



**Career Guidance  
and Life Planning  
Annual Report  
2020-2021**



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	Reporting
<p><b>1.1 Career Education Curriculum in Form Teacher Periods</b></p> <ul style="list-style-type: none"> <li>• To prepare career education lesson plans in Form Teacher Periods for F.3, 5 and 6.</li> <li>• To review and revise lesson plans from feedbacks of students and Form Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Form Teachers are able to complete 80% of the lessons.</li> <li>• Students understand their academic interests, abilities and learning style.</li> <li>• Students understand the meaning of work, the skills required and working conditions of different jobs.</li> <li>• Students are motivated to set goals, study plans and are proactive in search for information.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Feedback from teachers and students</li> <li>• Students’ subsequent performance and attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Schedules were disrupted due to school suspension.</li> <li>• Form 3 lessons were replaced by a career programme after the mid-year exam. Online career lessons were conducted by teachers of the Careers Team, followed by a talk on NSS Subject Choice, JUPAS Programmes and Multiple Pathways, and sharing on electives by senior form students.</li> <li>• Form 4 lessons were replaced by an online talk about the concepts of career &amp; life planning conducted by Youth Employment Network, Hong Kong Federation of Youth Groups.</li> <li>• Form 5 lessons were replaced by: 1) a Career Interest Assessment completed by students individually and debriefed through an online video; and 2) an online group guidance programme “Careers and Further Studies Preparation Program for F5”</li> </ul>
<p><b>1.2 Career and Life Planning Activity for Form 2</b></p> <ul style="list-style-type: none"> <li>• To help students develop an accurate account of their own personality traits and understand its influence to personal development.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to describe his personality accurately.</li> <li>• Students are aware of the influence of their personality in terms of personal and career development.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Feedback from teachers and students</li> <li>• Students’ subsequent performance and attitude</li> <li>• An evaluation committee formed by Careers Team teachers will observe implementation of the programme, give comments and evaluate effectiveness of the programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Programme cancelled as mass gathering had to be avoided during the COVID-19 pandemic.</li> </ul>
<p><b>1.3 Career and Life Planning Activity for Form 4</b></p> <ul style="list-style-type: none"> <li>• To learn about the concept of career and</li> </ul>	<ul style="list-style-type: none"> <li>• Students recognize the importance to set objectives in life.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Programme cancelled as mass gathering had to be avoided during the COVID-19 pandemic.</li> </ul>

<p>life planning</p> <ul style="list-style-type: none"> <li>To experience different stages in life and learn about factors affecting one's planning</li> </ul>	<ul style="list-style-type: none"> <li>Students recognize the factors which affect their planning.</li> <li>Students learn the skills to maximize the chance of achieving objectives in life.</li> </ul>	<ul style="list-style-type: none"> <li>Students' subsequent performance and attitude</li> <li>An evaluation committee formed by Careers Team teachers will observe implementation of the programme, give comments and evaluate effectiveness of the programme.</li> </ul>	<ul style="list-style-type: none"> <li>To help students understand the concept of career and life planning, an online talk for F.4 students was conducted in February. The attendance was more than 90%. Over 90% of the participants agreed that they learned the concepts and importance of career planning.</li> </ul>
<p><b>1.4 Guidance Programme for F.5 A-C &amp; F.6 A-C classes</b></p> <ul style="list-style-type: none"> <li>To help students recognize their academic and career development needs</li> <li>To help students align career dream with academic performance and personal background</li> <li>To help students formulate a workable plan to realize their career dreams</li> </ul>	<ul style="list-style-type: none"> <li>Students recognize their academic and career development needs.</li> <li>Students are able to make career or further study choices that fit their personal circumstances.</li> <li>Students learn the ways to gather information and work out a plan for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Students' secured path after DSE</li> <li>Students' level of satisfaction for the path secured</li> </ul>	<p>For F6</p> <ul style="list-style-type: none"> <li>The programme was conducted online.</li> <li>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.</li> <li>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.</li> <li>Students were aware of the channels for applying for overseas studies.</li> </ul> <p>For F5</p> <ul style="list-style-type: none"> <li>The programme was conducted online and enrolment was opened to all Form 5 students.</li> <li>Students learned to predict their HKDSE results and design JUPAS programme choice strategies based on this prediction.</li> <li>Students learned the skills of researching for JUPAS programme information and admission requirements.</li> <li>Students learned how to prepare for UCAS and CommonApp applications, and the scholarships available.</li> <li>Students learned how to research for non-JUPAS local programme information.</li> </ul>
<p><b>1.5 Careers and Further Studies Interest Assessment for Form 5</b></p> <ul style="list-style-type: none"> <li>To understand careers and further studies interest through the use of professional assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>Students recognize their careers and further studies interest in a systematic way</li> <li>Students find the assessment results useful for making careers and further studies choice</li> </ul>	<ul style="list-style-type: none"> <li>Observation of students' response in debriefing</li> </ul>	<ul style="list-style-type: none"> <li>The assessment was completed by students individually at home.</li> <li>Debriefing of the assessment was conducted by an online video which students may choose the time of viewing on their own.</li> <li>The debriefing provided students the guidelines to interpret the assessment results and introduced to them online tools such as O*NET as well as Career Mapping, for searching and learning</li> </ul>

			about different occupations/university programmes.
<p><b>1.6 HKFYG 「夢嚮導」</b> 計劃中的「好夢有你」</p> <ul style="list-style-type: none"> <li>To help parents and students understand the concept of career planning</li> <li>To help parents appreciate their children and students learn ways of self-appreciation</li> <li>To help parents and children learn how to communicate about their dreams</li> </ul>	<ul style="list-style-type: none"> <li>8 – 10 F.1-3 families participate in the programme</li> <li>80% attendance in the activities held in the whole year</li> <li>80% of the participants find the activities useful</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the organizer</li> <li>Oral and written feedback by participants</li> <li>Reflection submitted by participants</li> </ul>	<ul style="list-style-type: none"> <li>About 140 families attended the online talk in Nov.</li> <li>8 families joined the programme.</li> <li>3 online parallel sessions were conducted from Dec to Apr. It was planned that face-to-face sessions could be held in Jul.</li> <li>For the 10 families who joined this programme in 2019-20, a face-to-face meeting for both students and parents group were held on 13 May 2021. 9 students and 12 parents attended. The participants were engaged in the meeting and treasured the sharing among the group.</li> </ul>

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

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p><b>2.1 F.6 JUPAS Talk</b></p> <ul style="list-style-type: none"> <li>To provide F.6 students updated information about different study programmes in local tertiary institutes and their admissions requirements.</li> <li>To facilitate students in the application process, guide them to make optimal and sensible choices.</li> </ul>	<ul style="list-style-type: none"> <li>Students submit JUPAS application and relevant documents on time.</li> <li>Students take the responsibility to carefully select their programme choices.</li> </ul>	<ul style="list-style-type: none"> <li>Statistics of JUPAS results</li> </ul>	<ul style="list-style-type: none"> <li>The talk was conducted online.</li> <li>Students were fully informed about the requirements for admission into different courses of the 9 participating institutions.</li> <li>They were aware of all the deadlines for various parts of JUPAS application.</li> <li>They were informed of the upcoming university virtual information talks and how to input OEA.</li> <li>All students submitted their JUPAS application and application before the school internal deadline.</li> </ul>
<p><b>2.2 Measures to support JUPAS application of F.6 students</b></p> <ul style="list-style-type: none"> <li>A Careers Team teacher will be assigned as the advisor to take care of students' JUPAS application.</li> <li>To guide students to make optimal and sensible choices.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to make informed choices of their tertiary education.</li> <li>Students are ready to seek assistance proactively from the JUPAS Advisor.</li> <li>Students are able to make a reasonable choice list with</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from Career Teachers and students</li> <li>Success rate of JUPAS admission</li> <li>Survey on students' satisfaction about their JUPAS offer</li> </ul>	<ul style="list-style-type: none"> <li>The Career-teacher-in-charge of every class met students individually or in small groups to evaluate their programme choices with regard to students' target grades, programme admission requirements and admission scores.</li> <li>Students showed very good readiness even though they needed consultation after the release of HKDSE results.</li> </ul>

<ul style="list-style-type: none"> <li>To give individual counselling to all F.6 students on their JUPAS choices with reference to their career plan.</li> </ul>	<p>reference to their interest, ability, career plan, and the HKDSE results they expect.</p>		
<p><b>2.3 Talk for parents and students - Get Prepared for the HKDSE Result Release Day and Multiple Pathways</b></p> <ul style="list-style-type: none"> <li>To provide information about HKDSE result release day operation.</li> <li>To explain the strategy in modifying programme choices with the DSE results obtained</li> <li>To introduce the multiple study pathways in addition to JUPAS and overseas studies.</li> <li>To arouse students' awareness of making necessary preparations for further studies and career planning.</li> </ul>	<ul style="list-style-type: none"> <li>Students have full understanding of the latest admission arrangement of various institutions.</li> <li>Students are able to review their plan for further studies with reference to their performance in HKDSE.</li> <li>Students are ready to accept alternative options such as local sub-degree programmes or self-financed Degree Programmes.</li> <li>Students are ready to seek assistance proactively. Students fully understand the procedure and mechanism of modification of programme choices.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance of students and parents</li> <li>Feedback from Parents, Form Teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Due to the Covid-19 pandemic, the talk was replaced by videos uploaded to YouTube. And students and parents were informed through eClass and Google Classroom.</li> <li>The videos received a very good viewing rate similar to the talk attendance rate in the past.</li> <li>Students and parents responded very positively to the programme content.</li> <li>Most students had a clear idea on how to seek advice on modification of programme choices.</li> <li>Most students understood clearly the multiple pathways available and the application procedures.</li> <li>Students in weaker classes were well prepared and had applied non-Jupas programmes via E-App as their backup plan.</li> </ul>
<p><b>2.4 Support for Overseas Education Application</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>To give support to teachers who are required to give academic reference for students in the process of their applications.</li> </ul>	<ul style="list-style-type: none"> <li>Students can have access to all sorts of information about studying abroad via e-class and career library.</li> <li>Students have a clear understanding about the requirements &amp; their own eligibility for study programmes in different institutes in different countries.</li> <li>Students are able to draw reference and benefit from the activities which</li> </ul>	<ul style="list-style-type: none"> <li>Survey on students leaving for overseas studies at different levels</li> <li>Track record of success rate of students enrolling in the overseas institute they desire</li> <li>Feedback &amp; reflection through personal contact</li> </ul>	<ul style="list-style-type: none"> <li>Students were fully informed about the procedures, requirements, and the deadlines in the application process.</li> <li>A UCAS Application online sharing session was conducted in the beginning of the year in which students learned from the experience of old boys.</li> <li>An online meeting with Professor Doerrzapf from Cambridge University was arranged for Cambridge applicants to familiarize themselves with the Cambridge admission process. 11 F.5-6 students. Joined the talk.</li> <li>An online admission talk given by representatives from Peking University (北京大學), Remin University of China</li> </ul>

	<p>introduce to them overseas studies experience.</p> <ul style="list-style-type: none"> <li>Increased rate of successful overseas studies application. To issue recommendation letters and transcripts within 7 working days after student's submission of all documents.</li> </ul>		<p>(中國人民大學), and Tsinghua University (清華大學) introduced to students the learning environment of mainland universities and their admission requirements. 47 F.4-6 students enrolled to join the talk.</p> <ul style="list-style-type: none"> <li>University of British Columbia gave students an online admission talk of the university. 47 parents and students joined the talk.</li> <li>COVID-19 pandemic around the world barred most of the international travel in addition to school suspension made it impossible to carry out onsite university admission talks.</li> <li>Many universities were offering online admission seminars in response to the COVID-19 pandemic and the information was disseminated to students through eClass and Google Classroom.</li> <li>Students interested in Peking University and Tsinghua University are nominated to apply for the respective school principal nomination scheme.</li> </ul>
<p><b>2.5 Elective subjects Fair for F.3 students</b></p> <ul style="list-style-type: none"> <li>Help students to know the curriculum, coursework and assessment of the F4 elective subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Senior students' experience sharing provides relevant information to F.3 students. Feedback from F.3 students and F.3 Form Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of the event implementation</li> <li>Casual conversations with students</li> </ul>	<ul style="list-style-type: none"> <li>Due to the COVID-19 pandemic, the fair was cancelled. Instead, online sharing sessions given by senior form students were organized after the mid-year exam.</li> <li>The subject representatives shared their experiences in studying the DSE electives.</li> <li>Feedback from F.3 students and form teachers was very positive. They appreciated the effort of the senior form subject representatives and believed that they received useful advice.</li> </ul>
<p><b>2.6 F.4 Promotion Talk for F.3 students and parents</b></p> <ul style="list-style-type: none"> <li>Working in conjunction with Home-School Cooperation Team</li> <li>Aims at helping students best match their interest &amp; ability with their choice of study and inform them of the opportunities of</li> </ul>	<ul style="list-style-type: none"> <li>Students fully understand the features &amp; demands of subjects offered in F.4.</li> <li>Students are aware of their own ability, interest &amp; suitability in choosing different subject combination.</li> <li>Students have an idea of the correlation of</li> </ul>	<ul style="list-style-type: none"> <li>Survey on the academic performance of students in F.4</li> <li>Statistics on number of students changing/dropping subject in F.4/5</li> </ul>	<ul style="list-style-type: none"> <li>A video "F.4 Placement – Subject Choice", was prepared. The video link was sent to parents via eNotice to equip them with the skills and attitudes in guiding their sons to make DSE subject choices wisely.</li> </ul>

<p>tertiary studies and future academic/career options with their choice of subjects.</p>	<p>choice of study with the tertiary studies &amp; ultimately academic requirement for different careers. Parents are well informed of school policy and understand their role in providing support to their children.</p>		
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**Target 3: To equip students with careers and life planning skills**

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p><b>3.1 Speaking &amp; Presentation Skill Workshop for F.5</b></p> <ul style="list-style-type: none"> <li>To understand the importance of speaking &amp; presentation skills in career development</li> <li>To acquire the skills of a good speaker</li> </ul>	<ul style="list-style-type: none"> <li>80% attendance</li> <li>Students are actively involved in the workshop.</li> </ul>	<ul style="list-style-type: none"> <li>Survey on students' feedback</li> <li>Students' response in the workshop</li> </ul>	<ul style="list-style-type: none"> <li>Programme cancelled due to COVID-19 induced school suspension.</li> </ul>
<p><b>3.2 Junior Achievement Hong Kong (JAHK) Workshops</b></p> <ul style="list-style-type: none"> <li>To participate in careers and life planning programmes run by JAHK, e.g. Success Skills Workshop, Personal Finance Workshop, Career Dimensions, etc.</li> <li>To involve students of both junior and senior forms.</li> </ul>	<ul style="list-style-type: none"> <li>Students acquire the communication and teamwork skills that help them to excel in school, careers and the community.</li> <li>Students appreciate the importance of life skills which are necessary in any situation.</li> <li>Students are interested to discuss business dilemmas and ethical solutions.</li> <li>80% attendance rate of enrolled students</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation Form</li> <li>Feedback &amp; reflection through personal contact</li> </ul>	<ul style="list-style-type: none"> <li>A total of 12 F3-5 students joined the online JA Finance for Future Workshop on 27 Mar 2021. Attendance Rate: 63%</li> <li>A total of 9 F4-6 students joined the online JA Success Skills Workshop. Attendance Rate: 63%</li> <li>The participants gave positive feedback to the workshops and agreed that the workshop objectives were achieved.</li> </ul>
<p><b>3.3 Medicine Career Workshop &amp; Interview Practice</b></p> <ul style="list-style-type: none"> <li>To give an overview of careers in medical related field</li> <li>To prepare students to pursue tertiary education in medicine</li> <li>To conduct mock interview practice</li> </ul>	<ul style="list-style-type: none"> <li>F.6 students are able to make a success of the university interview.</li> <li>All participants can benefit in acquiring the etiquettes and rhetoric expected of a sensible and confident interviewee.</li> </ul>	<ul style="list-style-type: none"> <li>Students' feedback through causal talk</li> <li>Success rate in JUPAS admission</li> </ul>	<ul style="list-style-type: none"> <li>54 F.4-6 students joined the online LSC Medicine Career Workshop on 24 Oct 2020.</li> <li>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.</li> <li>Students found the interview practice very useful and knew how to prepare themselves for the interview.</li> </ul>

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
	<ul style="list-style-type: none"> <li>All participants can formulate a plan towards a medical profession.</li> </ul>		<ul style="list-style-type: none"> <li>The Careers Team joined force with the HKU Faculty of Medicine to provide students the online HKU Medicine Pilot Programme 7-9 Apr 2021. 27 F.5 students enrolled to join the programme.</li> <li>The programme provided taster classes, clinical skills demo, problem based learning, mentor-led group discussion, and students and alumni sharing.</li> <li>CUHK Faculty of medicine gave an online admission talk introducing their medicine programmes on 5 Nov 2020. 55 F.3-6 students attended the talk.</li> </ul>

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

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p><b>4.1 Job Shadowing Programme</b></p> <ul style="list-style-type: none"> <li>To coordinate with OBA to organize job shadowing programme for F.5 students.</li> <li>To coordinate with NGOs to provide job shadowing opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Students are aware of the demands of the authentic working world.</li> <li>Students are educated about the requirement of different professions.</li> <li>Students are able to learn the right work ethics and protocol.</li> <li>Students may develop their career aspirations and form the first idea of their future career plan.</li> <li>Students explore their career options and build up values which are essential for their future success.</li> <li>Students take their responsibility in attending the activity as scheduled in Jul/Aug.</li> </ul>	<ul style="list-style-type: none"> <li>Tracking of students’ performance in the workplace</li> <li>Reports and reflection written by students</li> <li>Feedback from mentors and OBA</li> <li>Feedback from mentors and companies</li> </ul>	<ul style="list-style-type: none"> <li>The programme was cancelled due to the COVID-19 pandemic.</li> </ul>
<p><b>4.2 Careers Day</b></p> <ul style="list-style-type: none"> <li>To introduce different professions, their</li> </ul>	<ul style="list-style-type: none"> <li>Students find the information useful</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback of the old boys</li> </ul>	<ul style="list-style-type: none"> <li>The programme was cancelled due to the COVID-19 pandemic.</li> </ul>



Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p>entry requirements, job nature, future prospect and long-term development of each.</p> <ul style="list-style-type: none"> <li>To foster a mentor relationship between students and the Old Boys.</li> <li>To advise students on their choice of further studies and career planning.</li> <li>To give students pictures of real-life work field.</li> </ul>	<p>for their choice of career.</p> <ul style="list-style-type: none"> <li>Students find the information useful for their career and study plan.</li> <li>Students can make connections with the old boys.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of the discussions</li> </ul>	<ul style="list-style-type: none"> <li>Instead, two online career talks, “Get Ready to be an Engineer” and “Dentistry” were conducted on 21 and 24 May 2021 respectively. Both the talks were given by old boys.</li> <li>14 F4-5 students joined the talk “Get Ready to be an Engineer”. 17 F4-6 students joined the dentistry talk. Participants found the information given in the talks useful for their career and study plan.</li> </ul>
<p><b>4.3 Career visits</b></p> <ul style="list-style-type: none"> <li>To organize visits to companies, tertiary institutions and other organizations.</li> <li>To expose students to wider career options including paramedical professions, STEM, etc.</li> <li>To involve students of both junior and senior level.</li> </ul>	<ul style="list-style-type: none"> <li>Students are open to different professions by site visit.</li> <li>Students have some preliminary idea of real working situation in a company or firm.</li> <li>Students feel interested in the visit and want to know more.</li> <li>Students form the first idea of future career.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Casual conversations with students</li> </ul>	<ul style="list-style-type: none"> <li>Career visits were not possible due to the COVID-19 pandemic.</li> <li>The Careers Team joined the HKGCC Business School Partnership Programme 2020-21 which linked up the school with Worldwide Cruise Terminals Ltd. Although site visit was not possible due to the COVID-19 pandemic, an online CEO talk was given on 6 May 2021 in which students could learn about the cruise industry. 19 F.1-5 students joined the talk.</li> </ul>

**Target 5: To empower Senior Form Teachers’ participation in careers education and student counselling in school.**

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p><b>5.1 Teachers’ Professional Development in Careers and Life Planning</b></p> <ul style="list-style-type: none"> <li>To equip F.5-6 Form 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.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are aware of the careers and life planning needs of their students.</li> <li>Form teachers are more confident in implementing the career education curriculum in their class.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Teachers’ feedback</li> </ul>	<ul style="list-style-type: none"> <li>A briefing was given to all F.6 Form Teachers regarding to JUPAS and alternative pathways.</li> <li>Form Teachers were well equipped to provide career guidance to their classes.</li> <li>Relevant career information was given to individual subject panel heads. Panel heads are aware of the career opportunities related to their field.</li> </ul>