare them for working and supporting learners with diverse abilities in either a regular or special educational setting, particularly in the Hong Kong context. This inclusive and special education stream provides contemporary perspectives and research studies of both a theoretical and practical nature in the field of inclusive education and special education. Within this stream, it examines and critically evaluates various effective teaching strategies, assessment procedures, program and curriculum options that are used in regular and special education.

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**ADES6480. Chinese language and literature**

The aim of this specialism is to provide Chinese language teachers at any level with the opportunity to update their knowledge in Chinese language subject knowledge. The specialism comprises three modules from the Master of Education (Chinese language and literature), addressing topics such as modern Chinese language; classical Chinese language; literary theories and development; modern Chinese literature; classical Chinese literature; Chinese culture; psycholinguistics; Chinese fiction and creative writing; and systemic functional linguistics in Chinese.

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**ADES6500. Teaching Chinese in international contexts**

This specialism is designed for teachers of Chinese language in primary and secondary schools who want to excel themselves in teaching Chinese in various global contexts in and beyond Hong Kong, including teaching Chinese in international curriculum (i.e. International Baccalaureate (IB) courses and others), teaching Chinese as a second language or foreign language curriculum. Both research and pedagogical aspects of the relevant issues will be addressed throughout the course.

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**ADES6520. Gifted education and talent development**

This specialism is designed for teachers and guidance personnel in various aspects of gifted education and talent development. The course is based upon the belief that talent development in a person's moral, cognitive, physical, social, emotional, and spiritual aspects is essential in *all* students, including high-ability ones. The course specifically addresses teachers' competencies to implement the three key elements of gifted education programmes, namely, higher order thinking, creativity, and personal-social competencies. Course participants will be encouraged to be autonomous learners developing creative solutions to various critical issues in individual guidance, classroom instruction, and school policy related to the education of the gifted and talented in Hong Kong and other parts of the world.

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**ELECTIVE MODULES**

Candidates can choose from a list of elective modules offered in the Master of Education, the Master of Science (Information Technology in Education), or the Master of Science (Library and Information Management) programmes to be determined yearly.