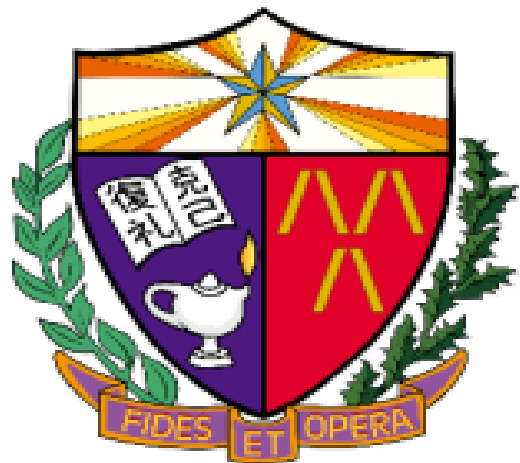




**Career Guidance
and Life Planning
Education Plan
2017-18**



La Salle College

Goal

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	Resources Required
1.1 Career Education Curriculum in Form Teacher Periods <ul style="list-style-type: none"> • To prepare career education lesson plans in Form Teacher Periods 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"> • EDB Career Guidance Resources • F.1 – F. 2: School-based lesson materials • F.3: Finding Your Colours of Life • F.4 – F.6: Career Mapping • Breakazine! 047 to work or not to work? (with Extended Activities Resource Pack) • Budget: \$15,000
1.2 Career and Life Planning Talk for Junior Forms <ul style="list-style-type: none"> • To introduce the importance of career and life planning, and how a junior form student should prepare for his secondary school life. 	<ul style="list-style-type: none"> • Students are aware of their tasks in the stage as a junior form student in terms of their future career plan. • Students are motivated to set goals and study plans for their secondary school life. 	<ul style="list-style-type: none"> • Questionnaires • Feedback from teachers and students • Students' subsequent performance and attitude 	<ul style="list-style-type: none"> • NGOs providing careers and life planning support • Budget: \$1,000
1.3 Career and Life Planning Talk for Senior Forms <ul style="list-style-type: none"> • To equip students with the skills to do their career and life planning. 	<ul style="list-style-type: none"> • Students learned the skills to do their career and life planning • Students are able to formulate personal plan to workable for achieving his career aspiration. 	<ul style="list-style-type: none"> • Questionnaires • Feedback from teachers and students • Students' subsequent performance and attitude 	<ul style="list-style-type: none"> • NGOs providing careers and life planning support • Budget: \$1,000
1.4 Career and Life Planning Activity for Junior Forms <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 	<ul style="list-style-type: none"> • Questionnaires • Feedback from teachers and students • Students' subsequent 	<ul style="list-style-type: none"> • NGOs providing careers and life planning support • Budget: \$18,000

	terms of personal and career development.	performance and attitude	
1.5 Career and Life Planning Activity for Form 4 <ul style="list-style-type: none"> To learn about the concept of 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"> NGOs providing careers and life planning support Budget: \$28,000
1.6 Guidance Programme for Low Motivated Students in Form 5 & 6 <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 	<ul style="list-style-type: none"> Careers Counsellor
1.7 Careers and Further Studies Interest Assessment for Form 5 <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"> Budget: \$3,300
1.8 Hang Lung Young Architect Programme <ul style="list-style-type: none"> To foster an appreciation of architecture and learn about Hong Kong's history and culture. To prepare students for further exploration and showcases of Hong Kong's unique personality. 	<ul style="list-style-type: none"> Students recognize the work of an architect. Students can assess their potential to develop a career in architecture, surveying, urban planning, and related fields. 	<ul style="list-style-type: none"> Observation of students' participation in the programme. Evaluation of the organizer. 	<ul style="list-style-type: none"> Programme provided by the organizer – Hang Lung Properties Budget: \$1,000

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

Strategies / Tasks	Success Criteria	Methods of Evaluation	Resources Required
2.1 F.6 JUPAS Talk <ul style="list-style-type: none"> To provide F.6 students updated information about different study programmes 	<ul style="list-style-type: none"> Students have full understanding of JUPAS operation. 	<ul style="list-style-type: none"> Statistics on JUPAS application 	<ul style="list-style-type: none"> Public Exam results, JUPAS offer of past

<p>in local tertiary institutes and their admissions requirements.</p> <ul style="list-style-type: none"> To facilitate students in the application process, guide them to make optimal and sensible choices. 	<ul style="list-style-type: none"> Students submit JUPAS application and relevant documents on time. 		<p>graduates, admission grades of different university programmes</p> <ul style="list-style-type: none"> Budget: \$120
<p>2.2 Individual Counselling for F.6 students</p> <ul style="list-style-type: none"> To guide students to make optimal and sensible 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 choices about their 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"> Careers Team Teachers Careers Counsellor
<p>2.3 Talk for parents and students – HKDSE Briefing</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 of 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 modification of Programme Choices. 	<ul style="list-style-type: none"> Attendance rate Feedback from Parents, Form Teachers and students JUPAS offer result 	<ul style="list-style-type: none"> HKEAA arrangement JUPAS admission scores of past years JUPAS Programmes Requirement E-Navigator Budget: \$120
<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 	<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"> Careers Counsellor Reference books Careers Library Overseas study graduates / returning undergraduates Overseas institute official representatives

	<p>them overseas studies experience.</p> <ul style="list-style-type: none"> • Increased rate of successful overseas studies application. • To issue recommendation letters and transcripts within 7 working days after student's submission of all documents. 		
<p>2.5 Electives Fair for F.3 students</p> <ul style="list-style-type: none"> • Help students to know the curriculum, coursework and assessment of the F4 elective subjects 	<ul style="list-style-type: none"> • 60% of F.3 students have visited the fair. • Students visiting the fair thinks that the information provided help them to understand the NSS electives. 	<ul style="list-style-type: none"> • Observation of the event implementation • Casual conversations with students 	<ul style="list-style-type: none"> • F.5 students of different elective subjects combinations • Careers student helpers
<p>2.6 F.4 Placement Talk for F.3 students and parents</p> <ul style="list-style-type: none"> • Working in conjunction with Home-School Cooperation Team the Careers Team aims at helping students best match their interest & ability with their choice of study, and inform them of the opportunities of tertiary studies and 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"> • HKEAA data • JUPAS programmes admission requirements • Overseas programmes admission requirements • Budget: \$1000

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

Strategies / Tasks	Success Criteria	Methods of Evaluation	Resources Required
<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' involvement and interaction with the speaker. • 	<ul style="list-style-type: none"> • Survey on students' feedback • Students' response in the workshop 	<ul style="list-style-type: none"> • OBA • Guest speaker
<p>3.2 Junior Achievement Hong Kong (JAHK) Workshops</p> <ul style="list-style-type: none"> • To participate in Success Skills Workshop organized by JAHK • To participate in Job Shadowing organized by JAHK • To Participate in 'It's My Business' organized by 	<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. 	<ul style="list-style-type: none"> • Evaluation Form • Feedback & reflection through personal contact 	<ul style="list-style-type: none"> • JAHK • Careers Counsellor

<p>JAHK</p> <ul style="list-style-type: none"> To provide support to the BAFS Panel in the participation of JA Company Program in view of developing students' skills in running a business 	<ul style="list-style-type: none"> Students are interested to discuss business dilemmas and ethical solutions. 80% attendance rate of enrolled students 		
<p>3.3 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"> Alumni

Target 4: To enrich students' exposure to the world of work.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Resources Required
<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 Feedback from companies <p>Feedback from OBA and other organising parties</p>	<ul style="list-style-type: none"> Contact and network with different firms and companies Souvenirs OBA <p>Budget: \$2,000</p>
<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 old boys Observation of the discussions 	<ul style="list-style-type: none"> OBA and alumni <p>Budget: \$500</p>
<p>4.3 Career visits</p> <ul style="list-style-type: none"> To organize visits to 	<ul style="list-style-type: none"> Students are open to different 	<ul style="list-style-type: none"> Questionnaires 	<ul style="list-style-type: none"> Careers Counsellor

<p>companies, tertiary institutions and other organizations.</p> <ul style="list-style-type: none"> To expose students to wider career options including paramedical professions, STEM, etc. To involve students of both junior and senior level. 	<p>professions by site visit.</p> <ul style="list-style-type: none"> Students have some preliminary idea of real working situation in a company or firm. Students feel interested in the visit and want to know more. Students form the first idea of future career. 	<ul style="list-style-type: none"> Casual conversations with students 	<ul style="list-style-type: none"> Business sector and Government Departments School Business Partnership Programme of EDB OBA Budget: \$4,000
<p>4.4 Visit to Enterprises in Shenzhen</p> <ul style="list-style-type: none"> To introduce to students economic development and government policy of Mainland China To let students aware of the possible careers opportunities for Hong Kong young people in Mainland China. 	<ul style="list-style-type: none"> Participants are aware of the latest economic development and government policy of Mainland China. Participants are aware of the careers opportunities for Hong Kong young people in Mainland China. 	<ul style="list-style-type: none"> Questionnaires Participants' report of the visit. 	<ul style="list-style-type: none"> NGOs providing relevant services Careers Counsellor Budget: \$6,000
<p>4.5 Life Buddies – School-based Mentoring Scheme with RTHK</p> <ul style="list-style-type: none"> To learn about the operations of RTHK To explore personal potential and interest in the mass media industry To appreciate the work of different professions in the mass media industry To learn about workplace skills, working attitudes, life skills, etc. from the mentors 	<ul style="list-style-type: none"> Students have some idea of real working situation in a mass media organization. Students can assess their potential and interest to develop a career in the mass media. Students get involved in the interactions with the mentors. 	<ul style="list-style-type: none"> Questionnaires Observations of student's participation in the programme 	<ul style="list-style-type: none"> Life Buddies Secretariat Mentor Team of RTHK Budget: \$3,500

Target 5: To empower teachers' participation in careers education and student counselling in school.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Resources Required
<p>5.1 Teachers' Professional Development in Careers and Life Planning</p> <ul style="list-style-type: none"> To equip teachers with 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"> NGOs Careers Team Budget: \$1000

Budget Plan 2017-18

Reserve	Amount \$
Balance b/f from 2016-17	94,867.48
Estimated Grant for 2017-18	100,000.00
Total Estimated Reserve for 2017-18	194,867.48

Expenses	Amount \$
Services provided by NGOs	62,000.00
Careers Education Materials	18,300.00
Other Career & Life Planning Programmes	16,800.00
Administrative costs and contingencies	2,900.00
Total	100,000.00
Estimated Surplus (Deficit) expected at 31 August 2018	94,867.48

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

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)	Dec/ Mar
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
	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	Dec/ Mar
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	Dec/ Mar
	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	Dec/ Mar
	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	Oct & Apr

Career Guidance and Life Planning Education Plan 2017-18

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	Jul-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	Dec / Mar
	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	Oct / Apr
	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	Jul -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	Dec / Mar
	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 & 15 Jul

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

	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 counselling 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	Jul-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	Oct / Apr
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	Dec / Mar/ Jun
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

Career Guidance and Life Planning Education Plan 2017-18

	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