

## THE EDUCATION UNIVERSITY OF HONG KONG

### Co-curricular and Service Learning Course Outline

#### Part I

<b>Programme Title</b>	:	All Undergraduate Programmes
<b>Programme QF Level</b>	:	5
<b>Course Title</b>	:	Exploring Workplace Competency
<b>Course Code</b>	:	GEM1007
<b>Department</b>	:	Social Sciences and Policy Studies
<b>Credit Points</b>	:	3
<b>Contact Hours</b>	:	<b>Classroom and online teaching (6 hours)</b> <b>Service-based activities (27 hours) –4.5 hours per week for 9 weeks of out-of-classroom service and 1.5 hours of out-of-classroom service equal to 1 classroom contact hour Report/Group Presentation (6 hours)</b>
<b>Pre-requisite(s)</b>	:	Nil
<b>Medium of Instruction</b>	:	English
<b>Course Level</b>	:	1

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#### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

Workplace education requires a thorough and updated understanding of the actual workplace competencies. This course provides participants with opportunities to broaden their understanding of the required workplace competencies and culture through a number of workplace exposures in organizations. Hands-on experience, observation and self-reflection are required for such kind of service-based learning process. Participants can identify the latest competencies required at workplace reflect upon the workplace environment and develop the appropriate approaches for nurturing these competencies throughout their career life.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, student will be able to :*

- CILO1 Understand the required workplace competencies and culture of an organization /profession.
- CILO2 Plan and organize activities and tasks assigned by supervisor/mentor of the respective organizations systematically and feasibly.
- CILO3 Identify personal strengths and weaknesses with respect to skills, knowledge, attitudes and values as an employee.
- CILO4 Develop a personal growth and development plan for equipping oneself to face the workplace challenges in the global and digital era required for future career.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILO	Suggested Teaching & Learning Activities
Concepts and definitions of competencies in workplace. Importance and process of organizational culture development.	CILO1	Lecture, work placement, group discussion and case study
Management functions –Planning, Organising, Leading and Controlling.	CILO2,4	Lecture, work placement and professional talk and sharing
Different approaches of psychometric analysis for career planning. Approaches of identifying and nurturing workplace competencies to face the workplace challenge in global and digital era.	CILO3,4	Lecture and hands on practice
Service proposal, career plan and self-reflection writing	CILO1-4	Lecture, work placement and workshop

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p><u>Part A :</u></p> <p>A proposal of service which includes the nature, duties/tasks assigned by the organization, desired goals, resources allocation, implementation plan and timeline. (Individual work 500 words)</p>	20%	<i>CILO1-2</i>
<p><u>Part B :</u></p> <p>A work journal which records the duties/tasks completed with evidences such as photos, artifacts, video recording and evaluation from supervisor/mentor during the work placement period. (Group work 3000 words)</p>	40%	<i>CILO1-3</i>
<p><u>Part C :</u></p> <p>A self-reflection which focuses on describing and explaining the relevance and usefulness of those competencies and experience gained during the work placement. A personal career/development plan is included for getting oneself ready for work life after graduation. (Individual essay 1000 words)</p>	30%	<i>CILO1,3,4</i>
<p><u>Part D :</u></p> <p>Class participation</p>	10%	<i>CILO1-4</i>

#### 5. Required Text

Nil

#### 6. Recommended Readings

- Berger, L. (2010). The talent management handbook: creating a sustainable competitive advantage by selecting, developing and promoting the best people. New York: McGraw-Hill.
- Blackett, K. (2018). Career achievement: growing your goals. (3<sup>rd</sup>.ed.). New York: McGraw-Hill.
- Delong, D. (2010). The executive guide to high-impact talent management: powerful tools for leveraging a changing workforce. New York: McGraw-Hill.
- Dyer, C. (2018). The power of company culture. (1<sup>st</sup> ed.). London: Kogan Page.
- Farnell, L. (2018). The entrepreneurial attitude: lessons from junior achievement's 100 years of developing young entrepreneurs. (1<sup>st</sup> ed.) New York: McGraw-Hill
- Noe, R. (2017). Employee training and development. (7<sup>th</sup> ed.). New York: McGraw-Hill.
- Robbins, S.P. & Coulter, M. (2017). Management (14<sup>th</sup> ed. Global Edition). England: Pearson.
- Yena, D. (2015). Career directions: new paths to your ideal career. (6<sup>th</sup> ed.). New York: McGraw-Hill.
- Zunker, V.G. (2016). Career Counseling: a holistic approach. Boston: Cengage Learning.

## 7. Related Web Resources

Clearinghouse on Adult, Career and Vocational Education (ACVE)

<http://www.cete.org/acve/>

Department for Education and Skills–Centres of Vocational Excellence

<http://www.dfes.gov.uk/cove/>

Learning and Skills Development Agency

<http://www.llda.org.uk/>

National Centre for Vocational Education Research

<http://www.ncver.edu.au/>

New South Wales Board of Vocational Education and Training

<http://www.bvet.nsw.gov.au/resources/resrch07.htm>

Vocational Information Centre

<http://www.khake.com/index.html>

Labour Department of Hong Kong

<http://www.labour.gov.hk/eng/news/content.htm>

O\*NET Online

<https://www.onetonline.org/find/>

## 8. Related Journals

*Human Resource Development Quarterly*

*International Journal of Vocational Education and Training*

*Journal of European Industrial Training*

*Journal of Vocational Education and Training*

*Journal of Workplace Learning*

## 9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity

(<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 10. Others

Nil

November 2023