Career-oriented Studies (COS)

Briefing for Secondary Schools
February 2006
Actions for the Future –
Further Consultation on
Career-oriented Studies and
the New Senior Secondary Academic Structure for Special Schools

Curriculum Development Institute
Education and Manpower Bureau
January 2006
Common Theme: Catering for Diversities

- Career-oriented Studies (COS) with applied focus to suit learning style, aptitude and interests
- Curriculum & assessment framework for students in special schools
334 Report (May 2005)

Further consultation on:

- The curriculum & assessment frameworks of the 24 NSS subjects
- Special issues
  - COS
  - NSS academic structure for special education
A Brief Report of Career-oriented Curriculum (COC) Piloting
Career-oriented Curriculum (COC) Piloting

No. of participating schools and student enrolment in the first three cohorts:
**Career-oriented Curriculum (COC) Piloting**

HKCEE results of COC graduates of the 1st Cohort (2003-05):

<table>
<thead>
<tr>
<th>Results of HKCEE 2005 (points)</th>
<th>No. of Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 or above</td>
<td>8</td>
<td>2.1%</td>
</tr>
<tr>
<td>14-19</td>
<td>30</td>
<td>7.7%</td>
</tr>
<tr>
<td>8-13</td>
<td>80</td>
<td>20.6%</td>
</tr>
<tr>
<td>1-7</td>
<td>271</td>
<td>69.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>389</strong></td>
<td><strong>100%</strong></td>
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First destination of COC graduates of the 1st cohort (2003-05):

- Further Studies (S6 / Study Abroad / Vocaitonal Courses): 191 Ss (57%)
- Repeat S4/S5 or PYJ: 62 Ss (19%)
- Work: 47 Ss (14%)
- Others: 34 Ss (10%)
Findings of the Interim Evaluation Study for the 2nd Cohort (2004-06) of COC Piloting

Impact on students’ motivation to learn

- Increased interest in mainstream studies
- Clearer orientation on further studies
- Clearer orientation on future career

Agree or Strongly Agree (%)

- Students
- Parents
- Teachers-in-charge

50% 60% 70% 80% 90% 100%
Findings of the Interim Evaluation Study for the 2\textsuperscript{nd} Cohort (2004-06) of COC Piloting

Impact on students’ personal growth

- Increased confidence
- Expanded horizon
- Better understanding of their strengths
Findings of the Interim Evaluation Study for the 2nd Cohort (2004-06) of COC Piloting

Impact on students’ awareness of social concerns

- Better understanding of HK’s socio-economic environment
- More aware of the contribution of the relevant trade / industry to society & economy
- Better understanding of the workplace requirements of the relevant trade / industry
Future Development of COS

- Purpose and Position of COS in the New Senior Secondary Curriculum (NSSC)
- Curriculum and Assessment Development
- Quality Assurance
- Recognition for COS
- Professional Development Programmes
- Funding
COS is an integral part of NSSC which complements the NSS subjects by offering studies with stronger elements of applied learning.
Purpose and Position of COS in NSSC

- Extending the learning environments available to students
- Offering diversified learning opportunities
- Courses related to the social and economic development of HK

Employers
Professional bodies
Schools
Tertiary institutions
Purpose and Position of COS in NSSC

- COS emphasizes applied learning, covering different areas of professional and vocational fields, which suits the interests and abilities of all students.

- Proposed areas of studies include:
  - Applied Science
  - Business, Management & Law
  - Creative Studies
  - Engineering & Production
  - Media & Communication
  - Services
Curriculum Design of COS

**Balance** — Catering for students’ varied interests and abilities

**Articulation** — Providing students with multiple pathways for further studies and work

**Coherence** — Complementing the NSS electives

**Learning platform** — Providing different learning contexts to develop students’ generic skills, values and attitudes

**Responsiveness** — Reflecting the social, economic and technological needs of the local society and the global trend
Assessment of COS

- Assessment of COS employs a range of methods, including verified observation, portfolios of work, demonstrations, simulations, individual and team projects, live performances, recorded performances, peer assessment and verified work experience, etc.

- HKEAA is responsible for the moderation of assessments by individual course providers to assure the comparability of assessment results for COS courses.
Proposed Quality Assurance Mechanism

COS Committee
(expertise from schools, the tertiary sector, HKCAA, and relevant industries and professions)

Quality Assurance Framework

Stage 1: Curriculum
Stage 2: Course Delivery
Stage 3: Assessment
Proposed Recognition for COS

- Three levels of performance: ‘unattained’, ‘attainment’ and ‘attainment with distinction’
- HKDSE transcript will record the learning outcomes for COS courses and give recognition to student’s level of performance
- Performance will be referenced to relevant levels of the Qualifications Framework with credit points awarded
Proposed Framework for COS Professional Development Programmes

Dimensions of competencies

- Understanding of students and their needs
- Command of subject knowledge and skills
- Command of teaching and facilitating skills
- Positive attitude
- Authentic experience
COS Teachers

In the future, COS courses will be taught by qualified COS teachers which may include:

- Secondary school teachers
- Tertiary institution teachers
- Practitioners active in industry, the professions or commercial endeavours
Future Funding Arrangement

- Overall guiding principle - students should not be deterred from choosing COS courses for financial reasons
- The government has committed resources of HK$115.6 million to encourage the growth of diversity in curriculum, assessment and pathways, including COC pilots in the transition period up to 2009
- Recurrent provision for the COS will be disbursed through a Diversified Learning Grant (DLG)
In the steady state, students’ contribution to the COS course fees will be reflected in the school fees.

Government’s contribution includes:
1. Subsidization of course fees based on actual demand from students
2. Assistance for students with financial hardship
3. Cost of quality assurance

A rigorous model for assessing the cost of COS courses will ensure that course fees are kept at an acceptable level.
Way Forward

- Nomenclature
- Pastoral Guidance
- Professional Development
- Funding
- Community Support
Consultation

Please send the completed questionnaire to the following on or before 24 April 2006 by:

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Fax: 2714 2456
Mail: Career Oriented Curriculum Section
Curriculum Development Institute
Education and Manpower Bureau
Room 303, 24 Tin Kwong Road,
Tokwawan, Kowloon

Enquiries: 2762 0530
9 Feb 2006  *Insider’s Perspectives*

Chris Wardlaw, Deputy Secretary for Education and Manpower

Career-oriented Studies: Further Consultation informed by Career-oriented Curriculum Piloting

(職業導向課程試點計劃成效顯著)


12 Feb 2006  *Realising the vision of 334*

Fanny Law, Permanent Secretary for Education and Manpower

Career-oriented Studies: Learning without Boundaries

(職業導向教育：學習無邊界)

Thank you!