PCAES (Career Education and Counselling) is a graduate course designed for teachers and guidance personnel concerned with various aspects of career education and counselling. The course is based upon the belief that career development is essential for all students. The course specifically addresses teachers’ competencies necessary in carrying out career education programmes in school settings. Course participants in this specialism will be encouraged to reflect on their own career guidance practices and develop creative solutions to different critical issues in individual student planning. Emphasis will be given to designing and implementing a career education curriculum, the provision of career-related experiential activities, and the development of school policies conducive to career education and counselling.

Who would benefit from this specialism?
The course is intended for those who are interested in making creative contributions to career education as well as learning about the academic principles and practical knowledge involved in enhancing career development of their students. The intended course participants are career development professionals, career teachers and guidance teachers managing school-based career education and guidance programmes, and teachers who are involved in conducting career-related activities in schools.

Mode of study:
To be available on part-time mode.
Students may complete the programme normally within one to two academic years or not more than 4 years, by taking one or two modules per semester. For further information, please contact the course coordinator Dr. Mantak Yuen on 28578542, by email mtyuen@hku.hk or via this website http://web.edu.hku.hk/programme/pcaes/.
Outline of the Core Modules

The programme consists of three accredited MEd modules, with MEDD6248 and MEDD7038 being core modules.

MEDD6248: Theories and Practices of Counselling and Group Guidance
This module examines theories and practices in counselling and group guidance in schools. The content will include the following topics: counselling in a school setting; counselling as a helping process; theoretical approaches to counselling; beginning and developing a counselling relationship; career counselling; assessment in counselling; ethical issues in counselling; theories of group guidance and their implementation in schools; group leadership skills; peer counselling; life skills and leadership training; large-group guidance in the classroom and beyond. Selected case studies of counselling and group guidance in local schools will be examined. The module is relevant to all teachers and guidance personnel who would like to apply counselling skills in their teaching and guidance activities.

MEDD7038: Counselling, Career Education and Talent Development in Schools
This module compares the theories and practices of counselling, career education and talent development programmes in schools in Hong Kong and other parts of the world. Topics will include life career perspectives, comprehensive school guidance and counselling programmes, individual development planning, identification of students for talent development programmes, assessment of life career and talent development, student advisory and mentorship schemes, theories of career development, career awareness among children, career exploration among adolescents, career decision making among senior secondary school students, career development of students with special needs, talent development in schools, theories of talent development, career counselling of the exceptionally gifted, family influence, multicultural perspectives, gender issues, life-wide learning, career-related experiences, services learning, programme evaluation and enhancement. The module is relevant to all teachers and guidance personnel who wish to enhance students’ career and talent development through subject teaching and co-curricular activities. Case studies of good practices in Hong Kong and elsewhere will be introduced. Course participants are expected to work in collaborative learning groups integrating practices and theories.

Students registered in this specialism are required to take one elective from the list of MEd General Elective modules available for selection in a specific academic year or undertake an individual project by independent study (MEDD8998).