



**Career Guidance
and Life Planning
Education Plan
2018-19**



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 |
|--|--|--|---|
| <p>1.1 Career Education Curriculum in Form Teacher Periods</p> <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! to work or not to work? |
| <p>1.2 Career and Life Planning Talk for Junior Forms</p> <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 |
| <p>1.3 Career and Life Planning Talk for Senior Forms</p> <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 |
| <p>1.4 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 | <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 |

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| | career development. | <ul style="list-style-type: none"> An evaluation committee formed by Careers Team teachers will observe implementation of the programme, give comments and evaluate effectiveness of the programme. | |
| 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 An evaluation committee formed by Careers Team teachers will observe implementation of the programme, give comments and evaluate effectiveness of the programme. | <ul style="list-style-type: none"> NGOs providing careers and life planning support |
| 1.6 Career exploration programme for Form 5 <ul style="list-style-type: none"> To explore and experience different jobs in simulated scenarios. To learn about nature of different jobs, entry requirements and | <ul style="list-style-type: none"> Students are aware of the nature, entry requirements and career paths of different jobs. Students are able to connect career choice with personal interest and abilities. Students form a positive attitude towards career exploration. | <ul style="list-style-type: none"> Questionnaires Feedback from teachers and students Students' subsequent performance and attitude | <ul style="list-style-type: none"> Programme provided by St. James Settlement |
| 1.7 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 |
| 1.8 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 | <ul style="list-style-type: none"> Observation of students' response in debriefing | <ul style="list-style-type: none"> Careers Interest Assessment Materials |

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| | <ul style="list-style-type: none"> Students find the assessment results useful for making careers and further studies choice | | |
| 1.9 Support for NCS students <ul style="list-style-type: none"> To organize class visits to deliver career and further studies messages to NCS students and to provide guidance in career planning and further studies. | <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"> Casual conversations with students Feedback from Form Teachers, French Teacher, and NCS Chinese Teacher | <ul style="list-style-type: none"> Careers Team teachers French Lessons |

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 in local tertiary institutes and their admissions requirements. 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. Students take the responsibility to carefully select their programme choices. | <ul style="list-style-type: none"> Statistics of JUPAS results | <ul style="list-style-type: none"> Public Exam results, JUPAS offer of past graduates, admission grades of different university programmes |
| 2.2 Individual Counselling for F.6 students <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 |
| 2.3 Measures to support JUPAS application of 6DEFG students <ul style="list-style-type: none"> Each of the 6DEFG classes will have a specific Careers Team teacher assigned as JUPAS Advisor to take care of students' JUPAS application. Students will be guided in the application process and the strategy of choice prioritization. | <ul style="list-style-type: none"> Students are ready to seek assistance proactively from the JUPAS Advisor. Students are able to make a reasonable choice list with reference to their interest, career plan, and the HKDSE results they expect. | <ul style="list-style-type: none"> Feedback from Career Teachers and students | <ul style="list-style-type: none"> JUPAS admission scores of past years JUPAS Programmes Requirement Predicted HKDSE grades of students |

| Strategies / Tasks | Success Criteria | Methods of Evaluation | Resources Required |
|---|---|---|--|
| <p>2.4 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 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 of students and parents Feedback from Parents, Form Teachers and students | <ul style="list-style-type: none"> HKEAA arrangement JUPAS admission scores of past years JUPAS Programmes Requirement E-Navigator |
| <p>2.5 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"> Careers Counsellor Reference books Careers Library Overseas study graduates / returning undergraduates Overseas institute official representatives |
| <p>2.6 Elective subjects 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. Senior students' experience sharing provides relevant information to F.3 students. | <ul style="list-style-type: none"> Observation of the event implementation Casual conversations with students | <ul style="list-style-type: none"> Form 5 students of different elective subjects |
| <p>2.7 F.4 Promotion Talk for F.3 students and parents</p> <ul style="list-style-type: none"> Working in conjunction with Home-School Cooperation Team | <ul style="list-style-type: none"> Students fully understand the | <ul style="list-style-type: none"> Survey on the | <ul style="list-style-type: none"> HKEAA Data |

| Strategies / Tasks | Success Criteria | Methods of Evaluation | Resources Required |
|--|--|--|--|
| <ul style="list-style-type: none"> 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"> 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"> 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"> JUPAS Data |

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"> 80% attendance 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"> OBA Guest speaker |
| <p>3.2 Junior Achievement Hong Kong (JAHK) Workshops</p> <ul style="list-style-type: none"> To participate in careers and life planning programmes run by JAHK, e.g. Success Skills Workshop, Personal Finance Workshop, Career Dimensions, etc. To involve students of both junior and senior forms. | <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 | <ul style="list-style-type: none"> Evaluation Form Feedback & reflection through personal contact | <ul style="list-style-type: none"> JAHK Careers Counsellor |
| <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 | <ul style="list-style-type: none"> Evaluation forms by interviewers and interviewees Students' feedback through causal talk | <ul style="list-style-type: none"> NGOs providing relevant services |

| Strategies / Tasks | Success Criteria | Methods of Evaluation | Resources Required |
|--|--|---|--|
| | and confident interviewee. | | |
| 3.4 Medicine Career Workshop & Interview Practice <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 |
|---|--|--|--|
| 4.1 Job Shadowing Programme <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. Students take their responsibility in attending the activity as scheduled in Jul/Aug. | <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"> Contact and network with different firms and companies Souvenirs |
| 4.2 Careers Day <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"> OBA and alumni Souvenirs Refreshment |
| 4.3 Career visits <ul style="list-style-type: none"> To organize visits to companies, tertiary institutions and other organizations. To expose students to wider | <ul style="list-style-type: none"> Students are open to different professions by site visit. Students have some preliminary idea of real working situation in | <ul style="list-style-type: none"> Questionnaires Casual conversations with students | <ul style="list-style-type: none"> Careers Counsellor Business sector and Government Departments, tertiary |

| Strategies / Tasks | Success Criteria | Methods of Evaluation | Resources Required |
|---|--|--|---|
| career options including paramedical professions, STEM, etc. • To involve students of both junior and senior level. | a company or firm. • Students feel interested in the visit and want to know more. • Students form the first idea of future career. | | institutions. • School Business Partnership Programme of EDB • OBA |
| 4.4 Visit to the Bay Area • To introduce to students the economic development and government policy of the Bay Area. • To let students aware of the possible careers opportunities for Hong Kong young people in the Bay Area. | • Participants are aware of the latest economic development and government policy of Qianhai. • Participants are aware of the careers opportunities for Hong Kong young people in Mainland China. | • Questionnaires • Participants' report of the visit. | • NGOs providing relevant services • School Business Partnership Programme of EDB • OBA |

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

| Strategies / Tasks | Success Criteria | Methods of Evaluation | Resources Required |
|--|--|--|--------------------|
| 5.1 Teachers' Professional Development in Careers and Life Planning • 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. | • 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. | • Questionnaires • Teachers' feedback | • NGOs |

Budget Plan 2018-19

| Reserve | Amount \$ |
|-------------------------------------|-----------|
| Balance c/d from 2017-18 | 96,196.66 |
| Total Estimated Reserve for 2018-19 | 96,196.66 |

| Expenses | | Amount \$ |
|--|-------------------------------------|-----------|
| Services provided by NGOs | F.4 Career & Life Planning Workshop | 28,000.00 |
| | F.2 Career & Life Planning Workshop | 18,000.00 |
| | Interview Workshop | 1,800.00 |
| | Sub-Total | 47,800.00 |
| HKACMGM membership fee | | 400.00 |
| Careers-related Activities | | 15,000.00 |
| Careers Education Materials | | 20,000.00 |
| Administrative costs and contingencies | | 12,996.66 |
| Total | | 96,196.66 |
| Estimated Surplus (Deficit) expected at 31 August 2019 | | 0 |

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) | Sep/ 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 | Sep/ 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 | Sep/ 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 | Sep/ 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 |

| 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 | Sep/ 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 | Sep/ 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 & 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"> 1. To introduce the working environment of different professions. 2. To inspire students on choosing their future career. 3. To provide students authentic learning experiences in the real working environment. 4. 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"> 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. | F.3 – F.5 | CC & Careers Team Member | Whole year |
| 5 | 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. | F.4 -F.5 | CC & Team member | Whole year |
| 6 | Success Skills Workshop (Junior Achievement Hong Kong) | <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. 3. To practice various career-preparation activities e.g. resume-writing and mock interviews. 4. 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"> 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. | F.1 – F.6 | CC | Dec / Mar/ Jun |
| 8 | 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. | F.3 | CC | Mar |
| 9 | 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. | F.4 – F.6 | FT | Feb |
| 10 | F.3 Career Education | <ol style="list-style-type: none"> 1. To help students define their goals in senior secondary education. | S.3 | FT | Feb |

| | Programme | Objective | Level | Who | When |
|----|----------------------|--|--------------|------------|-------------|
| | | 2. To motivate students to work towards their study goals and other activities that are related to their personal and social development. | | | |
| 11 | 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 | F.2 | FT | Feb |
| 12 | 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. | F.1 | FT | Feb |