

Exploration of My Study Pathways
(It is recommended to use with the module of “Exploration of My Career Style”)
Module Summary and Teaching Plan

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| 1. Module | Exploration of My Study Pathways | | | |
| 2. Learning Objectives | a. Enable students to know about the local pathways for further studies. b. Enable students to know about the commonly used websites for further studies (local and non-local). | | | |
| 3. Suggested level | Secondary 5 students | | | |
| 4. Suggested period | Class teacher periods / Life Planning lessons | | | |
| 5. Format | Group sharing, teachers’ teaching, “Voyage Milestones” worksheets | | | |
| 6. Concept Map of the Topic | <pre> graph LR A[Exploration of study pathways] --> B[Local study pathways] A --> C[Resources of study pathways] B --> D[Map of study pathways] C --> E[Useful Websites] </pre> | | | |
| 7. Suggested changes | <p>Add a group activity if time permits. Divide the class into groups of 3-4 students. Each group will be assigned a question about further studies. Each group needs to collect information through the publications on further studies/iPad and give a presentation. The questions and resources are as follows:</p> <ol style="list-style-type: none"> Apart from studying in S4, what other options for further local studies do S3 students have? (Course selections? Tuition fees? Further studies/employment prospects?) [Resources provided: Senior Secondary Subject Choice and Further Studies Guide, official websites of institutions] Case study: Apple is a S3 student who wants to work as a nurse in the future. What suggestions/advice do you have for her Senior Secondary elective subjects? Are there any suggestions for further studies after she finishes her Senior Secondary education? [Resources provided: e-Navigator, JUPAS, iPASS, Prospect Guide (Career Information), Senior Secondary Subject Choice and Further Studies Guide (the relations between JUPAS programmes and senior secondary subjects)] What is Applied Learning (“ApL”)? Is it useful for JUPAS applications? [Resources provided: Prospect Guide (JUPAS Guide Book), Education Bureau (“EDB”) ApL website] What are the ways and requirements for further studies in the Mainland? [Resources provided: Greater China Studies Guide, Guide to the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions] What are the ways and requirements for further studies in Taiwan? [Resources provided: Greater China Studies Guide, Taiwan University Entrance Committee for Overseas Chinese Students website] In what JUPAS courses do students taking M1/M2 have advantages? (In terms of meeting the minimum requirements for admission; advantages in individual departments) [Resources provided: JUPAS website, JUPAS News of the Association of Careers Masters and Guidance Masters] What courses are available in JUPAS? What is “SSSDP”? [Resources provided: JUPAS website, Prospect Guide (JUPAS Guide Book)] HKDSE results of a S6 student: 2 (Chi), 2 (Eng), 2 (Math), 5 (LS), 5 (Econ), 5 (BAFS). He likes studying in business and wants to attain a bachelor degree in the future. What advice do you have for his future pathways? [Resources provided: e-Navigator, iPASS, websites of institutions, Prospect Guide Book 1] Is there a course (degree/sub-degree) on early childhood education offered by a self-financing post-secondary institution? What are the prospects for graduates of this institution? [Resources provided: e-Navigator, iPASS, Concourse] | | | |
| 8. Extended reading | Websites of local study pathways (links are provided in the attachment) | | | |
| 9. Reference | EDB Life Planning Information Website: https:// https://lifeplanning.edb.gov.hk/en/index.html | | | |
| 10. Module Summary | | | | |
| Module duration 55 minutes | Set Off on the Voyage (Motivational Induction) | Brave the Wind and the Waves (Content) | Discoveries from the Voyage (Reflection and Summary) | Reflections on the Voyage (Conclusion) |
| Activity | <ul style="list-style-type: none"> ✧ Follow-up of the extended activity of the previous session ✧ Group presentation | <ul style="list-style-type: none"> ✧ Introduction of the Local Study Pathways Map ✧ Introduction of websites for further studies (local and non-local) | <ul style="list-style-type: none"> ✧ Debriefing of the after-class group extended activity - “Presentation Contest” | <ul style="list-style-type: none"> ✧ Summary of this session |
| Duration | 15 minutes | 30 minutes | 5 minutes | 5 minutes |
| Teaching materials | PowerPoint “Voyage Milestones” worksheet of the previous session | PowerPoint “Voyage Milestones” worksheet | PowerPoint “Voyage Milestones” worksheet | PowerPoint “Voyage Milestones” worksheet |

| Stage | Activity Flow | Duration |
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| Set Off on the Voyage – Induction of Motivation | <p>1) Follow-up of the extended activity of the previous session (applicable to the follow-up in “Exploration of My Career Style”):</p> <ul style="list-style-type: none"> ➤ Assign students to sit in the same groups as the last lesson (group with same career interests) ➤ The teacher helps students to review what they have learnt in the previous lesson: “In the last session, we learnt about Holland Codes, the main channels for obtaining information and the five criteria of information analysis. At the end of the session, I asked you to pick out 1 or 2 advertisements from job recruitment websites that are suitable for your career interests after class, and bring them back to share with your groupmates in the second session.” ➤ Group sharing session: Students share the advertisements they have found in groups within 10 minutes (only individual sharing is needed and no consensus is required). Guidelines for sharing: <ul style="list-style-type: none"> ➔ Job description ➔ What attract you to apply for this job? ➔ How does this job match your personalities? <p>[If the majority of students do not prepare the presentation, change the group presentation to individual presentation, in which well-prepared students can present their ideas to the whole class.] [A projector is recommended to display the advertisements.]</p> | 15 Minutes |
| Brave the Wind and the Waves – Main Body | <p>2) Introduction of the Local Study Pathways Map</p> <ul style="list-style-type: none"> ➤ Teacher explains and reminds students when viewing the Pathways Map: <ul style="list-style-type: none"> ✓ First, briefly explain to the students the meaning of the Qualifications Framework (“QF”): The QF is a seven-level qualification system that integrates and covers the qualifications of the mainstream academic, vocational and continuing education sectors. The qualifications recognised by the QF are of quality assurance with qualification levels determined according to objective and clear-cut criteria. Therefore, enrolling in courses recognised by the QF can allow employers/institutions to understand the abilities of the student. It can also help the student find the direction in further studies (for example, for a student who has already attained a Level 4 qualification, he/she apply for a Level 5 course). Students can search for qualifications recognised by the QF in the Qualifications Register, including relevant advancement courses and operators. (http://www.hkqr.gov.hk/) ✓ There is a colour description of the QF on the upper right of the Pathways Map. This Study Pathways Map summarises the QF levels of different courses in different colours. However, the students should be reminded not to stick to it. To ascertain the QF qualification of a course, they must timely check it in the Qualification Register. ✓ The study pathways for “Completion of S6” are classified into six categories by enrollment systems, namely: “Electronic Advanced Application System for Post-secondary Programmes (E-APP)”, “Joint University Programmes Admissions System (‘JUPAS’)”, “Vocational Training Council (‘VTC’) Web-based Admissions System”, “Construction Industry Online Enrollment”, “Diploma Yi Jin Programme Online Enrollment” and “Direct Apply via Institutions” ✓ The arrowed lines in the Pathways Map indicate the study pathways. Starting from a specific course, you can see the next qualifications available for application by going up or down the arrow direction. ➤ Teacher may ask the students to confirm their understanding of the Pathways Map. For example, “What courses can a student apply for after he/she has completed a Higher Diploma of the VTC?” (Answer: THEi Degree of the VTC, subvented places, self-financed degree, subsidised degree of the Hong Kong Academy for Performing Arts (“HKAPA”)) (However, note that meeting the application requirements does not necessarily guarantee admission. For example, the HKAPA will consider student’s artistic achievements.) ➤ The teacher may click on some links as time permits to browse different course options with the students (select the more popular/interesting ones to enhance the students’ motivation). | 30 Minutes |

3) Introduction to commonly used websites for exploring further (local and non-local) studies options

Teacher immediately browses the following websites for exploring further studies options and gives a brief introduction:

- **e-Navigator** – Multiple Pathways Course Searching Tool <http://navigator.edb.hkedcity.net>
 - i. Teacher may browse the following example for explaining: Search Programmes → Select Area of Study → Medical and Health Science → Search Result: There are 25 Publicly-funded programmes → Bachelor Degree in Nursing of the Chinese University of Hong Kong ("CUHK")
- **iPASS** – Information Portal for Accredited Post-secondary Programmes www.cspe.edu.hk/tc/ipass/index.html
 - This website lists the information of subvention and self-financed post-secondary courses outside of JUPAS, including tuition fees, admission requirements, professional accreditation, etc.
 - i. Teacher can browse the following example for explaining: Full-time Locally-accredited Post-secondary Programmes → Self-financing Degree → Degree Programmes: Local Programmes → 2018/19 Academic Year → Caritas Institute of Higher Education → Bachelor of Nursing (Honours) → Pay attention to the Professional Accreditation column.
- **Self-financing Post-secondary Education Platform (Concourse)** <https://www.cspe.edu.hk/tc/index.html>
 - The information of self-financing post-secondary courses and statistics of the respective self-financing institutions/courses, such as admission scores, statistics of graduates entering higher education, employment salary, etc., can be found (For the links of graduates' sharing, please see PPT.)
- **Hok Yau Club publications (e-version)** http://www.student.hk/site/?q=e_book
 - The publications on study pathways of Hok Yau Club are comprehensive and complete. Students can download the electronic version from this website.
 - Introduction of the publications:
 - (i) Guide to the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Recommended for students who are interested in studying in the Mainland through this scheme)
 - (ii) Greater China Studies Guide (Recommended for students who are interested in studying in the Mainland, Macau and Taiwan)
 - (iii) S6 Further Studies Guide/Prospect Guide (JUPAS guide book/Non-JUPAS Study Pathways/Information on Studying Abroad/Career Information, etc.)
- **Hong Kong Association of Careers Masters and Guidance Masters** <http://www.hkacmgm.org/>
 - The association often invites representatives of local and overseas institutions to give talks on further studies. The presentations of the talks can be downloaded from the website. (For example, talks on further studies in Korea emerging in recent years)
 - Important information about JUPAS courses, such as a summary on university admission and JUPAS News can be downloaded here. (Excerpts from JUPAS Q&A sessions, e.g. whether the "Module 1 and Module 2 of the Elective Part of" Mathematics are treated as one subject, the importance of the interviews, etc.)

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Discoveries of the Voyage – Reflection and Summary</p> | <p>4) Introduction of the after-class extended activity – “Reporting Contest”</p> <ul style="list-style-type: none"> ➤ Each group is required to report on the following in the next session: <ul style="list-style-type: none"> ➤ A job advertisement correspondent to each group member’s personalities ➤ How does the position recruited in the advertisement suit the group member’s occupational personalities? ➤ Search the entry requirements and relevant courses for the job stated in the advertisement <ul style="list-style-type: none"> – What is the entry requirement of this job? – Taking this profession as the goal, what is the study pathways (starting from the completion of S6)? – What is the entry requirements of the above study pathways? ➤ There is no restriction on presentation formats, students can unleash their creativity and adopt multiple performing formats, such as drama and role play, etc. ➤ The teacher may set up two awards (each group may vote for the winner) to motivate the students to complete the task e.g. the Best Preparation Award and the Best Presentation Award. | <p>5 Minutes</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Conclusion</p> | <p>5) Conclusion of learning</p> <ul style="list-style-type: none"> ➤ Ask students to reflect on the content of this session, including the websites on study pathways for local S6 students and other further studies websites. ➤ Summarise the message “As mentioned in the previous session, life planning emphasises on making informed choices. Therefore, one should ‘know himself and know others well’. ‘Knowing himself’ refers to understanding one’s characteristics, personalities, abilities, values, etc. ‘Knowing others’ is to know all kinds of alternative pathways and broaden one’s career choices, thus choose the path that suits him best.” | <p>5 Minutes</p> |