

**Course on Careers Guidance in Secondary School**  
**Jointly organized by HKACMGM and SCOPE, City U**  
**Course Code: 83573**

**General Course Description**

The following information is provided for your reference only. The course content is subject to change without prior notification.

**(1) Theoretical foundation of Career Education and Guidance in the local context**

- Some general principles of careers guidance or career education are introduced to:
  - i) help encourage students to persist in their pursuit of career goals
  - ii) help students make an informed decision about the art-and-science stream selection
  - iii) teach students how to achieve self-understanding
  - iv) help students develop good decision making skills
  - v) help students acquire knowledge about the world of work
  - vi) help students acquire job search skills, etc.
- The careers handbook of a secondary school is introduced.
- A systematic approach to career education planning in secondary schools is introduced.
- Things to note when counseling students are discussed.

**(2) Careers guidance: a case study**

- A sample schedule of work of the careers guidance committee of a secondary school for the whole academic year is studied.

**(3) Careers guidance: theoretical aspects and reflections**

- Different main theories of careers guidance are introduced.
- The day-to-day operations of the career guidance work is reviewed and analyzed from a broader perspective.

**(4) Careers guidance for junior forms (with emphasis on choice of stream and subjects in S.4 and the implementation of NSS)**

- Some possible activities for S.1-S.3 students such as on-line careers quiz games;

games on guessing occupations are introduced.

- The career programme for guiding S.3 students on the choice of stream and subjects used at a secondary school is introduced. The principles for designing the programme are studied.
- The significance of core competencies and how it links up with the current curriculum reforms are discussed.
- The guidance which careers teachers can provide for students when facing the changes in senior secondary curriculum and university admissions criteria will be shared.

**(5) Other education opportunities: Vocational Education, Overseas Studies, with discussion on Applied Learning for the new senior secondary school curriculum**

- The courses offered by IVE are introduced.
- Other institutions offering vocational education are introduced.
- Project Yi Jin Programme (毅進計劃) and the Youth Pre-employment Training Programme (展翅計劃) are introduced.
- What are the pathways for local study and training opportunities? A general discussion of various associate degree programmes is held.
- The ranking lists of the universities overseas are introduced and interpreted.
- How should a student prepare himself / herself to benefit most from overseas studies?
- What are the differences in emphases between universities overseas and those in Hong Kong?
- The curricula of Applied Learning for the new senior secondary school curriculum are discussed.
- A career programme of a secondary school is introduced to illustrate a more career-oriented career programme.

**(6) Preparing for the job world**

- Participants are led to take the employers' or potential employees' perspective to see how important the undergraduate studies of the potential employee and the qualities of intelligence, communication, leadership and flexibility are.
- The implications of this consideration for careers education and young people's growth are discussed.

**(7) Careers guidance for senior form students (with emphasis on JUPAS)**

- The S.6 admission procedure and the S.6 joint admission scheme are introduced.
- How to prepare S.5 students to face the HKCEE result release day is discussed.
- Some principles of counseling the students and helping parents to handle their children's stress are introduced.
- The procedure of JUPAS application is introduced.
- The schedule of work for JUPAS application of a secondary school is discussed.
- Some possible strategies for choosing different curricula for JUPAS application are discussed.
- Non-JUPAS studying chances, i.e. full-time accredited self-financing post-secondary programmes, are discussed.

**(8) Writing testimonials and recommendations**

- Some sample testimonials and recommendation letters are shown.
- What should be included or avoided in writing testimonials and recommendation letters is illustrated.
- The significance of the writer of the testimonials and recommendation letters is highlighted.

**(9) Use of aptitude and interest tests in secondary schools: strengths and limitations**

- Some possible aptitude and interest tests for use at secondary schools are introduced.
- The interpretation of aptitude and interest tests is discussed.
- The limitations of aptitude and interest tests are discussed.

**(10) The role of Careers Masters in developing OLE and SLP at school**

- Promoting career education in the context of OLE
- Role of career guidance in the formulation of SLP
- Integrating Individual Student Planning in Career-related Experience