



**Career and Life
Planning Annual
Report
2018/19**



La Salle College

Goals

1. Develop students' ownership of their career and life planning through school's curriculum and other learning activities
2. Integrate effective life planning education into school's curriculum and other learning activities
3. Guide and assist students to make wise informed choice with reference to students' interests, abilities and orientations
4. Connect students' career and academic aspiration with life-long learning

Target 1: To develop students' ownership of their career and life planning

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p>1.1 Career Education Curriculum in Form Teacher Lessons</p> <ul style="list-style-type: none"> • To prepare career education lesson plans in Form Teacher Lessons for all Forms • To review and revise lesson plans from feedbacks of students and Form Teachers 	<ul style="list-style-type: none"> • Form Teachers are able to complete 80% of the lessons. • Students understand their academic interests, abilities and learning style. • Students understand more about their own personality and that of other people. • Students feel interested in class activities. • Students understand the meaning of work, the skills required and working conditions of different jobs. • Students are motivated to set goals, study plans and are proactive in search for information. 	<ul style="list-style-type: none"> • Questionnaires • Feedback from teachers and students • Students' subsequent performance and attitude 	<ul style="list-style-type: none"> • Form Teachers were able to cover all the topics. • Students were engaged in the lessons.
<p>1.2 Career and Life Planning Talk for students of Junior Forms</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • China, Light & Power (CLP) Engineer in School programme was held in Nov. •
<p>1.3 Career and Life Planning Talk for Parents of Junior Forms</p> <ul style="list-style-type: none"> • To introduce the importance of career and life planning • To help parents learn how to communicate with their children when making F.4 elective subject selection. • To elaborate the skills, attitude and knowledge required in the process. 	<ul style="list-style-type: none"> • Parents are aware of the importance of communication and parental support. 	<ul style="list-style-type: none"> • Attendance • Questionnaire from parents 	<ul style="list-style-type: none"> • A guest speaker of Hong Kong Federation of Youth Group delivered the talk. Careers Mistress and Principal answered some questions raised by the parents. • Parents were engaged in the talk.
<p>1.4 Career and Life Planning Talk for Senior Forms</p> <ul style="list-style-type: none"> • To equip students the skills 	<ul style="list-style-type: none"> • Students learn the skills to do their career and life planning. 	<ul style="list-style-type: none"> • Questionnaires • Feedback from teachers 	<ul style="list-style-type: none"> • A career talk of radiography was given by the Student Outreach Team, Student

<p>to do their career and life planning</p>	<ul style="list-style-type: none"> Students are able to formulate personal plan to workable for achieving his career aspiration. 	<p>and students</p> <ul style="list-style-type: none"> Students' subsequent performance and attitude 	<p>Ambassador of Radiography, Hong Kong Polytechnic University.</p> <ul style="list-style-type: none"> A career and admission talk of medicine programme was given by CUHK Faculty of Medicine. Participants were involved in the talks. They asked sensible questions which helped them better understand the studies of the relevant professions.
<p>1.5 Career and Life Planning Activity for Junior Forms</p> <ul style="list-style-type: none"> To help students develop an accurate account of their own personality traits and understand its influence to personal development. 	<ul style="list-style-type: none"> Students are able to describe his personality accurately. Students are aware of the influence of their personality in terms of personal and career development. 	<ul style="list-style-type: none"> Questionnaires Feedback from teachers and students Students' subsequent performance and attitude 	<ul style="list-style-type: none"> The workshop – Discovery Life, partnered with Stewards, was given to Form 2 students. Students were motivated in the workshop and were inspired to reflect on their personal qualities and interests. Feedback from students was positive. The debriefing by social workers at the end was well received. Cost : \$18,000
<p>1.6 Career and Life Planning Activity for Form 4</p> <ul style="list-style-type: none"> To learn about the concept in career and life planning To experience different stages in life and learn about factors affecting one's planning 	<ul style="list-style-type: none"> Students recognize the importance to set objectives in life. Students recognize the factors which affect their planning. Students learn the skills to maximize the chance of achieving objectives in life. 	<ul style="list-style-type: none"> Questionnaires Feedback from teachers and students Students' subsequent performance and attitude 	<ul style="list-style-type: none"> Students were motivated in the activity since the format and design truthfully simulated real life. Students were aware of the different concerns they need to consider in future planning. Cost : \$30,000
<p>1.7 Guidance Programme for Low Motivated Students in Form 5 & 6</p> <ul style="list-style-type: none"> To help students recognize their academic and career development needs To help students align career dream with academic performance and personal background To help students formulate a workable plan to realize their career dreams 	<ul style="list-style-type: none"> Students recognize their academic and career development needs. Students are able to make career or further study choices that fit their personal circumstances. Students learn the ways to gather information and work out a plan for themselves. 	<ul style="list-style-type: none"> Questionnaires Students' secured path after DSE Students' level of satisfaction for the path secured 	<p>For F6</p> <ul style="list-style-type: none"> Students learned the strategies to form their JUPAS programme choices, draft their personal statement, and select relevant content for their OEA record. They were also aware of other schemes which enhance the chance of admission. Students learned that there were choices of self-financing degree and sub-degree programmes through iPASS and E-APP, and the financial assistance schemes available. Students were aware of the

			<p>channels for applying for overseas studies.</p> <p>For F5</p> <ul style="list-style-type: none"> ▪ Students knew more about their interest and abilities, and the various factors which may affect their career choice. ▪ Students learned how to choose careers and university programmes which suit their interest, abilities, and other personal circumstances. ▪ Students were aware of their strengths and weaknesses in terms of their academic progress, and knew how to choose university programmes which suit their expected HKDSE results.
<p>1.8 Careers and Further Studies Interest Assessment for Form 5</p> <ul style="list-style-type: none"> • To understand careers and further studies interest through the use of professional assessment tools 	<ul style="list-style-type: none"> • Students recognize their careers and further studies interest in a systematic way. • Students find the assessment results useful for making careers and further studies choice. 	<ul style="list-style-type: none"> • Questionnaires 	<ul style="list-style-type: none"> • Students completed the assessment booklet without problem. The debriefing provided students the guidelines to interpret the assessment results and introduced to them an online tool, O*NET, for searching and learning about different occupations and the relevant training.
<p>1.9 Support for NCS students</p> <ul style="list-style-type: none"> • To organize activity for NCS students in order to support their development of career and life planning in the local context. 	<ul style="list-style-type: none"> • Participants understand their situation and are motivated to set clear targets • NCS students are clear about their future opportunities 	<ul style="list-style-type: none"> • Questionnaires • Casual conversations with student • Feedback from Form teachers 	<ul style="list-style-type: none"> • Regular support was provided on application for further studies. • Worked with NCS Chinese teachers and French teachers to provide guidance to students. • Provide communication assistance during workshops conducted in Cantonese.

Target 2: To help students implement their career and study plan

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p>2.1 F.6 JUPAS Talk</p> <ul style="list-style-type: none"> To provide F.6 students updated information about different study programmes in local tertiary institutes and their admissions requirement To facilitate students in the application process, guide them to make optimal and sensible choices 	<ul style="list-style-type: none"> Students have full understanding of JUPAS operation. Students submit JUPAS application and relevant documents on time. 	<ul style="list-style-type: none"> Statistics on JUPAS application 	<ul style="list-style-type: none"> Students were informed about admission requirements of JUPAS institutions. They were aware of the schedule of JUPAS application. They understood operations of the JUPAS online system. All students submitted their application before the school internal deadline.
<p>2.2 Individual Counselling for F.6 students</p> <ul style="list-style-type: none"> To guide students to make optimal and appropriate choices To give individual counselling to all F.6 students on their JUPAS choices with reference to their career plan To coach students on time management and goal-setting based on their exploration result in Career Mapping 	<ul style="list-style-type: none"> Students are able to make informed choice of the tertiary study programmes. Students have adequate self-understanding to make their choice of tertiary study in relevance to their ability, interest, character and potential. Students are able to construct their own revision time-table for HKDSE, striking a good balance between work and relaxation. 	<ul style="list-style-type: none"> Success rate of JUPAS admission Success rate of candidates receiving Band A offer Survey on students' satisfaction about their JUPAS offers 	<ul style="list-style-type: none"> Most students consulted Form Teachers and subject teachers about their programme choices. About 50% of the students asked for the advice of career teachers. Students were ready to consult career teachers after the release of HKDSE results.
<p>2.3 Talk for parents and students - Get Prepared for the HKDSE Result Release Day and Multiple Pathways</p> <ul style="list-style-type: none"> To provide information about HKDSE result release day operation To introduce the characteristics of various university programmes To introduce the multiple study pathways in addition to JUPAS and overseas studies To arouse students' awareness of making necessary preparations for further studies and career planning 	<ul style="list-style-type: none"> Students have full understanding the latest admission arrangement of various institutions. Students are able to review their plan for further studies with reference to their performance in HKDSE. Students are ready to accept alternative options such as local sub-degree programmes or self-financed Degree Programmes. Students are ready to seek assistance proactively. Students fully understand the procedure and mechanism of 	<ul style="list-style-type: none"> Attendance record Feedback from Parents, Form Teachers and students 	<ul style="list-style-type: none"> More than 50% of students and parents attended. Students and parents responded very positively to the programme content. They had a clear idea about the arrangement on Jul 10, understood the HKDSE result appeal procedures, knew where to get information of JUPAS programmes, knew more about non-JUPAS study options, understood the online procedures for the submission of modified JUPAS programme choices, and understood what to consider if they need to modify their programme choices.

	modification of Programme Choices.		
<p>2.4 Support for Overseas Education Application</p> <ul style="list-style-type: none"> To assist students' planning and application for overseas studies in different countries for all levels and academic abilities by providing necessary information and relevant activities To give support to teachers who are required to give academic reference for students in the process of their applications 	<ul style="list-style-type: none"> Students can have access to all sorts of information about studying abroad via e-class and career library. Students have a clear understanding about the requirements & their own eligibility for study programmes in different institutes in different countries. Students are able to draw reference and benefit from the activities which introduce to them overseas studies experience. Increased rate of successful overseas studies application. To issue recommendation letters and transcripts within 7 working days after student's submission of all documents. 	<ul style="list-style-type: none"> Survey on students leaving for overseas studies at different levels Track record of success rate of students enrolling in the overseas institute they desire Feedback & reflection through personal contact 	<ul style="list-style-type: none"> Students were fully informed about the procedures, requirements, and the deadlines in the application process. A total of 5 UK and Canada universities admission talks were carried out on campus. A total of 41 students and 27 parents attended the talks. Students and parents were highly involved. A talk by Renmin University of China was held in 30 Nov, 2018 in campus. Total 9 students attended. Students were invited to attend Tsinghua University admission talks held in Diocesan Boys School. Around 10 students attended.
<p>2.5 F.4 Placement Talk for F.3 students and parents</p> <ul style="list-style-type: none"> To work in conjunction with Home-School Cooperation Team Help students best match their interest & ability with their choice of study To inform students and parents opportunities of tertiary studies & future academic/career options with their choice of subjects 	<ul style="list-style-type: none"> Students fully understand the features & demands of subjects offered in F.4. Students are aware of their own ability, interest & suitability in choosing different subject combination. Students have an idea of the correlation of choice of study with the tertiary studies & ultimately academic requirement for different careers. Parents are well informed of school policy and understand their role in providing support to their son. 	<ul style="list-style-type: none"> Survey on the academic performance of students in F.4 Statistics on number of students changing/dropping subject in F.4/5 	<ul style="list-style-type: none"> All F.3 parents and students attended the talk. They were informed of the appropriate attitudes and values necessary for a successful senior form study. They were informed of entrance requirements of local universities. Strategies and advice about subject choice were given.

Target 3: To equip students with careers and life planning skills.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p>3.1 Speaking & Presentation Skill Workshop for F.5</p> <ul style="list-style-type: none"> To understand the importance of speaking & presentation skills in career development To acquire the skills of a good speaker 	<ul style="list-style-type: none"> Students are actively involved in the workshop. 	<ul style="list-style-type: none"> Survey on students' feedback Students' response in the workshop 	<ul style="list-style-type: none"> A talk was jointly organized with speech team. An alumnus was the guest speaker. About 60 F.5 students attended.
<p>3.2 Junior Achievement Hong Kong (JAHK) Workshops</p> <ul style="list-style-type: none"> To participate Success Skills Workshop organized by JAHK To Participate It's My Business organized by JAHK 	<ul style="list-style-type: none"> Students acquire the communication and teamwork skills that help them to excel in school, careers and the community. Students appreciate the importance of life skills which are necessary in any situation. Students are interested to discuss business dilemmas and ethical solutions. 80% attendance rate of enrolled students is expected. 	<ul style="list-style-type: none"> Evaluation Form Feedback & reflection through personal contact 	<ul style="list-style-type: none"> A total of 10 F4 and F5 students joined Success Skills Workshop, Personal Finance Workshop, and It's My Business Workshop. They gave positive feedback to the workshops, agreed that the workshop objectives were achieved.
<p>3.3 Workshop on Interview Skills</p> <ul style="list-style-type: none"> To give a general presentation on interview skills & etiquette To conduct individual mock interview exercise 	<ul style="list-style-type: none"> F.6 students are able to make a success of the university interview. Students who have made plans for overseas studies and work can also benefit. All participants can benefit in acquiring the etiquettes and rhetoric expected of a sensible and confident interviewee. 	<ul style="list-style-type: none"> Evaluation forms by interviewers and interviewees Students' feedback through causal talk 	<ul style="list-style-type: none"> A talk and workshop provided by St. James settlement was held on OLE day. About 50 F.6 students participated Students learned some useful tips on university application.
<p>3.4 Medicine Career Workshop & Interview Practice</p> <ul style="list-style-type: none"> To give an overview of careers in medical related field To prepare students to pursue tertiary education in medicine To conduct mock interview practice 	<ul style="list-style-type: none"> F.6 students are able to make a success of the university interview. All participants can benefit in acquiring the etiquettes and rhetoric expected of a sensible and confident interviewee. All participants can formulate a plan towards a medical profession. 	<ul style="list-style-type: none"> Students' feedback through causal talk Success rate in JUPAS admission 	<ul style="list-style-type: none"> Medicine Career Workshop cum Interview Practice was carried out on 25 Oct 2018. 81 F.4-6 students joined the workshop. Types of medical careers were introduced. Students knew more about the different career prospects of a medical student so that they can plan for their medical training.

			<ul style="list-style-type: none"> • Students found the interview practice very useful and knew how to prepare themselves for the interview. • Additional interview workshop was held on 4 May 2019. It was conducted by several alumni doctors. The main focus was questions related to ethical issues.
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Target 4: To enrich students' exposure to the world of work.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p>4.1 Job Shadowing Programme</p> <ul style="list-style-type: none"> • To coordinate with OBA to organize job shadowing programme for F.5 students • To coordinate with NGOs to provide job shadowing opportunities 	<ul style="list-style-type: none"> • Students are aware of the demands of the authentic working world. • Students are educated about the requirement of different professions. • Students are able to learn the right work ethics and protocol. • Students may develop their career aspirations and form the first idea of their future career plan. • Students explore their career options and build up values which are essential for their future success. 	<ul style="list-style-type: none"> • Tracking of students' performance in the workplace • Reports and reflection written by students • Feedback from mentors and OBA • Feedback from mentors and companies 	<ul style="list-style-type: none"> • A total of 119 job shadowing posts were provided by 18 organizations with 21 programmes. • 76 F.5 students enrolled. • Feedback from students was very positive. • "Life Buddies" Workplace Exposure Programme offered 10 job tasting posts to F.4-5 students in Jun & Jul. They were assigned to Allianz Global Investors and Hong Kong Observatory.
<p>4.2 Careers Day</p> <ul style="list-style-type: none"> • To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each • To foster a mentor relationship between students and the Old Boys • To advise students on their choice of further studies and career planning • To give students pictures of real-life work field 	<ul style="list-style-type: none"> • Students find the information useful for their choice of career. • Students find the information useful for their career and study plan. • Students can make connections with the old boys. 	<ul style="list-style-type: none"> • Questionnaire • Feedback of the old boys • Observation of the discussions 	<ul style="list-style-type: none"> • Talks on 9 different industries or sectors were held. • 21 old boys helped in this event. • 90 F.4 & 5 students attended. • Many students found the information very useful and informative.
<p>4.3 Career visits</p> <ul style="list-style-type: none"> • To organize visits to companies, tertiary institutions and other organizations 	<ul style="list-style-type: none"> • Students are open to different professions by site visit. • Students have some preliminary idea of real 	<ul style="list-style-type: none"> • Questionnaires • Casual conversations with students 	<ul style="list-style-type: none"> • 27 F.5 students visited the High Court and met Justice Judge David Lok (84'). • 23 F.5 students joined A Day @ HKU Medical School' and

	<p>working situation in a company or firm.</p> <ul style="list-style-type: none"> • Students feel interested in the visit and want to know more. • Students form the first idea of future career. 		<p>attended Problem-Based Learning lesson.</p> <ul style="list-style-type: none"> • 4 F.4-5 students joined ‘A Day @ HKU Arts programmed’ and attended lecture and workshop. • 14 F.4-5 students joined the Digital Entrepreneur Leadership Forum (DELFL) 2018 to learn about the implications of AI to the changes in management model in organizations.
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Target 5: To empower teachers’ participation in careers education and student counselling in school.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p>5.1 Teachers’ Professional Development in Careers and Life Planning</p> <ul style="list-style-type: none"> • To equip teachers the concepts of careers and life planning so that they are well aware of the careers and life planning needs of students in the adolescent stage 	<ul style="list-style-type: none"> • Teachers understand the concepts of careers and life planning. • Teachers are aware of the careers and life planning needs of their students. • Form teachers are more confident in implementing the career education curriculum in their class. 	<ul style="list-style-type: none"> • Questionnaires • Teachers’ feedback 	<ul style="list-style-type: none"> • Briefings were given in Form Teachers’ Periods meetings. • Teachers’ feedback was mostly positive. • Useful resources and materials were shared to all teachers via intranet.

Career and Life Planning Grant Financial Report

Income	Amount (\$)
Balance b/f from 2017-18	96,196.66
Total income	96,196.66

Expenses		Amount \$
Services provided by NGOs	F.4 Career & Life Planning Workshop	30,000.00
	F.2 Career & Life Planning Workshop	18,000.00
	Sub-Total	48,000.00
HKACMGM membership fee		400.00
Careers-related Activities (pending)		18,571.50
Careers Education Materials		15,849.33
Career Office Equipment		1,293.00
Teaching Assistant Salary & ER MPF contribution		15,088.50
Total		99,202.33
Surplus (current year)		(3005.67)

La Salle College Careers Programme by Form

Objectives

1. To help students to achieve a better understanding of themselves and explore their interests, and aspirations.
2. To assist students in making well-informed choices regarding their further education and future careers.

Preamble

Students need to be well-informed about the working world. Through the career education programmes and individual/group guidance and counselling, students will be equipped with the required knowledge, skills, attitudes and qualifications to embark on the career of their choice. Career Education Programmes aim to help students to achieve a better understanding of themselves and explore their interests, and aspirations. Students are encouraged to make their informed educational and career choices that are congruent with their personal qualities, such as talents, interests and abilities. During F.4 – F.6, all students are to enroll in at least one career-related programme offered by school in non- lesson time.

Programme Outline by Form

Level	Programme	Objective	Who	When
F1	F.1 Career Education	<ol style="list-style-type: none"> 1. To help students identify various professions and their characteristics 2. To help students appreciate the contribution of various professions to society 3. To help students understand the importance of early careers planning 4. To help student learn the strategies to make careers plans. 	Form Teacher	Feb
	Oversea Studies Talk	<ol style="list-style-type: none"> 1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. 	Careers Coordinator (CC)	Whole year
F2	F.2 Career Education	<ol style="list-style-type: none"> 1. To help students understand the technique in decision making 2. To help students discover their preferred lifestyle, work values and interests 3. To help students understand the importance of goal setting 4. To provide students guidance in setting learning educational and career goals 	Form Teacher	Feb/Apr
	Oversea Studies Talk	<ol style="list-style-type: none"> 1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. 	CC	Whole year
F3	F.3 Career Education	<ol style="list-style-type: none"> 1. To help students define their goals in senior secondary education. 2. To motivate students to work towards their study goals and other activities that are related to their personal and social development. 	Form Teacher	Feb
	Talk on F.4 placement	<ol style="list-style-type: none"> 1. To help students match their interest & ability with their choice of study, and inform them opportunities of tertiary studies & future career paths with their choice of elective subjects. 	CC	Mar
	Oversea Studies Talk	<ol style="list-style-type: none"> 1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. 	CC	Whole year
	Careers Talk	<ol style="list-style-type: none"> 1. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. 2. To foster a mentor relationship between students and the speakers. 3. To advise students on their choice of further studies and career planning. 4. To broaden their exposure to the real working world. 	CC & Careers Team Member	Whole year
F4	F.4 – F.6 Career Education	<ol style="list-style-type: none"> 1. To help students identify their interest, aptitude and personalities. 2. To help students explore their career aspiration and to set their career goals. 	Form Teacher	Sep & Feb
	Careers Talk	<ol style="list-style-type: none"> 1. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. 2. To foster a mentor relationship between students and the speakers. 3. To advise students on their choice of further studies and career planning. 4. To broaden their exposure to the real working world. 	CC & Careers Team Member	Whole year
	Oversea Studies Talk	<ol style="list-style-type: none"> 1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. 2. To brief students on the application procedures of UCAS (UK) and Common Application (US). 3. To give useful tips on writing personal statement, choosing programmes and universities. 	CC	Whole year
	Careers Visit	<ol style="list-style-type: none"> 1. To give students an understanding of various industries and the working environment. 2. To provide other learning experiences. 3. To broaden their exposure to the real working world. 	CC & Careers Team Member	Whole Year
	Success Skills Workshop (Junior Achievement)	<ol style="list-style-type: none"> 1. To appreciate various practical success skills and learn how to apply them in the workplace. 2. To learn to apply interpersonal and teamwork skills in workplace. 	Careers Team Member	Whole year

Level	Programme	Objective	Who	When
	Hong Kong)	<ol style="list-style-type: none"> To practice various career-preparation activities e.g. resume-writing and mock interviews. To provide students with the opportunity to engage with business professionals and learn from successful role models. 		
	Job Shadowing	<ol style="list-style-type: none"> To introduce the working environment of different professions. To inspire students on choosing their future career. To provide students authentic learning experiences in the real working environment. To encourage rapport between students and old boys and to build up a network. 	CC	Jun-Aug
F5	F.4 – F.6 Career Education	<ol style="list-style-type: none"> To help students identify their interest, aptitude and personalities. To help students explore their career aspiration and to set their career goals. 	Form Teacher	Sep & Feb
	Careers Talk	<ol style="list-style-type: none"> To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. To foster a mentor relationship between students and the speakers. To advise students on their choice of further studies and career planning. To broaden their exposure to the real working world. 	CC & Careers Team Member	Whole year
	Oversea Studies Talk	<ol style="list-style-type: none"> To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. To brief students on the application procedures of UCAS (UK) and Common Application (US). To give useful tips on writing personal statement, choosing programmes and universities. 	CC	Whole year
	Careers Visit	<ol style="list-style-type: none"> To give students an understanding of various industries and the working environment. To provide other learning experiences. To broaden their exposure to the real working world. 	CC & Careers Team Member	Whole year
	Success Skills Workshop (Junior Achievement Hong Kong)	<ol style="list-style-type: none"> To appreciate various practical success skills and learn how to apply them in the workplace. To learn to apply interpersonal and teamwork skills in workplace. To practice various career-preparation activities e.g. resume-writing and mock interviews. To provide students with the opportunity to engage with business professionals and learn from successful role models. 	Careers Team member	Whole year
	Job Shadowing	<ol style="list-style-type: none"> To introduce the working environment of different professions. To inspire students on choosing their future career. To provide students authentic learning experiences in the real working environment. To encourage rapport between students and old boys and to build up a network. 	CC	Jun -Aug
F6	F.4 – F.6 Career Education	<ol style="list-style-type: none"> To help students identify their interest, aptitude and personalities. To help students explore their career aspiration and to set their career goals. 	Form Teacher	Sep & Feb
	Careers Talk	<ol style="list-style-type: none"> To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. To foster a mentor relationship between students and the speakers. To advise students on their choice of further studies and career planning. To broaden their exposure to the real working world. 	CC & Careers Team Member	Whole year
	Oversea Studies Talk	<ol style="list-style-type: none"> To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. To brief students on the application procedures of UCAS (UK) and Common Application (US). To give useful tips on writing personal statement, choosing programmes and universities. 	CC	Whole year
	Careers Visit	<ol style="list-style-type: none"> To give students an understanding of various industries and the working environment. To provide other learning experiences. To broaden their exposure to the real working world. 	CC & Careers Team Member	Whole year
	Individual /group counselling	<ol style="list-style-type: none"> To guide students on their JUPAS application. To advise students on their career planning and JUPAS programmes choices. To advise students on the modification of JUPAS programme choices and application of other study pathways after the release of HKDSE result. 	CC & Careers Team Member & Form Teacher	Sep-Dec & Jul-Aug

La Salle College Careers Programme by Programme

Objectives

1. To help students to achieve a better understanding of themselves and explore their interests, and aspirations.
2. To assist students in making well-informed choices regarding their further education and future careers.

Preamble

Students need to be well-informed about the working world. Through the career education programmes and individual/group guidance and counselling, students will be equipped with the required knowledge, skills, attitudes and qualifications to embark on the career of their choice. Career Education Programmes aim to help students to achieve a better understanding of themselves and explore their interests, and aspirations. Students are encouraged to make their informed educational and career choices that are congruent with their personal qualities, such as talents, interests and abilities. During F.4 – F.6, all students are to enroll in at least one career-related programme offered by school in non- lesson time.

Programme Outline by Programme

	Programme	Objective	Level	Who	When
1	JUPAS Talk	<ol style="list-style-type: none"> 1. To provide F.6 students updated information about different study programmes in local tertiary institutes and their admissions requirement, facilitate them in the application process, guide them to make optimal and sensible choices. 2. To give individual counseling to students on their JUPAS choices. 	F.6	Careers Coordinator (CC)	Sep
2	Interview Workshop & Medicine Workshop	<ol style="list-style-type: none"> 1. To meet the needs of all students preparing for university interview and to acquire the necessary skills. 2. To give timely feedback on students' performance in order to help them improve their interview skills. 	F.6	CC	Nov-Dec
3	Job Shadowing	<ol style="list-style-type: none"> 5. To introduce the working environment of different professions. 6. To inspire students on choosing their future career. 7. To provide students authentic learning experiences in the real working environment. 8. To encourage rapport between students and old boys and to build up a network. 	F.6	CC	Jun-Aug
4	Careers Talk	<ol style="list-style-type: none"> 5. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. 6. To foster a mentor relationship between students and the speakers. 7. To advise students on their choice of further studies and career planning. 8. To broaden their exposure to the real working world. 	F.3 – F.5	CC & Careers Team Member	Whole year
5	Careers Visit	<ol style="list-style-type: none"> 4. To give students an understanding of various industries and the working environment. 5. To provide other learning experiences. 6. To broaden their exposure to the real working world. 	F.4 - F.5	CC & Team member	Whole year
6	Success Skills Workshop (Junior Achievement Hong Kong)	<ol style="list-style-type: none"> 5. To appreciate various practical success skills and learn how to apply them in the workplace. 6. To learn to apply interpersonal and teamwork skills in workplace. 7. To practice various career-preparation activities e.g. resume-writing and mock interviews. 8. To provide students with the opportunity to engage with business professionals and learn from successful role models. 	F.4 – F.5	Careers Team member	Whole year
7	Oversea Studies Talk	<ol style="list-style-type: none"> 2. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. 3. To brief students on the application procedures of UCAS (UK) and Common Application (US). 4. To give useful tips on writing personal statement, choosing programmes and universities. 	F.1 – F.6	CC	Whole year
8	Talk on F.4 placement	<ol style="list-style-type: none"> 2. To help students match their interest & ability with their choice of study, and inform them opportunities of tertiary studies & future career paths with their choice of elective subjects. 	F.3	CC	Mar
9	F.4 – F.6 Career	<ol style="list-style-type: none"> 3. To help students identify their interest, aptitude and personalities. 	F.4 – F.6	FT	Feb

	Programme	Objective	Level	Who	When
	Education	4. To help students explore their career aspiration and to set their career goals.			
10	F.3 Career Education	<p>3. To help students define their goals in senior secondary education.</p> <p>4. To motivate students to work towards their study goals and other activities that are related to their personal and social development.</p>	S.3	FT	Feb
11	F.2 Career Education	<p>5. To help students understand the technique in decision making</p> <p>6. To help students discover their preferred lifestyle, work values and interests</p> <p>7. To help students understand the importance of goal setting</p> <p>8. To provide students guidance in setting learning educational and career goals</p>	F.2	FT	Feb
12	F.1 Career Education	<p>5. To help students identify various professions and their characteristics</p> <p>6. To help students appreciate the contribution of various professions to society</p> <p>7. To help students understand the importance of early careers planning</p> <p>8. To help student learn the strategies to make careers plans.</p>	F.1	FT	Feb