

2nd
Edition

NAS @ *Career Mapping*

Preparing Students for
Successful Transition in the
New Academic Structure



Education Bureau

The Government of the Hong Kong
Special Administrative Region



Hong Kong Association of
Careers Masters and Guidance Masters

香港輔導教師協會

<http://www.hkacmgm.org>

Foreword

Preamble

Last year, I started my preface with the proverb "Tomorrow belongs to the people who prepare for it today."

My advice for this year is "The opportunity belongs to people who know 'How to Choose'."

The New Academic Structure provides students with greater flexibility in choosing their elective subjects and broadens their horizons in learning. Through the diversified learning activities and other learning experiences, students can explore their interests and abilities; plan the pathways for further studies and careers with different contingency plans. Meanwhile, the universities and post-secondary institutes are providing flexible and diversified study pathways with multiple entry and exit points so that students can take courses according to their interests and needs to pursue their goals.

Actually, after the release of the results of the Hong Kong Diploma of Secondary Education (HKDSE), it is found that those graduates with better preparation for multiple pathways can easily assess to their targeted courses. A DSE student said, "Before the release of DSE results, I have selected several favourite courses and formulate strategies and steps of enrollment according to different predicted scores. I've also got the conditional offer from institutes e.g. IVE beforehand. That's why I was relaxed in facing my DSE results." However, there are some graduates who only focused on a particular institution or course and did not look further ahead. Finally, they missed the opportunity to enroll in the other appropriate courses.

Since 2007, the Education Bureau has been working with the Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM) to provide schools with professional support, and develop different learning resources and workshops so that students can start exploring their career and life planning in junior level*. In 2011, the Education Bureau worked in collaboration with the HKACMGM again in the International Education Forum and Expo 2011. Workshops were organized for parents and students with an aim to introduce them the multiple pathways under the NAS. A set of learning resource, "NAS @ Career Mapping" was developed and revised for distribution to S6 students and parents in September 2011.

Built on the experience and success of the mentioned publications*, the "NAS@ Career Mapping" won the support and recognition from parents and students. A further revised edition of "NAS@ Career Mapping" is now developed for the parents and students as a reference to make updated and informed choices for their pathways.

I sincere hope that the revised edition could help parents and students on better understandings about the multiple pathways under the NAS. By such means, students could be better prepared in exploring their studies and career pathways which may lead to future success.

Mr. Stephen Y. W. YIP
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*The Education Bureau worked in collaboration with the HKACMGM to develop two sets of learning tool. "Finding Your Colours of Life: NSS Subject Choices and the Development of Career Aspirations" has been developed for junior secondary students, while "Career Mapping: Career Development Tool for Senior Secondary Students" is designed for senior secondary students to map out the multiple learning pathways under the NAS after completion of secondary three and to introduce various elective subjects under the New Senior Secondary Curriculum.

What is "NAS@Career Mapping" ?

Bobo



"Career planning" involves the exploration of one's life and career goals. It can be a prolonged process of actualizing various goals, including work, family, study, etc., in different spaces and times. In short, while looking for the right direction for stretching your potential and striving for your dream, you need equipment like a compass and a map which can help lead you to desired destination on an excursion. Various studies provide evidence that young people with clear (academic or career) goals gain more satisfaction in their learning, have better achievements and a higher chance of success in pursuit of tertiary education or professional training.

The New Academic Structure (NAS) is a new challenge to every student. These young people have the right and also the responsibility to be in charge of their school life, their learning and study choices. These form the foundation of their life planning. "NAS@Career Mapping" provides important information for parents and students to understand the key elements which can help students to think and plan for future and to identify strengths for fully developing their potential during the transition from secondary to tertiary education, or to the world of work. The following information in "NAS@ Career Mapping" is useful for the parents to help the students in planning their pathways :

- introducing strategies that facilitate children's self-understanding of academic interests, abilities and career goals
- providing up-to-date information on further studies, careers and supporting organisations

Station 1 Suggestions to Parents



Parents are always the key supporters to students in their pursuit of career goals. Your support can make them feel more confident when setting life goals. Yet, young people should be given autonomy to grow and learn such as learning how to make own decisions, to be responsible for their own choices, and to go through the tough process of actualizing their study plans and career aspirations independently. Here are some suggestions for your participation in the process of Individual Student Planning for further studies and career choices :

Parents should be...

- supportive
- encouraging
- respectful
- empathetic to children who are having confusion and limitations in making decisions
- understanding as every child is unique and so there is no RIGHT or WRONG choice

Therefore, when one is making a decision, one should consider thoroughly their individuality, family, financial situation and social factors



Mr. Ho

Parents can help their children by...

- encouraging them to set possible short-term and long-term goals
 - encouraging them to participate in various activities to gain different learning experiences so as to explore career interests and identify their potential
 - encouraging them to complete a career development plan (such as “Career Mapping”) with records and evidence showing involvements / achievements in various aspects
 - discussing more matters related to study, further studies and career development with them
 - discussing with them their interests and hobbies, figuring out what courses they like and dislike, and how they can achieve their goals
 - collecting and discussing with them the information about post-secondary study or training to fit in their career plans
 - trust their decision on the pathway that are based on their mentioned experience as above.
- Give them autonomy in facing challenges and learn how to take it



To discuss with our children their career aspirations and plans, parents may refer to the “Career & Life Planning Hexagon” and some contemporary approaches to career planning and development.

1.1 Career & Life Planning Hexagon



1.2 A Brief Review on Career Planning Approaches

1) Trait-factor Approach

The trait-factor approach involves understanding various traits and characteristics (including but not limited to needs, values, interests, skills and abilities) of an individual that are related when making a career or study choice. Having the right “match” is highlighted in this approach. For example, Holland’s theory, Self Directed Search and Holland code are of this approach and are always used in career counseling.

2) Developmental Approach

Developmental approach focuses not on “matching” but on understanding the developmental process and tasks (including the perspectives of 1. Time - life experiences through birth to death, 2. Spectrum - roles in different stages of life and 3. Depth- the engagement and reflection of a role being played in life) that individuals are confronted with. Super’s developmental theory is the most prominent career theory under the developmental approach. It does not lay stress on how to make a career/educational decision but on how to cope with the developmental tasks that a young person is confronted with.

3) Social-cognitive Approach

A key construct in the social cognitive approach is “self-efficacy”. Self-efficacy development is most instrumental in career choice and development. A young person who believes that he/she is competent will have confidence in his/her own abilities and initiate activities to develop various career/educational interests. He/She can also set personal career and life goals, endure difficulties and barriers and persist to attain career goals and objectives.

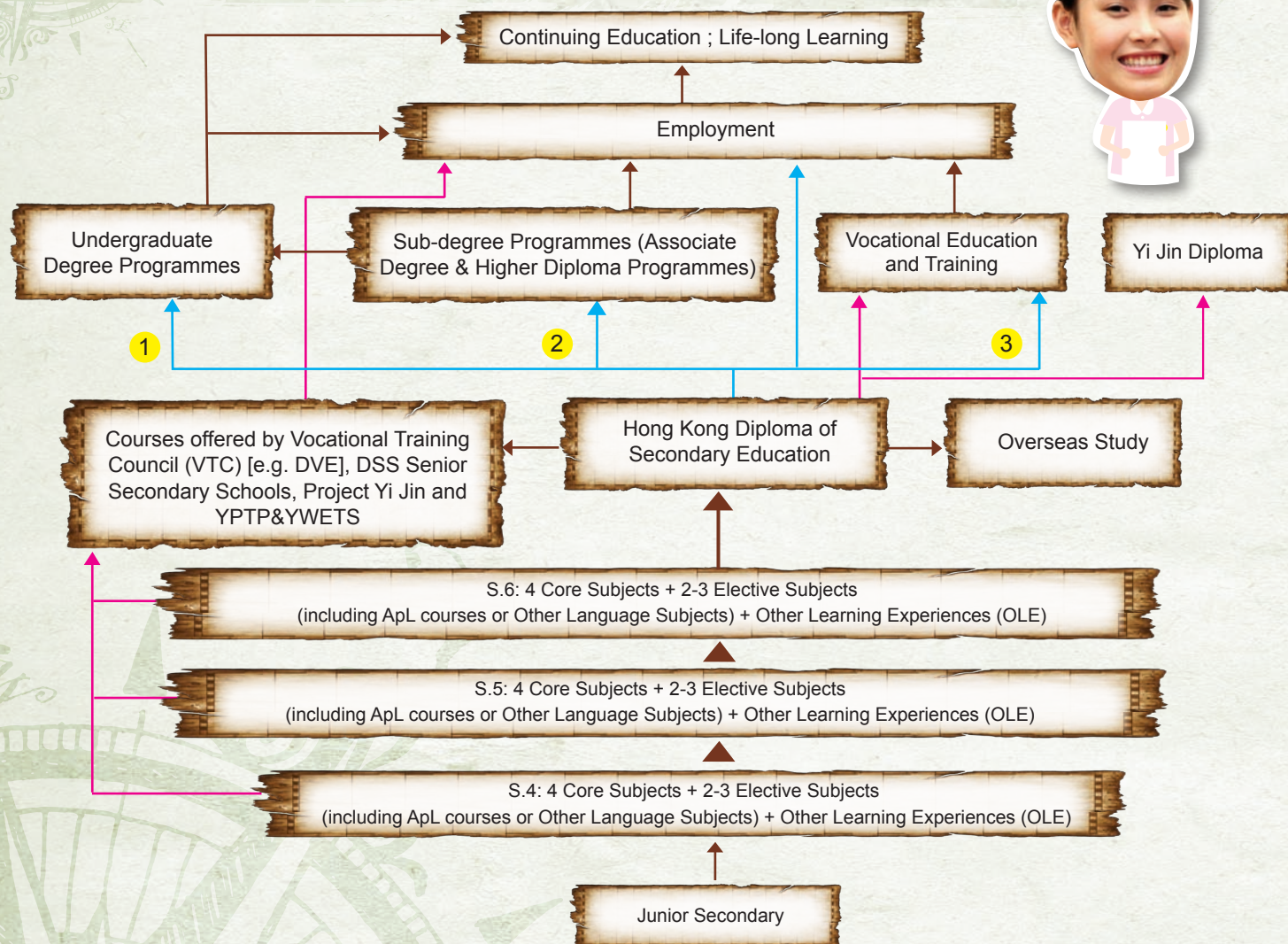
4) Sociological Approach

Empirical findings from sociological research suggest that system-level variables such as racial, socio-economic status and gender are instrumental in restricting one’s career choice and development for the stereotype. It is important for educators, careers guidance teachers or guardians to equip our children with the skills and the knowledge for making a career decision, raise the educational and career aspirations of young people and empower them to overcome the various structural barriers that may limit their choices.



The above theories or approaches can help the career development of a person in different ways. Considering the uniqueness of each child, parents may adopt (an) appropriate one(s) to help enhance their children’s readiness to make career decisions.

Station 2 Multiple Pathways for students under the NAS



Remarks

- ↑ Progress paths for S4-6 students
- ↑ Progress paths for S.6 graduates

- ① Levels 3322 for Chinese Language, English Language, Mathematics and Liberal Studies in the HKDSE respectively, plus 1 or 2 elective subjects (at level 2 or level 3 in general)
- ② Level 2 in 5 subjects in HKDSE (including Chinese Language and English Language)
- ③ Level 2 in 5 subjects not attained



Hong Kong Association of
Careers Masters and Guidance Masters

2.1 Multiple Pathways for NAS HKDSE students

Degree Programme
Students are required to attain levels "3322" for Chinese Language, English Language, Mathematics and Liberal Studies in the HKDSE respectively, plus 1 or 2 elective subjects at level 2/3 in general

- (i) Government-funded (Full - time) (including UGC - funded programmes and programmes offered by HKAPA)
- (ii) Self-financed (Full - time)

Vocational Training Courses

- (i) VTC and Training Centres
- (ii) Construction Industry Council Training Academy and Clothing Industry Training Authority
- (iii) Youth Pre-employment Training Programme, and Youth Work Experience and Training Scheme
- (iv) Others

Sub-degree Programme
Students are required to attain level 2 in 5 subjects in HKDSE

Government-funded (Full-time) & Self-financed (Full - time)

Yi Jin Diploma Programme /
VTC Foundation Diploma (Level 3) and
Diploma in Vocational Education Programme

Further Studies Overseas / in Mainland China

Non-local Programmes offered in Hong Kong /
Distance Learning programmes

NAS Graduates



2.2 Entrance Requirements for Tertiary Education

1. Degree Programmes

Students will be required to attain levels “3322+2/3” for meeting the minimum admission requirement for UGC-funded programmes offered by local universities, i.e., Level 3 for Chinese Language and English Language and Level 2 for Mathematics and Liberal Studies respectively, plus one or two elective subjects at level 2/3 in the HKDSE. Detailed requirements for faculties and subjects are available from their respective websites. For an overview of the general requirements, please visit the website of the Hong Kong Association of Careers Masters and Guidance Masters (www.transition.hkacmgm.org) for a summary presented in form of a master chart. You may also visit the ‘Designated Webpage for 2012/13 Secondary Six Students’ (http://www.edb.gov.hk/s6_2012-13). Please note that the final entrance requirements are subject to change as announced by the universities.

A. Summary of Entrance Requirements of UGC-funded Institutions under the NAS for 2013 Admission

Institutions		CityU	BU	LU	CU	HKIEd	PolyU	UST	HKU
General Entrance Requirements	Level attained in Eng. Lang	3	3	3	3	3	3	3	3
	Level attained in Chi. Lang.	3	3	3	3	3	3	3	3
	Level attained in Mathematics	2	2	2	2	2	2	2	2
	Level attained in Liberal Studies	2	2	2	2	2	2	2	2
	Level attained in Elective Subject(s)	3	2	2	#	2	2	3	3
	No. of Elective Subjects	1	1	1	1	1	1	2 OR 1 + Math Extended Module	2
	Math Extended Module		Special consideration by BSc prog. Regarded as elective subj by BSC prog.		Will be considered in the calculation of the admission score if result is better than all elective subjects		Will be considered if level requirement of the elective subject is not met		
	Significance of additional elective subjects		BSocSc(EURO-FREN) and BSocSc(EURO-GERM) required 2 elective subjects at level 2 / grade B or above in Other Languages		Bonus awarded to up to 2 subjects		All subjects will be considered if applicants' admission scores are the same	Bonus	Tie-breakers

Institutions		CityU	BU	LU	CU	HKIEd	PolyU	UST	HKU
Significance of Applied Learning Courses	As extra elective subject		“Attained with distinction” in relevant subj. considered by BA(VA)		For subj. with “Attained with distinction” for some programmes	For subj. with “Attained with distinction”	For relevant subject with “Attained with distinction”		
	As additional supporting information/ selection/ value-added factor	*	Subj. related to PE considered by BA(PERM)	*		*		For subj. with “Attained with distinction”	For subj. with “Attained with distinction”
Significance of Other Language Subjects (French, German, Hindi, Japanese, Spanish, and Urdu)	As unspecified elective (minimum requirement)	* (E)	* (E) for BA, BA(MUSIC), BA/BSocSc, BSocSc (CHINA STUDIES), BSW, BA(VA), BA/BSocSc&BEEd * (B) for BSocSc (EURO-FREN), BSocSc (EURO-GERM)	* (E)		* (E)	* (E)	* (E) for School of Humanities and Social Sciences only	* (E)
	As additional supporting information				^			*	
Mode of Admission	By Faculty/ School	*	*	*		No	Broad Discipline admission is available for some disciplines. The respective percentages of admission quotas for the Broad Disciplines concerned in 2013-14 are under review and will be announced on the 4yc website (stated below) in due course.	*	*
	By Programmemes		*			Yes	*		*
Website		http://www.admo.cityu.edu.hk/jupas_hk_dse/entreq	http://www.hkbu.edu.hk/ar/admissions/jupas	http://www.LN.edu.hk/admissions/jupas/4-year/req.php	http://www.cuhk.edu.hk/adm/334/entreq.html	http://www.ied.edu.hk/degree/app_jupas_dse.htm	http://4yc.polyu.edu.hk	http://join.ust.hk	http://www.als.hku.hk/admission/

Please refer to the programme requirements below for the specific number/level requirement of the elective subjects

^ To be considered as extra elective subject

~ Students not meeting the level requirement of the elective subject may be specially considered if they have attained Level 2 in one of the extended modules of Mathematics (not applicable to programmes offered by the School of Nursing).

* Item(s) which will be considered in admission.

() The minimum requirement of Other Language subjects.

B. Summary of Entrance Requirements of Self-financing degree-awarding institutions and the Hong Kong Academy for Performing Arts under the New Academic Structure

Institutions		The Open University of Hong Kong	Hong Kong Shue Yan University	Chu Hai College of Higher Education	Hang Seng Management College	The Hong Kong Academy for Performing Arts
General Entrance Requirements	Level attained in Eng. Lang	3	3	3	3	3
	Level attained in Chi. Lang.	3	3	3	3	3
	Level attained in Mathematics	2	2	2	2	2
	Level attained in Liberal Studies	2	2	2	2	2
	Level attained in Elective Subject(s)	2	2	2	2	2
	No. of Elective Subjects	1	1	1	1	1
Significance of Applied Learning Courses	As elective subject	* "Attained with distinction"		**"Attained " and "Attained with distinction" in specific subj. may be considered		*prefer "Attained with distinction"
	As additional supporting information/ selection/ value-added factor		*			
Significance of Other Language Subjects (French, German, Hindi, Japanese, Spanish, and Urdu)	As unspecified elective (minimum requirement)	*				
	As additional supporting information					
Website		http://www.ouhk.edu.hk	http://www.hksyu.edu/admission.html	http://www.chuhai.edu.hk/en/content/admission/newhkds/	http://www.hsmc.edu.hk/en/admission_dp_2013.php	http://www.hkapa.edu/asp/general/post_sec_under_grad.asp

For admission requirements by individual programmes in addition to the general requirements stated above, please refer to the summary at <http://www.transition.hkacmgm.org>.

2. Sub-degree Programmes

Sub-degree programmes include Associate Degree (AD) and Higher Diploma (HD) programmes, both of which are worthwhile standalone exit qualifications preparing graduates for further studies or employment in the future. In general, HD programmes are more vocation-oriented in specialized disciplines with practical skills, whereas AD programmes put more emphasis on general education with generic skills and knowledge in the relevant disciplines. The minimum requirement is set at Level 2 in 5 subjects (including Chinese Language and English Language, with no more than 2 Applied Learning subjects) or equivalent for 2-year associate degree or higher diploma programmes. Details related to admission are to be announced by post-secondary institutions. The following are some relevant websites for reference:

- EDB Website — List of Post-secondary Institutions : <http://www.edb.gov.hk/index.aspx?nodeID=7001&langno=1>
- iPASS Institution List: <http://www.ipass.gov.hk/edb/index.php/ch/home/programmes>
- Designated Webpage for 2012/13 Secondary Six Students – Other Degree / Sub-degree Programmes : http://www.edb.gov.hk/s6_2012-13
- Revised Common Descriptors for Associate Degree and Higher Diploma Programmes under NAS : http://www.edb.gov.hk/nas_adhd_en

2.3 Joint University Programmes Admissions System (JUPAS)

1. Under the New Academic Structure, most of the basic features of JUPAS such as the iteration process (matching an applicants' choice of programmes with their position on the merit order list of the programme by the system) will remain unchanged. As an increasing number of programmes will adopt faculty-based or broad-based admission, the number of programme choices for each JUPAS applicant will be reduced from previously 25 to 20 (still in 5 Bands, A to E). However, students will have the flexibility to replace up to 5 programmes on their selection list with new programmes after the release of the HKDSE results. Please visit <http://www.jupas.edu.hk/en/j4> for further information.

2. The list of JUPAS-participating institutions include:

1. City University of Hong Kong (CityU)
2. Hong Kong Baptist University (HKBU)
3. Lingnan University (LingnanU)
4. The Chinese University of Hong Kong (CUHK)
5. The Hong Kong Institute of Education (HKIEd)
6. The Hong Kong Polytechnic University (PolyU)
7. The Hong Kong University of Science and Technology (HKUST)
8. The University of Hong Kong (HKU)
9. The Open University of Hong Kong (OUHK)

3. "Other Learning Experiences" (OLE) and "Student Learning Profiles" (SLP) are two important factors in addition to students' performance in the HKDSE in the selection process of tertiary institutions. Students can provide their Other Learning Experiences (OLE) and other achievements along with their applications using a special template "Other Experiences and Achievements in Competitions / Activities" (OEA) prepared by the JUPAS Office. Besides, students can optionally submit their SLP onto the JUPAS system for institutions' reference.

2.4 Electronic Advance Application System for Post-secondary Programmes (E-APP)

1. Electronic Advance Application System for Post-secondary Programmes (E-APP) is a one-stop internet-based online application system developed by the Education Bureau to facilitate the 2013 Hong Kong Diploma of Secondary Education (HKDSE) Examination candidates to lodge advance applications for locally-accredited post-secondary programmes not covered under the Joint University Programmes Admissions System (JUPAS). E-APP applicants may receive conditional offers from institutions before the announcement of public examination results.
2. In 2012/13, there are a total of 31 post-secondary institutions participating in the E-APP providing advance application to various locally-accredited post-secondary programmes not covered under JUPAS. E-APP allows students to lodge advance applications before the DSE exams so that they can fully concentrate on them, and individual institutions would grant interviews or even conditional offers to applicants, it is strongly recommended that students plan for their future earlier and take good advantage of this chance to apply to institutions they are interested in.
3. In 2012/13, the E-APP is launched officially on December 3, 2012, and its website is <http://www.eapp.gov.hk>
4. The E-APP participating institutions in 2012/13 are as follows:

1. Caritas Bianchi College of Careers	12. Hong Kong Buddhist College	23. The Hong Kong Institute of Education
2. Caritas Institute of Higher Education	13. Hong Kong College of Technology	24. The Hong Kong Polytechnic University - Hong Kong Community College
3. Centennial College	14. Hong Kong Institute of Technology	25. The Open University of Hong Kong - Li Ka Shing Institute of Professional and Continuing Education
4. Chu Hai College of Higher Education	15. Kaplan Business and Accountancy School	26. The University of Hong Kong - HKU SPACE Community College
5. City University of Hong Kong - Community College of City University	16. Lingnan University -- Community College	27. Tung Wah College
6. Hang Seng Management College	17. Lingnan University - Lingnan Institute of Further Education	28. Vocational Training Council
7. HKU SPACE Po Leung Kuk Community College	18. Pui Ching Academy	29. Yew Chung Community College
8. Hong Kong Adventist College	19. Sacred Heart Canossian College of Commerce	30. YMCA College of Careers
9. Hong Kong Art School	20. Savannah College of Art and Design, Inc.	31. The Hong Kong Academy for Performing Arts
10. Hong Kong Baptist University - College of International Education	21. The Chinese University of Hong Kong - School of Continuing and Professional Studies	
11. Hong Kong Baptist University - School of Continuing Education	22. The Hong Kong Academy for Performing Arts	
5. Similar to the JUPAS system, OLE and SLP are two important factors in addition to students' performance in the HKDSE in the selection process of tertiary institutions. Students can provide their OLE and other achievements along with their applications using the OEA form. Again, students can optionally submit their SLP onto the E-APP system for institutions' reference.

2.5 Yi Jin Diploma

1. The Yi Jin Diploma programme provides an alternative pathway for secondary 6 school leavers to obtain a formal qualification for the purposes of employment and further study.
2. The exit standard of the Yi Jin Diploma programme is deemed comparable to the attainment of Level 2 standard in five subjects including Chinese Language and English Language in the Hong Kong Diploma of Secondary Education (HKDSE) Examination. For students who have satisfactorily completed the Maths Plus elective module, the exit standard of their Yi Jin Diploma is comparable to the attainment of Level 2 standard in five subjects including Chinese Language, English Language and Mathematics in the HKDSE Examination.
3. The Yi Jin Diploma is accepted by member institutions of The Federation for Self-financing Tertiary Education (FSTE) as meeting the admission criteria of their Associate Degree and Higher Diploma or equivalent programmes. For those students who have completed the Maths Plus elective module, the Yi Jin Diploma qualification obtained is accepted by the FSTE member institutions as meeting the admission criteria of programmes requiring the attainment of Level 2 standard in five subjects including Chinese Language, English Language and Mathematics in the HKDSE Examination.
4. The Yi Jin Diploma qualification is accepted by the Government as meeting the academic entry requirement of over 30 grades in the civil service which require Level 2 standard in five subjects including Chinese Language and English Language in the HKDSE Examination. For those students who have completed the Maths Plus elective module, the Yi Jin Diploma qualification obtained is also accepted by the Government as meeting the entry qualification of civil service grades requiring Level 2 standard in five subjects including Chinese Language, English Language and Mathematics in the HKDSE Examination.
5. In 2012/13, students who wish to apply for Yi Jin Diploma can indicate their interest via the E-APP system. Details about the application and programme content are available at <http://www.yijin.edu.hk/>

2.6 Study Opportunities offered by Senior Secondary Schools

Vocational training institutes and organisations offer various continuing education and vocational programmes for students, allowing them to devise their own pathways according to their interests, abilities and aspirations. The course providers will adopt flexibility to meet with the demands of students. These programmes provide students with the necessary knowledge, skills and attitude related to the industry and the articulation to professional training and qualifications is well established. These institutes include:

2.6.1 Study Opportunities offered by Vocational Training Council (VTC)

Programme	Minimum Entrance Requirements	Period of Study (Full-time)	Offering Institute	Area of Study / School
Diploma of Vocational Education (DVE)	Completion of S3	1 - 4year(s) ##	Youth College	<ul style="list-style-type: none"> Business & Services Design & Technology Engineering
Professional Diploma and Certificate	Completion of S3	Depending on individual programmes	<ul style="list-style-type: none"> Hospitality Industry Training and Development Centre (HITDC) Chinese Cuisine Training Institute (CCTI) Maritime Services Training Institute (MSTI) 	<ul style="list-style-type: none"> Hospitality Chinese cuisine Maritime Services
Higher Diploma	5 subjects at Level 2 in HKDSE, including English Language and Chinese Language; Or VTC Diploma in Vocational Education; Or equivalent	5 semesters #	<ul style="list-style-type: none"> Institute of Vocational Education (IVE) Hong Kong Design Institute (HKDI) 	<ul style="list-style-type: none"> Applied Science Business Administration Child Education & Community Services Design Engineering Hotel, Service and Tourism Studies Information Technology
Foundation Diploma	Completion of Secondary 6 (under the New Senior Secondary Academic)	2 semesters #		
Degree	Level 3 or above in HKDSE Chinese Language and English Language; AND Level 2 or above in HKDSE Mathematics, Liberal Studies and one elective subject; OR equivalent	8 semesters #	<ul style="list-style-type: none"> The Technological and Higher Education Institute of Hong Kong (THEi) 	<ul style="list-style-type: none"> Design Technology Management & Hospitality

Students may stay at their own pace. Period of study of degree programmes is normally 2 semesters in one academic year; that of Higher Diploma / Foundation Diploma (Level 3) is normally 2 to 3 semesters in one academic year.

Depending on students' entry level

^ Starting from 2012, VTC launches their professional degree programmes for DSE graduates. It is expected that top-up degree programmes will be offered to holders of Higher Diploma with outstanding results.

* For more details, please refer to the following websites:

http://www.vtc.edu.hk/studyat/html/tc/teachers_and_counsellors/new_academic_structure.html

http://www.vtc.edu.hk/studyat/html/tc/programmes/s6_progression_route.html

* Applications for programmes offered by VTC can be made via both the E-APP system and the online application system of respective institutes.

2.6.2 Other Training Opportunities

Institutes	Programmes	Websites
Accredited Self-financing Post-secondary Programmes	Self-financed sub-degree programmes, degree programmes and top-up degree programmes	http://www.ipass.gov.hk/edb/index.php/en/
Federation for Self-financing Tertiary Education (FSTE) [formerly known as Federation for Continuing Education in Tertiary Institutes (FCE)]	Sub-degree programmes Pre-associate degree programmes Yi Jin Diploma	http://www.fste.edu.hk/
Hang Seng Management College	Pre-associate degree programmes Sub-degree programmes Degree programmes	http://www.hsmc.edu.hk/
The Hong Kong Academy for Performing Arts	Professional certificates programmes Diploma programmes Degree programmes	http://www.hkapa.edu/
Caritas Community and Higher Education Service	Associate degree programmes Diploma programmes Higher diploma programmes	http://www.cches.edu.hk/eng/programme_features/main_page.aspx
Savannah College of Art and Design (SCAD)	Degree programmes	http://www.scad.edu/hong-kong/
The Prince Philip Dental Hospital	Professional certificates Diploma programmes Higher diploma programmes	http://www.ppdh.org.hk/b5/training.htm
Youth College, VTC	Modern Apprentice Programme Project 'Teens' Ethnic Minority Project	http://www.vtc.edu.hk/vdp/ma/
Integrated Vocational Development Centre (IVDC), VTC	ERB Talent Development Scheme ERB Talent Development Scheme for the Ethnic Minority	http://ivdc.vtc.edu.hk/Public/Default.aspx
YMCA College of Continuing Education	Diploma programmes Advanced diploma programmes	http://ymcahkcollege.edu.hk/
The Nursing Council of Hong Kong	The Nursing Council of Hong Kong has released the minimum entry requirements for applicants with HKDSE results as follows: <ul style="list-style-type: none"> 3 - year pre-registration nursing programmes: Level 3 in Chinese Language and English Language, and Level 2 in Mathematics, Liberal Studies and one NSS subject in the HKDSE. 2 - year pre-enrolment nursing programmes: Level 2 in five subjects, including Chinese Language, English Language, Mathematics and two other NSS subjects or Applied Learning subjects ("Attained") in the HKDSE. Individual training institutes may set their own entry requirements and admission policy for nurse training, provided that the required standards meet the minimum educational standard set by the Council.	http://www.nchk.org.hk/en/home/index.html
Employment Retraining Bureau (ERB)	The ERB works with different organizations to provide its 'Talent Development Scheme' which offers diversified courses covering various industries to develop employees' personal qualities and basic skills.	http://course.erb.org/main/cls_schedule.asp

* In choosing suitable vocational training courses, students are advised to visit the website of the corresponding institutes along with the website of Qualifications Framework for a better understanding of the programme content and recognition of the course. The website of the Qualifications Framework is at <http://www.hkqf.gov.hk/>

2.7 Study Opportunities offered by Senior Secondary Schools

There are three local DSS (Direct Subsidy Scheme) senior secondary schools that mainly provide senior secondary programmes and have no junior classes. They can thus admit S.4 leavers from other schools to their HKDSE programmes or certificate/diploma programmes. A more flexible mode of study and diversified curriculum are usually available. The following table outlines the information of these 3 schools.

Schools	Programmes	Websites
Caritas Charles Vath College	<ul style="list-style-type: none"> HKDSE with work-based experiential learning Foundation Diploma 	http://www.ccvc.edu.hk
HKICC Lee Shau Kee School of Creativity	<ul style="list-style-type: none"> HKDSE School-based Creative Profession-oriented Programme 	http://www.creativehk.edu.hk/
CCC Kung Lee College	<ul style="list-style-type: none"> HKDSE 2-yr Certificate (QF Level 2) 3-yr Diploma (QF Level 3) School-based Work-based Learning Programme 	http://www.cccklc.edu.hk/

2.8 International Recognition of HKDSE

The Hong Kong Examinations and Assessment Authority (HKEAA) announced that the Hong Kong Diploma of Secondary Education (HKDSE) has been accepted by UCAS (the UK's higher education admissions service) onto the Tariff, a points-based system which benchmarks qualifications against the UK's A Level in order to assess their suitability for higher education. The UCAS tariff points for HKDSE (the tables below) can also be used as a reference for checking the equivalent qualifications issued from different international high institutes or educational bodies in US or Canada, such as the Advanced Placement (AP), International Baccalaureate (IB) and CIE Cambridge Pre-U Diploma.

2.8.1 The UCAS tariff points for HKDSE [for 23 HKDSE subjects, except Mathematics]

Level	Tariff	Remarks
5**	145	Slightly higher than grade A* in GCE A Level examination
5*	130	Between grades A and A* in the 2010 GCE A Level examination
5	120	Comparable to grade A in the 2010 GCE A Level examination
4	80	Comparable to grade C in the 2010 GCE A Level examination
3	40	Comparable to grade E in the 2010 GCE A Level examination

2.8.2 UCAS Tariff points for Mathematics: [The overall performance is indicated by the combined tariff points to both parts]

Level	Compulsory Part	Extended Part	Remarks
5**	65	80	• 145 points (65+80) for 5** in both compulsory and extended parts – slightly higher than grade A* in GCE A Level examination
5*	60	70	
5	45	60	• 120 points (60+60) for 5* in the compulsory part and 5 in the extended part – comparable to grade A in the 2010 GCE A Level examination
4	35	50	
3	25	40	

2.9 Further Studies Overseas and in Mainland China

In order to understand the general admission requirements of overseas universities/institutions for HKDSE holders, a survey has been conducted by the HKEAA and the Education Bureau since June 2010 for countries including Australia, the United Kingdom, the United States, Canada etc. Feedback from overseas universities can be found at http://www.hkeaa.edu.hk/tc/ir/ircountry_hkdse.html.

Applications to courses of overseas institutions generally required applicants to submit language proficiency test scores, like IELTS or TOEFL, personal statement, aptitude tests, like SAT, recommendation letters, financial proof and portfolio.



Country	Articulation and Requirements	Additional details	Websites
UK	<ul style="list-style-type: none"> Foundation/Diploma/Certificate : Level 1 in 3 subjects in HKDSE International Foundation Year : Level 2 or 3 in HKDSE & IELTS 4.5+ Degree : Level 4 or above in 3 elective subjects in HKDSE (admission requirements vary from different universities) <p>Additional language requirement : For Undergraduate courses : IELTS 5.5-7.0; TOEFL 550 for paper-based test or 213 for computer-based test For Sub-degree courses : IELTS 4.0-5.5</p>	<ul style="list-style-type: none"> Personal statement in 800 -1000 words Reference report Portfolios upon request 	<ul style="list-style-type: none"> British Council : http://www.educationuk.org/ UCAS : http://www.ucas.com UKCISA : http://www.ukcisa.org.uk Recognised UK degree awarding institutions : http://www.bis.gov.uk/policies/higher-education/recognised-uk-degrees/
US	<ul style="list-style-type: none"> 4-yr university program : 2-yr community college English language : TOEFL iBT or IELTS 	<ul style="list-style-type: none"> ACT/SAT Recommendation letter Evidence of financial resources Personal statement High school transcripts 	<ul style="list-style-type: none"> Information Webinar : http://www.educationusa.info/edusa_connects University Search Sites : http://www.collegeboard.org; www.petersons.com; http://www.princetonreview.com Admission Tests : http://www.toefl.org; http://www.collegeboard.org; http://www.act.org/aap

Country	Articulation and Requirements	Additional details	Websites
Australia	<ul style="list-style-type: none"> TAFE and Foundation Studies : S5 students can apply with school results . IELTS 5.5 (5 in all papers) Bachelor degree : Individual universities define admission requirements. 	<ul style="list-style-type: none"> Personal statement may be required for medical courses Portfolio for Design, Fine Arts and Music courses 	<ul style="list-style-type: none"> Study in Australia (official website) : http://www.studyinaustralia.gov.au IDP Hong Kong: http://www.hongkong.idp.com
Canada	3-yr General Bachelor's degree / 4-yr Honours Bachelor's degree <ul style="list-style-type: none"> Common application may be in place in some provinces. Conditional offer may be given based on predicted HKDSE scores. Each has its own admission requirements. English language : TOEFL or IELTS (at least 6 or above)	<ul style="list-style-type: none"> Personal statement may be required for scholarship Reference report Supplementary information may be required for Business, Fine Arts, Music and Film. 	<ul style="list-style-type: none"> Studying in Canada (official website) : http://www.educationau-ncanada.ca http://www.cic.gc.ca/english/study
Mainland	Method of Application: <ol style="list-style-type: none"> Pilot Scheme for Mainland Higher Institutions Exempting Hong Kong Students from Examination for Admission S6 HKDSE students can continue to join the Joint Entrance Examination for Universities in PRC for admission to 204 universities in China 	<ol style="list-style-type: none"> Minimum requirement: Level 3322 in the four core DSE subjects; and Level 2-3 in one or two elective subjects as stipulated by individual institutions Minimum admission criteria: 300 points (total score: 750, ie. 40% of the total score). Some key universities may require 500 points or above, sports or arts institutes set the requirement as around 200 points. Practical tests may be required for some music, arts or physical education programmes. 	<ul style="list-style-type: none"> 內地高校面向港澳台招生信網 : (in Chinese only) http://www.gatzs.com.cn 港澳台聯招報名 : (in Chinese only) http://www.ecogd.edu.cn/ 暨大、華大聯招報名 : (in Chinese only) http://xlz.jnu.cn/ 香島內地升學資源網 : (in Chinese only) http://www.chinaeduguide.edu.hk/
Taiwan	Method of Application: <ol style="list-style-type: none"> Individual applications: students with relevant academic or non-academic achievements are recommended to apply through this unsolicited application. A maximum of 3 choices can be made and unsuccessful applications will then be sent and processed by the centralized system. Centralized system: applicants can fill in up to 70 choices. 	Notes for applicants: <ul style="list-style-type: none"> Required subjects are Chinese Language, English Language and Mathematics, plus two more elective subjects. Applicants must have resided in Hong Kong, Macau or overseas (not including Mainland China and Taiwan) for 6 years or more, and should not have stayed in Taiwan for more than 120 days in a year during that period. 	University Entrance Committee for Overseas Chinese Students: (in Chinese only) http://www.overseas.ncnu.edu.tw/index/news



2.1 0 Employment

The Government is the largest employer in Hong Kong. The Government announced in June 2011 that results in the Hong Kong Diploma of Secondary Education (HKDSE) Examination will be accepted for civil service appointment purposes from July 20, 2012 onwards. Details can be found at <http://www.csb.gov.hk>. The following table summarises the acceptance of results in appointments:

Existing Requirements in HKCEE/HKALE	Acceptance of Results in HKDSE
General Entry Requirements	
Five passes in HKCEE	<ul style="list-style-type: none"> A combination of five – Level 2 in NSS subjects / “Attained” in a maximum of two ApL subjects / Grade E in Other Language subjects
2A3O	<ul style="list-style-type: none"> A combination of five – Level 3 in NSS subjects / “Attained with distinction” in a maximum of two ApL subjects / Grade C in Other Language subjects
Specific Subject Requirements	
Chinese / English Language	
Level 3 in HKCEE	Level 3
Level 2 in HKCEE	Level 2
Other Subjects	
Grade E in HKALE	Level 3 in NSS subjects/ “Attained with distinction” in ApL subjects
Grade C in HKCEE	Level 3 in NSS subjects/ “Attained with distinction” in ApL subjects
Grade E in HKCEE	Level 2 in NSS subjects/ “Attained” in ApL subjects

Other employers are expected to consider the entry requirements with respect to job specifications, together with HKDSE level descriptions and SLP.

2.1 1 Other Recommended Search Engines and Tools



Designated Webpage for 2012/13 Secondary Six Students

http://www.edb.gov.hk/s6_2012-13

It is a one-stop platform providing links to latest information on DSE examination and the multiple pathways with constant updates.

“e-navigator”

In order to assist NAS students to easily access programme information from local institutions based on their interests, the Education Bureau and Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM) developed a website and mobile application “e-Navigator: Multiple Pathways under the New Academic Structure”. This career exploration tool helps students search for programme information across different local institutions and levels (e.g. degrees, higher diplomas and associate degrees) under the NAS. The website is <http://enavigator.edb.hkedcity.net/main/abouttool.php>



Station 3: Transition Projects Under the NAS For Students

Under the NAS, students can choose different routes from the multiple pathway roadmap for further studies. To prepare for this transition process, students are expected to review and reflect on their learning experiences throughout the secondary school years and connect their choice of studies with their understanding of one's aptitude, interests and initial preference for their vocational choice. This station introduces two "transition projects" that have a significant impact on career and life planning, namely, the preparation of the Student Learning Profile (SLP) and Joint University Programmes Admissions System (JUPAS) application cum E-APP. For multiple pathways of NAS, please refer to the information on p.6 to p.19.

SLP is a formative record of student's holistic development. The purpose of SLP is to provide supplementary information on secondary school leavers' competencies and specialties, in order to give a fuller picture of the students. In addition to academic performance in school, SLP should include other learning experiences, performance/ awards gained outside school; and student's self-accounts (e.g. highlighting any impressive learning experiences or career goal setting). Together with the results of HKDSE, SLP will be a very useful piece of supplementary information for admission personnel and potential employers in future to give out offers. Students are expected to prepare their SLP, under the guidance of teachers during their schooling of secondary education.

JUPAS provides a common platform for senior secondary graduates to apply for sub-degree and degree programmes offered by 9 local universities through a single application. Though it is not a must for students to submit JUPAS application, having more understanding of how the new system works and the required preparations can also help students go through the transition from secondary education to other post-secondary education opportunities. On the other hand, E-APP is a one-stop internet-based online application system developed to help DSE candidates to lodge advance applications for locally-accredited post-secondary programmes not covered under JUPAS.

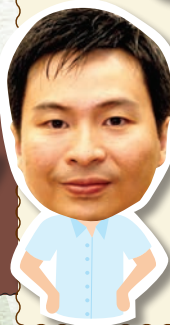
3.1 Q&A On The Requirements/Expectations Of SLP And JUPAS & E - APP Application

Q1

Q

Bobo

What is Student Learning Profile (SLP)? What information can it include?



A

Mr Ho

SLP is an official document issued by the school. It is a student-owned formative review of one's development in academic and non-academic aspects, together with a personal reflective account on one's growth and career aspiration. It includes

- Personal particulars*
- Academic performance in senior secondary years*
- Chosen records of OLEs offered by the school
- Performance/awards gained outside school
- Student's self-account (in either English or Chinese; optional)

(items marked with "*" are to be inputted by school/teachers)

If a student prefers submitting his/her SLP for JUPAS application, the deadline would be on 27th March 2013. (JUPAS)

Q2

Q

Bobo

What is the purpose of including a self-account in the SLP?



A

Mr Ho

In the self-account, students may take the opportunity to briefly highlight their impressive learning experiences that are influential to his/her personal growth and life goals. Students may also use this column to tell his/her stories, strengths and career aspirations.



Q3

Q

Bobo

What are JUPAS & E-APP?



A

Mr Ho

JUPAS is an application package that allows a student and the school to submit personal particulars, Other Experiences and Achievements (OEA) information which includes a list of activities and achievements, additional information, other qualifications, institutions' programme choices, etc., and recommendations from school to support the application. E-APP, on the other hand, is a one-stop internet-based online application system developed to help DSE candidates to lodge advance applications for locally-accredited post-secondary programmes not covered under JUPAS.



Q4

Q

Bobo

Aren't the "Additional Information" required by JUPAS & E-APP and the "Self-Account" in SLP very similar?



A

Mr Ho

Well, they're so. For the Additional Information, students should write about their interests and life experiences which are influential or special to their career aspiration or personal goals in not more than 500 words.



Q5

Q

Bobo

Other than the above, what other information should I provide for JUPAS and E-APP application?



A

Mr Ho

You are required to prepare the following:

- Personal Particulars
- Institutions' Programme Choices (20 options)
- Prior Education
- Other Academic Qualifications
- Results of Applied Learning Course(s)
- Music Qualifications (if any)
- Alternative Chinese Language Qualifications
- Disability Information (if any)
- Other Experiences and Achievements in competitions / activities (OEA; not more than 10 items)
- Additional Information (not more than 500 words)
- School Reference Report which includes:
 - Personal and general abilities
 - Academic performance in school (Percentile in Form AND overall rating)
 - Supplementary Information from Principal (only if necessary)



* Remark: Examples of SLP are available at http://cd1.edb.hkedcity.net/cd/lwl/ole/SLP/SLP_04_templates_01.asp.

3.2 Writing Personal Statements With Reflections On One's Experiences

3.2.1 A Self-Account can help one to:

- Be better organised (because students select, think and reflect on their strengths and weaknesses)
- Plan (because students decide what to choose and how to achieve their goals)
- Give others their supplementary information
- Prepare for a review or an interview, e.g. interviews with university admission officers, prospective employers (because students make sense of those influential learning experiences to their development and get a better understanding of themselves)

Whether writing the self-account of SLP or additional information for JUPAS application, students are encouraged not to follow any sample writings or templates. Students are advised to write in a “reflective approach” that emphasizes a genuine understanding and expression of one’s characteristics so as to impress readers with their genuineness.

3.2.2 Students are also recommended to go through a process of self-reflection and account of the development process. This helps them understand themselves fully and raise their career awareness.

- An authentic story is always filled with life experiences and feelings. It can reveal the “true” self and impress readers easily.
- Short stories or narratives are the ingredients of a personal statement or self-account. What students need to do is to modify the style and length to align them with the specific directions for different purposes of writing.



3.2.3 Worksheet : A Brainstorming Exercise for Writing a Self-Account

“Career Mapping: A Career Development Tool for Senior Secondary Students”, which was developed by HKACMGM with the support of CDI, EDB, assists students to go through a comprehensive exploratory journey (you may consult your career teachers in school for further information). If you haven’t worked on Career Mapping before, the following worksheet may give you a taste of how a student prepares for writing the self-account through reflection.

The following table can be a start off to help prepare the self-account.



1. My background: <ul style="list-style-type: none">• Any unusual hardships?• Do they have any impact on my personal growth?	
2. My qualities: <ul style="list-style-type: none">• Any evidence drawn from events in the past or at the present time to show some of my good qualities?	
3. Interest in a particular field: <ul style="list-style-type: none">• When did the spark happen?• Any experiences that have fuelled this interest? (e.g. voluntary work / academic studies / extracurricular activities)	
4. Requirements to enter the field I like: <ul style="list-style-type: none">• Have my qualities or experiences paved the way for achieving my goal?	
5. My career goals: <ul style="list-style-type: none">• What are they?• Can my academic qualifications help me to achieve my goal?	
6. My personal characteristics: <ul style="list-style-type: none">• How can they bring me success in my future work?	

3.3 Strategies To Write A Good Self-Account

1. Visit your track records in academic and non-academic aspects, including collection of reports, certificates, portfolios, and even journals or articles you wrote for some memorable events/critical incidences (e.g. an article you wrote for the school magazine or your experience in an inter-school competition). Arrange them in chronological order.
2. Do your records show your achievements, improvement or growth in specific areas? What information can be highlighted in your self-account?
3. Your self-account is your chance to shine. You can share your accomplishments, valuable experiences and what you have learnt from difficulties or setbacks.
4. Ground yourself in reality rather than abstraction. Research the institutions, the programmes, or the particular field of study you are applying to or are interested in. Talk to people who are attending or graduates from the institution to obtain more information.

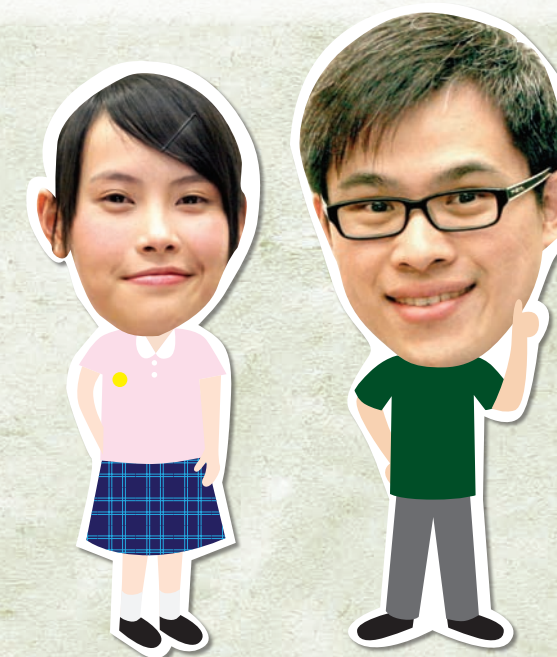
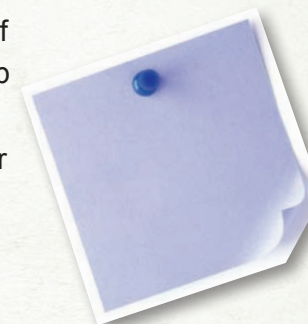
3.3.1 Examples of “good” and “bad” ways of presenting one’s experiences:

DO NOT WRITE	INSTEAD WRITE
I am captain of the basketball team	Being the captain of the basketball team means that ...
I enjoy studying mathematics	Having enjoyed studying Mathematics...
I am studying elective subjects in HKDSE including...	My HKDSE elective subjects have been relevant to...
I enjoy voluntary work	Engaging in voluntary work is important to me because...
I have taken part in ...	Taking part in “X” has enabled me...
I have gained a number of skills	The opportunity to ... has helped to further my... skills

3.3.2 SKILLS and STYLES of writing are also crucial

In general, some tips on writing are as follows:

- ☐ Your introductory paragraph may be the most crucial part of your entire essay. Keep it short, precise but attractive.
- ☐ The main body should consist of events, experiences and activities you have selected for illustration of your experiences and targets, as well as developments over the years.
- ☐ ALWAYS provide evidence; it is more convincing to write “taking the lead of a 50-member voluntary team, we learnt through...” to show your leadership than just mentioning “I am a good leader.”
- ☐ Be specific and detailed. Each paragraph should have a separate theme or a topic sentence, and develop them within and throughout the paragraphs.
- ☐ A conclusion should not be a repetition of your introduction; be clear, straight-forward, and end with a bang!



3.4 What are the university admission officers looking for in the self-account?

We understand that there is NO perfect recipe for a good self-account. University/college admission officers/people look for AUTHENTICITY about one's reflection on learning experiences and personal growth. They would treasure CREATIVITY and UNIQUENESS demonstrated through applicants' account of their passion, career aspirations and goals in life. Most importantly, they regard HONESTY really important. They are so experienced in reading application essays from students. It is easy for them to identify whether the content is fake or just another version of a standard template.

Here are some suggestions from university admission officers:

- **Understanding the Target Faculty/ School/ Programme:**

Students have to show their sincerity by showcasing their knowledge of the Faculty/ School/ Programme they are applying for. However, students should refrain from flattering the readers by exaggerating the accomplishments made by the Faculty/ School/ Programme.

- **Background which nurtures his/her interest in a specific programme/ area:**

It is desirable for students to present a reasonable background which results in their interest in a specific programme/ area, e.g. 'I worked as an intern in a business company handling merchandising and logistics last year and since then I have discovered my interest in business.'

- **Reasons for choosing a particular university (a specific programme) amongst others:**

By telling their stories, the applicants are also able to unroll their deeper knowledge about the programme, e.g. 'I want to study BBA programme of a specific university because I am attracted by its focusing on corporate social responsibility as well as the plentiful value-added opportunities', 'by joining BBA of that specific university, it is certain that I can develop myself as an ethical business leader'.

- **Write carefully and systematically**

A well-organized essay that has been proofread carefully, with names of activities checked and factual content not overlapping with that already available in other parts of the application information illustrates a serious and sincere attitude.

- **Showing the uniqueness**

In general, in a personal statement, admission officers try to find out something about the applicant's personality, aspirations, and motivation/suitability for the programme



applied for. A good essay should tell a story and have a clear focus, reveal passion and expose personality, show creativity and independent thinking so that after reading it, a unique impression about the applicant is formed. In the admission process for the first DSE cohort, many institutions have a comment that students' self-accounts tend to be very clichéd, and regarding students' own interests, the self-accounts have included almost everything from arts to science to commerce, which fails to highlight students' passion for a particular area of study. These self-accounts are not of much value for reference in the admission process.

The following are some responses on SLP from the admission personnel of the tertiary institutions :

"There are so many candidates and a lot of them are our marginal cases having the same scores. In order to differentiate students' abilities, our faculty staff read through information such as their OLE and self-accounts. Therefore, students should not under-estimate the importance of such information." (Prof C.H. Shek, Assistant Dean, College of Science and Engineering, the City University of Hong Kong; Sing Tao News, 8th October, 2012)

"Students should spend more time on their self-accounts, and be bold enough introduce themselves rather than merely resorting to clichés or stock phrases. For example, students can highlight their interests and characteristics. In the admission process, faculty staff expect to know more about students' individuality and their passion for the interested programmes from their accounts" (Ms Betty Law, Associate Director of Undergraduate Recruitment & Admissions Office, Office of the Dean of Undergraduate Education, Hong Kong University of Science and Technology, Sing Tao News, 8th October, 2012)

The following are the comments from our DSE graduates regarding how SLP assists them to explore their future, integrate their experiences and apply to tertiary institutions :

"SLP provides you with a chance to think of what you want to do in the future, notice the change in your personality and thoughts throughout the process, and reflect on your learning. It has also given me a direction of tertiary studies and possible careers."

"SLP has helped me to tidy up all the activities I participated in throughout the last three years, and refresh my own memories. Apart from the academic scores, we can view all the activities without having to read the school reports one by one."

"You will need SLP when applying to overseas institutions --- overseas institutions attach much more importance to it as they would first consider applicant's SLP before the academic results. I was asked to present my SLP in the four admission interviews I got."

"The School of Communication of HKBU requests every candidate to submit their SLP in the interview. I left a copy of my SLP to them too."



3.5 Action Tips: Self-Account of BoBo

3.5.1 Bobo's Story

Below is a story of a Form 6 student, Bobo in the NAS.



13

Bobo retrieves the file of her e-portfolio on computer.



14

Just right now, you said you were good at nothing. See? You participated in a lot of music contests and you're preparing for Grade 5 guitar test. You are quite musical.

15

Not quite. But I enjoy playing in a band.



16

Band? We have a guitar class but not a school band.



17

Oh! I learn guitar from Mr Ngan at school. I mean playing in a band in a community centre near my home.

18

Tell me more about it. Do you want to be a musician or a singer? Do you have any memorable experience about music?

19

Being a musician or singer? No way! However, I quite like playing in a band and giving shows to the needy. I was super excited last time after giving a show to patients who were suffering from cancer in St. Margaret's Hospital. Playing in a band allows me to meet different people who share the same interest as me and to learn from each other. Most importantly, I can do my favorite thing to entertain others.

20

Good! So you are artistic and sociable.



21

Yes! In fact, I really like working with and for people. I've also thought of being a teacher like Mr. Ngan or a social worker like Mr. Chun.



22

Why do you mention these two persons?

23

(Thinking) Right! They may be the most important persons who influence me much. I have learnt a lot from them and they have inspired me and encouraged me to develop my different talents....

24

Right, Bobo! We have talked a lot and I wonder if you can identify your special qualities and aspirations. Right now, I guess you'd better do some research on the fields of teaching and social work. See if you are really suitable for or interested in them. You can also try to write down your success story or experiences or start off writing the two persons who have inspired you within these few years.....

3.5.2 Let's see how BoBo prepares her self-account based on her career portfolio.



Start

Career Portfolio
Name: Bobo Lau

Three most interested occupations related to my Holland Code

Social worker

Teacher

Designer

My career values (e.g. meaningful, highly-rewarding):

Helping people who are in need

Job satisfaction

Understanding and working with different types of people

Doing a job dealing and communicating with people

Three most interested further study/training programmes related to my Holland Code:

Social worker

Visual arts

Design

My Key Learning Styles and Strategies

Interactive and Kinesthetic

Education History

HKDSE Subject	School Grade	Target HKDSE Grade
Maths	180/300	4
English	134/300	3
LS	153/300	3
Chinese	199/300	4
BAFS	144/200	4
Economics	96/200	2

Results of interest/aptitude/ career assessments: (if any)

Artistic and Social as well

Three most interested activities (academic or non-academic):

Playing Guitar

Playing musical instruments and singing in a band

Taekwondo

Action plans for actualization of my career goals:

Take part in more social services

Try more musical instruments that I am interested in

Career Planner



My goals on personal development

Being a well-organized person

Being responsible

Acquiring leadership qualities

Action plans for actualization of my further study/training goals:

Study hard

Enhance language ability

My further study/training goals

Primary goal:
Become a university student

Secondary goal:
Grade 8 in Guitar

Contingency plan:
HD/AD and then a Degree

Additional skills and knowledge I need to support my goals:

Get more exposure & participate in more competitions and performances

Participate in different social services

My career goals

Primary goal:
Social Worker

Secondary goal:
Teacher

Contingency plan:
HD in Social Work then to a Degree

My interests, skills and knowledge supporting my goals:

Good communication skills

Understand the poor's needs

Deep interest in music

3.5.3 Bobo's SLP Self-Account/ Additional Information in JUPAS

Bobo's First Draft of her Self-Account

The grievances of citizens towards the recent government budget introduced by our Financial Secretary has revealed a lot of social problems. I have mixed feelings as I was once in the underprivileged group in society and received assistance from social workers. Being inspired by two important persons in my secondary school life, I determine to study an area to prepare myself to work for and with people.

The first one is Mr Chun who works in Boys and Girls Clubs Association (BGCA). He invited me to participate in the voluntary work in his centre in my Form 3. At that time I was chosen to play a musical instrument in the band of the centre. Participating in the band enabled me to understand myself more and made me learn correct attitude towards playing music and study. The band in BGCA was given a lot of chances to participate in different competitions and performances for the needy. Performing experiences, like singing and playing the guitar to the sick children in hospital made me feel contented and great. I also deeply understand that "practice makes perfect" as our successful performance and success in competitions had to go through a series of tough training practicing, rehearsals and also cooperation among team players. The experience makes me understand that I have to pay effort and be serious if I want to study well. Moreover, I learn to be cooperative, patient and accept differences. I am sure these are important qualities required to be a university student and a successful person in the working world.

Another important person who influences me is my Mathematics teacher who is also responsible for the school guitar club. His talent and enthusiasm in teaching, serious attitude towards work and sincere care to students make me understand that teaching is a career which is not only to teach students knowledge, but can also influence students thinking and even their entire life. I therefore determine to contribute myself to teaching or a career relating to helping people in future.

(~338 words)

Career Advisors' Comments

An attractive beginning that illustrates limitations faced by BoBo.

Authentic experiences that explains how BoBo develops her empathy and determination to help others. However, it can be better organized with respect to her passion towards music, her personal and social development through the continuous engagement in the activities, and how her talent in music gained through voluntary work opportunities in the community.

BoBo mentions how her role-models inspire her about the teaching or helping profession, but it seems to the readers that it is more an aspiration than a target tried to be actualized through efforts and action plans. More concrete examples or illustrations may be required to show her academic aptitude.

Overall, it is a concise essay with a clear focus on Bobo's personal growth through OLEs.

3.6 Checklist for Writing a Personal Statement/Self-Account/ an Admission Essay

After completing the self-account or essay, use the following checklist to review the work. Though one can express his or her ideas with creative styles and means of expression, the general advice may help eliminate common problems or errors in the essay. The following checklist and the feedback form may help the writer, an advisor, a peer or a parent to review the essay.

A. Content

- ☐ The essay is personal – about YOU
- ☐ Examples and evidence given for each point
- ☐ Examples are personal and concrete
- ☐ The introduction is personal to show readers your clear image and what you have done
- ☐ Demonstrate some research and understanding of the named tertiary institution, discipline or programme

B. Structure

- ☐ Each paragraph, including the introduction (if any), has a clear idea
- ☐ Each point/idea is validly supported by at least a piece of evidence
- ☐ Each paragraph of the main body is of roughly the same length

C. Presentation

- ☐ No cutesiness (i.e. following some standard recipe of writing)
- ☐ Write in a positive, optimistic and energetic tone
- ☐ No excuses made on your failures and challenges
- ☐ Sentences used vary in length and structures
- ☐ Active voice used, and unnecessary passive voice deleted
- ☐ Use more verbs that illustrate your actions
- ☐ Do not overuse adjectives and adverbs (a list of adjectives like "communicative", "honest", "hardworking", "enthusiastic"...without evidence from real-life experiences and actions)
- ☐ Use a wide variety of vocabulary but NOT sound like a thesaurus
- ☐ Names and abbreviations of activities, achievements or posts checked and correctly presented
- ☐ You also find the self-account or essay interesting
- ☐ The self-account ends with a last sentence that gives a sense of completeness



D. A Reviewer Feedback Form

Name of Reviewer :	Comment :
1. Is the story unique to the writer? Which parts of the essay impress and interest you most?	
2. Which parts of the essay you find boring and amendments would be recommended to make it a better piece?	
3. Think of THREE adjectives to describe the writer.	
4. If there is a life theme connecting various experiences of the writer, what is it?	
5. What message does the writer want to convey?	
6. Major strengths of the essay are ...	
7. Areas for improvement	

Web Tips On Writing a Self-Account

From **www.about.com:**

Good Letters of Recommendation:

<http://businessmajors.about.com/od/recommendationletter1/a/GoodRecLetters.htm>

From **www.education.com:**

College Admissions:

<http://www.education.com/topic/college-admissions/>

College Essay Examples:

<http://www.education.com/topic/college-essay-examples/#page1/>

From **UC Berkeley:**

Characteristics of a Good Personal Essay:

<http://students.berkeley.edu/apa/personalstatement/gettingstarted.html>

From **www.educers.com:**

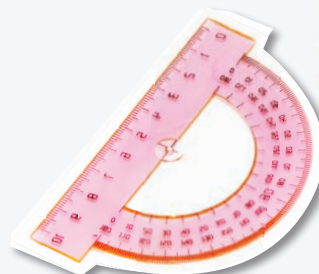
Free Sample Personal Essays:

<http://www.educers.com/personalstatement/sample.htm>

From **www.ucas.ac.uk :**

Useful Tips on Writing Personal Statements:

<http://www.ucas.ac.uk/students/applying/howtoapply/personalstatement/>



FAQ:

Q1

Q

Bobo

Will students taking HKDSE and applying for degree courses through JUPAS enjoy extra credits if they have taken IGCSE or other exams as 'Other Academic Results'? How about the English Language results in other examinations?

A

Mr Ho

Universities will consider mainly the HKDSE results of JUPAS applicants. Results of other public examinations will be considered as additional information only. According to the information released so far, universities will consider results of HKDSE in fulfilment of the English Language requirement.

Q2

Q

Bobo

How would the faculty/school-based admission under NAS differ from admission by programmes? If I were given an offer by a certain faculty or school, how would I be assigned a major study?

A

Mr Ho

Some universities will have a faculty/school-based admission system. In that case, a student would be admitted to a faculty/school, going through studies of various courses offered by different programmes and then choose their major discipline. Results, in general, will depend on students' academic performance and individual preference.

Q3

Bobo

Q

Which results of exam / exams (S5 or S6) should schools submit to JUPAS & E-APP regarding 'academic performance' in the JUPAS School Reference Reports?

A

Mr Ho

JUPAS does not stipulate which exam result / results should be used, yet the data should best represent the applicant's performance at school.

Q4

Q

Bobo

Can a student write more than 500 words or submit nothing under JUPAS & E-APP 'Additional Information'?

A

Mr Ho

Yes, students can decide whether or not to enter any information under "Additional Information". The word limit is for reference only.

Q5

Q

Bobo

How would universities and programmes decide the interview list of candidates before the HKDSE results release?



Different universities or programmes will have their specific selection criteria. In general, the following are factors to be considered:

- Programme Choice
- OEA
- School Reference Report
- SLP

Please also note that even in the same university or faculty, different programmes will have different arrangements regarding admission interviews, including the number of candidates being invited, selection criteria and timing of interviews.

A Mr Ho



Q6

Q

Bobo

How far do those documents, like OEA form, additional information, school reference report and SLP affect my application for or admission to a university?



A Mr Ho



Generally, universities will consider various aspects of a student as a whole (some programmes such as Music, Fine Arts and Social Work have special preference on OLEs/OEA and aptitude of applicants for having reference of other abilities which are not shown in the academic results). Students can submit their SLP through the JUPAS & E-APP website and/or bring along with their learning portfolio, if any, when they are invited to attend admission interviews.

Q7

Q

Bobo

Where can I find the overall and specific entrance requirements of different programmes/faculties/universities?



A Mr Ho

You may refer to the website of the Hong Kong Association of Careers Masters and Guidance Masters (<http://www.hkacmgm.org>) for a summary of the basic and additional admission requirements.



Q8

Q

Bobo

Can I take other language qualifications as a replacement of Chinese Language?



A Mr Ho

Well, unless you are a Non-Chinese-Speaking (NCS) student. NCS students are those: (a) students who have learned Chinese Language for less than 6 years while receiving primary and secondary education; or (b) students who have learned Chinese Language for 6 years or more in schools, but have been taught an adapted and simpler Chinese Language curriculum not normally applicable to the majority of students in our local schools. NCS students may choose to sit for relevant examinations such as the International General Certificate of Secondary Education (IGCSE) administered by the HKEAA to obtain alternative qualifications in Chinese.



The following are some important dates for students of the 2nd DSE cohort :

Month / 2012

Event

Sept

19 / 9 – 11 / 10

Application for HKDSE Examination (School Candidates)

25 / 9 – 4 / 12

Submission of applications for admission via the JUPAS online application system

Dec

3 / 12 / 12 – 19 / 5 / 13

Submission of applications for admission via the E-APP online application system

Month / 2013

Event

Feb

6 / 2

Deadline for submission of Other Experiences and Achievements in Competitions / Activities (OEA) information and uploading of required supporting documents (as appropriate)

Mar

27 / 3

Deadline for submission of full Student Learning Profile (SLP) (as appropriate)

Apr

April - May

HKDSE Examinations

May

6 / 5 – 6 / 6

Submission of application via the online system of the admission Scheme – Joint Enrolment Office Scheme for Admission to Mainland Higher Education Institutions

27 / 5 – 30 / 6

Submission of second round applications for admission via the E-APP online application system

Jul

15 / 7

HKDSE Result Release Day

16 / 7 – 18 / 7

Modification of choices in JUPAS

Mid Jul

Applications for re-checking and re-marking of HKDSE exam papers

Aug

9 / 8

Announcement of JUPAS Main Round Offer results

13 / 8

Release of rechecking and remarking results of HKDSE exam papers

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<http://www.hkacmgm.org>

<http://www.transition.hkacmgm.org>

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