

Wa Ying College
Work Plan on Life Planning Education and Career Guidance Service, 2024-2025

Our College has turned the Career and Life Planning Grant (CLPG) into regular teaching post from the 2016/17 school year onwards as recommended by the Policy Address 2016. The additional resource is a core member of the Life Planning Education Committee (LPEC) to assist students to realize their personal aspiration by making informed life and career planning.

A. Aims and Objectives:

To provide students with comprehensive and impactful life planning education. We strive to equip them with the necessary knowledge, skills and positive attitudes to make wise and informed decisions about their future education, career and professional development. Ultimately, our goal is to empower them to discover their life's direction and attain success and fulfillment. With this vision in mind, the work of the committee consists of

1. Adopting a comprehensive and holistic approach to life planning which encompasses various aspects, including career development, personal growth, financial planning, and physical and mental well-being.
2. Nurturing students' life planning skills such as self-understanding, goal setting and reflective thinking, while promoting positive values and attitudes towards their own capabilities and career / academic aspirations.
3. Providing individual and small group guidance and support by considering students' aspirations and catering for their needs across five domains, and assisting them in exploring their interests, strengths, potential and abilities through career assessments and Mentorship Programme.
4. Broadening students' educational and career horizons by providing diverse opportunities for exposure, exploration and experience, including university admission talks, Career Week, experiential learning activities, company visits, job shadowing, university / job tasting programmes, internships, and a wide range of useful resources. These initiatives aim to enable students to gain valuable insights into various study opportunities and career paths available to them.
5. Offering workshops and training programmes which focus on essential life skills such as leadership skills, problem-solving, teamwork and digital literacy, empowering students to adapt effectively to the ever-evolving world and thrive in various domains.
6. Fostering strong collaboration and partnerships by establishing connections with alumni and external organizations such as universities, business enterprises, professional bodies and NGOs. By tapping external resources, our objective is to provide students with an extensive network of support and access to valuable resources in five domains based on students' interests and needs. This approach not only facilitates diverse and meaningful career exploration opportunities and practical experiences for students but also assists them in acquiring essential workplace skills.
7. Raising students' awareness of the latest trends and opportunities in further studies, particularly concerning the application for JUPAS, and future careers, and providing guidance and support to help students make wise and well-informed decisions which align with their interests, abilities and aspirations.
8. Engaging students actively in life planning activities with the aim of nurturing a deeper sense of commitment and fostering the growth of students as responsible citizens and contributing members in society.
9. Enhancing parents' understanding of the evolving landscape of education and careers by organizing regular workshops and seminars specifically designed for parents. We strive to establish effective communication channels to provide guidance on how they can actively support their children's journey in life planning.

B. Review of last year's work:

1. For programmes offered for S.1 – S.2 students: Engaging lunchtime activities, including making galaxy bottles and aromatherapy oil, were conducted primarily for junior form students. These activities aimed to help students delve into their interests and alleviate stress. Other programmes which expand students' horizons can be considered, providing enhanced learning experiences for them to nurture their interests and maximize their potential. By offering such learning opportunities, students can gain clarity on their paths towards S.3 streaming and making informed decisions on their JUPAS choices in the future.
2. For programmes offered for S.3 – S.4 students: S.3 University Visits were organized to the Faculty of Business Administration at The Chinese University of Hong Kong (CUHK), the Academy of Interdisciplinary Studies at The Hong Kong University of Science and Technology (HKUST), and the School of Fashion and Textiles at The Hong Kong Polytechnic University (PolyU). Alongside attending JUPAS admission talks and alumni sharing sessions, students embarked on guided campus tours to explore state-of-the-art laboratories and facilities. These visits aimed to deepen students' understanding of the latest university admission criteria and the correlation between their elective subject choices and future academic pursuits. To enhance their educational experiences, more experiential learning activities and tasting sessions can be incorporated into S.3 University Visits. Furthermore, career expos focusing on fields such as banking, engineering, nursing and slashing were organized to enhance students' understanding of the qualities and skills required for these professions, as well as to illuminate potential career paths and prospects. In addition, 'Career Sparkle: Workshops on Streaming' and the experiential learning activity 'Career Sparkle: Dreams Come True' were conducted for S.3 students. In S.3 Streaming Workshops, students had the opportunity to delve into their strengths, interests and abilities. John Holland test was utilized to determine students' vocational orientation. In experiential learning activity 'Career Sparkle: Dreams Come True', students engaged in simulated job tasks based on their Holland codes to assess the suitability of various career paths. These activities empowered students to grasp the connection between their elective subjects and future life planning, thereby assisting them in setting academic and career objectives which aligned with their aspirations. Moreover, peer mentoring and experience-sharing sessions were organized between S.3 and S.6 students to aid S.3 students in making well-informed decisions on streaming before Final Exam. Briefing sessions were held for S.3 class teachers, S.6 students and S.3 students. S.3 students were encouraged to prepare questions about different elective subjects while S.6 students compiled their own sets of notes and gave them to S.3 students for their reference. By engaging in direct discussions with S.6 students, S.3 students gained insights into the content, study techniques and assessments of various elective subjects. They also had access to notes provided by S.6 students, as well as textbooks, past papers and learning materials showcased in the sharing sessions. It is suggested that experience-sharing sessions can be held earlier after S.6 students have completed their HKDSE examinations to make the sharing sessions more beneficial to S.3 students. 'Mapping out your Future Life' Career and Financial Planning was introduced to S.4 students with the aim of providing them with valuable insights into their career aspirations and equipping them with essential financial management skills. Through interactive activities and real-life scenarios, students were able to grasp the principles of financial management and cultivate a sense of financial responsibility early on. By combining career exploration with financial education, students were empowered to make informed decisions about their future careers while equipping them with the necessary skills to navigate their financial journeys successfully.
3. For programmes offered for S.5 – S.6 students: Briefing session on School Principal's Nominations (SPN), the School Nominations Direct Admission Scheme (SNDAS), as well as scholarships for both local and overseas studies, were organized for S.5 students. In the introduction, assessment criteria

were explained, empowering S.5 students to plan their applications well in advance strategically. Noteworthy successes followed these initiatives, with two S.6 students securing offers from Tsinghua University through SPN, one S.6 student receiving an offer from Peking University via SPN and two S.6 students gaining direct admissions to The University of Hong Kong and The Chinese University of Hong Kong through SNDAS. To further support S.5 students in their academic and career journeys, comprehensive programmes such as Pass-it-on Tea Gathering and Purpose-driven Camp were organized. These initiatives were designed to assist students in devising action plans, preparing for DSE examination, as well as paving the way for their further studies and careers. To provide valuable insights to students, lunchtime admission talks were conducted by the School of Engineering and the School of Business and Management at The Hong Kong University of Science and Technology, along with the Department of Rehabilitation Sciences (Physiotherapy and Occupational Therapy) at The Hong Kong Polytechnic University. To better equip students for JUPAS interviews, Professor Andy Wong, the Director of the Office of Admissions and Financial Aid, and Dr. Fred Ku, Associate Dean (Undergraduate Studies) at CUHK Business School, led an interactive workshop on interview skills and conducted mock interviews with S.6 students. Additional mock interviews were tailored to S.6 students' fields of interests, further refining their interview skills and techniques. To increase students' exposure to various professions in the medical field, Auxiliary Medical Professional Week was organized, featuring career sharing sessions by alumni. The initiative extended to Alumni Mock Interviews for S.4-S.6 students, providing valuable insights and learning opportunities for both interviewees and observers. Increased participation in university tasting programmes, university simulations and career-related activities offered by the Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM) and ARCH Community Outreach was observed. S.5-S.6 Mentorship Programme (2022-2024) was enhanced based on students' needs and interests, aligning them with relevant domains in accordance with faculties at universities. Students were matched with teacher mentors, LPEC teachers, alumni and parents in their respective fields of interests to ensure tailored support for informed decision-making towards academic and career pursuits. The ultimate goal was to provide comprehensive support to students, enabling them to make responsible and informed choices as they pursued their academic and career objectives.

4. For programmes offered for academically less able students and SEN students: 'MEMoment Camp' was a programme tailor-made for academically challenged and SEN students in collaboration with CGC. This programme utilized expressive arts and life planning activities to provide a platform for them to gain a deeper understanding of themselves and their life goals. The camp aimed to empower them to select suitable elective subjects which aligned with their interests and abilities. In addition, Career Sparkle 'Expanding Life' was implemented, focusing on providing life planning support to S.4-S.5 SEN students. A series of five small grouping counselling sessions were conducted at lunchtime from February to March. These sessions incorporated card games to facilitate discussions on students' interests, abilities, strengths, aspirations and career goals. Besides, a customized session was organized for them at Career Live Experience Learning Game Centre in Wan Chai. This experience allowed them to gain insights into the job duties of professions they found intriguing, further aiding them in their career exploration. The positive impact of these programmes suggests their continuation in the next academic year, providing ongoing support and guidance to academically challenged and SEN students as they navigate their educational and career paths.
5. Form-based parent seminars were organized to provide S.1 – S.6 parents with updated information regarding streaming and JUPAS, while also giving them guidance and support to address the developmental needs of their children. To widen the scope of the topics and address students' needs at different developmental stages, tapping external support is recommended together with the promotion of these parents' seminars.

C. SWOT analysis of current situations:

Strength:

1. With a strong focus on nurturing students' interests and fostering their strengths and potential through life planning, teachers are dedicated to delivering a varied spectrum of life planning events and activities to all forms of students. They provide guidance and support to meet their developmental needs and assist them in navigating their academic and career journeys.
2. Roadmaps and timelines are made and updated regularly for S.3-S.6 students, providing them with a clear framework to visualize and plan life planning activities to engage in over the years. Enhanced coordination and better mapping can be done by linking students' involvement in ECA and OLE activities with their future academic pathways and career planning in advance. Moreover, JUPAS introduction and information about SPN, SNDAS and scholarships is provided for S.5 students. This equips students with the necessary knowledge to prepare their applications ahead, increasing their chances of being admitted to their favourite programmes and universities.
3. In order to cater to students' needs in exploring their areas of interests in studies and careers, resources from alumni are tapped and robust support from them is garnered. This has enabled Mentorship Programme to extend to all S.5 and S.6 students, organized S.5 Pass-it-on Tea Gathering and Medical Alumni Mock Interviews for S.4-S.6 students, and provided relevant career-related experiences for them. Working alumni not only act as advisors, offering career-related information and guidance on the nature and career prospects of their professions, but they also serve as guest speakers in assemblies, talks and career sharing sessions throughout Career Week. They share their insights from their professional journeys, including the challenges they have overcome and successes they have achieved. Moreover, with the assistance of university alumni, updated information on university programmes is provided. They also serve as guest speakers for talks and sharing sessions in their respective disciplines. In addition, they collaborate with teachers as facilitators in S.5 Purpose-driven Camp and as JUPAS counsellors during the release of DSE results.
4. Our school has established strong partnerships with NGOs such as St. James Settlement, ARCH Community Outreach, JYC Girls Impact Foundation and 'I am ... Youth Portal'. Through these collaborations, a variety of talks, workshops, company visits and experiential learning opportunities can be provided for students. A diverse array of programmes and activities can be offered to help students discover their passions, unleash their potential and equip them with skills and capabilities necessary for future studies and careers.

Weakness:

5. The applications for testimonials and life planning activities provided by NGOs and business enterprises are often shared with our school in tight timeframes. This places time constraints on teachers who handle them.
6. It is anticipated that a greater number of students can participate in activities such as university admission talks and career sharing sessions led by alumni during Career Week. These events are highly informative, beneficial and enlightening for students as they delve into their areas of interests and help them make well-informed decisions regarding their future studies and careers.
7. Some students exhibit high confidence in securing excellent results in HKDSE examination, disregarding the advice, guidelines and frameworks provided for them. This results in inadequate preparation for the release of DSE results, for example, not applying E-app or exploring other multiple pathways as their back-up plans. There is also a misconception that it is easy for them to be admitted to universities under flexible arrangements. However, the chances for admission may vary each year.

Opportunity:

1. With the introduction of S.4-S.6 Life Planning Handbook for Potential Development (2024-2027) commencing from S.4 this year, clear guidelines are established, mandating student participation in life planning activities such as admission talks and career sharing sessions conducted during Career Week. The handbook aims to facilitate a more structured approach to managing students' Other Learning Experiences (OLE), selecting Other Experiences and Achievements in Competitions/Activities (OEA), as well as writing self-accounts for JUPAS applications.
2. It is imperative to place greater emphasis on the necessity for S.6 students to apply for E-app as a contingency plan and make full use of the tools provided to prepare for various scenarios concerning the release of DSE results in S.5 and S.6 LPEC assemblies. In addition, presenting more extensive data and statistics to students regarding university admissions under flexible arrangement should be made so that they can dispel their misconceptions about it.
3. Enhanced organizational systems can be implemented for applications related to life planning activities organized by external organizations, as well as the application for testimonials and coordinating form-based activities. It is essential to adhere to standardized procedures and set clear deadlines for students to follow.

Threat:

4. Increased workload may result from mandatory participation in life planning activities such as admission talks and career sharing sessions during Career Week for S.4-S.6 students.
5. As more students consider studying in China and abroad, additional guidance and support is required for these students.
6. There is a growing trend of diverse student needs emerging, presenting challenges for teachers in offering guidance and support in life planning.

D. Major Concerns:

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Committee/ Persons in charge
1.1 Empower students by unleashing their potentials in leadership, organization and taking care of others in all 3 boards	<ul style="list-style-type: none"> ● Provide roadmaps and timelines tailored to various developmental stages with structured frameworks which empower students to navigate the complexities of academic and career planning with confidence and clarity (Relate to SMC 1.1a) ● Create S.4-S.6 Life Planning Handbook for Potentials Development (2024-2027) targeting students from S.4 onwards to inspire students to explore diverse avenues of self-realization and enhancement, and encourage them to envision their aspirations and progress towards unlocking their full potential (Relate to SMC 1.1a) 	<ul style="list-style-type: none"> ● Students are not only equipped to embrace their responsibilities as informed decision-makers, but they are also poised to embark on a journey of self-discovery and growth. 	<ul style="list-style-type: none"> ● Class teachers', ECAC, CGC, MCEC, LPEC evaluation meetings ● SSDB evaluation meetings ● SSE meetings 	2024-25	<ul style="list-style-type: none"> ● LPEC, Form convenors ● LPEC
	<ul style="list-style-type: none"> ● Empower LPEC Ambassadors through different roles to initiate, coordinate and advocate for life planning activities catered to their needs and the interests of their peers (Relate to SMC 1.1b) ● Organize leadership training programmes for LPEC Ambassadors to facilitate a deeper self-understanding through workshops, career exploration and diverse learning experiences and launch suitable life planning activities for themselves and their peers (Relate to SMC 1.1b) ● Provide platforms for LPEC Ambassadors to show their abilities by hosting life planning assemblies and activities when suitable (Relate to SMC 1.1b) 	<ul style="list-style-type: none"> ● Students who actively take on leadership roles and demonstrate a commitment to both personal development and supporting the life planning endeavours of their schoolmates can be identified. ● Students are able to serve as role models for their peers. 	<ul style="list-style-type: none"> ● LPEC evaluation meetings ● SSDB evaluation meetings ● SSE meetings 	2024-25	<ul style="list-style-type: none"> ● LPEC ● LPEC ● LPEC
	<ul style="list-style-type: none"> ● Run lunchtime activities for students, led by LPEC Ambassadors who serve as initiators and facilitators (Relate to SMC 1.1c) 	<ul style="list-style-type: none"> ● Students are better informed about the interest classes and activities available for them to apply. 	<ul style="list-style-type: none"> ● Class teachers', ECAC & LPEC evaluation meetings 	2024-25	<ul style="list-style-type: none"> ● LPEC

		<ul style="list-style-type: none"> ● Students' active participation and positive feedback ● Students are motivated to develop their interests, unleash their potential, and help them discover their passions, guiding them towards identifying fields of interests for their future studies and careers. 	<ul style="list-style-type: none"> ● SSDB evaluation meetings ● SSE meetings 		
	<ul style="list-style-type: none"> ● Nominate students to partake in FutureGEN Leadership Submit 2024. This territory-wide girls' empowerment conference aims to showcase trailblazers, innovators and entrepreneurs, providing a platform for aspiring young girls to engage in idea exchanges, acquire new knowledge, establish connections and develop essential leadership and digital skills which hold the power to effect positive change across diverse domains (Relate to SMC 1.1d) 	<ul style="list-style-type: none"> ● Students' active participation and positive feedback ● Students can develop the skills and knowledge required for future workplace with horizons broadened and confidence boosted. ● Students are motivated to dream big and pursue their ambitions. 	<ul style="list-style-type: none"> ● Class teachers' & LPEC evaluation meetings ● SSDB evaluation meetings 	2024-25	<ul style="list-style-type: none"> ● LPEC, GEU
	<ul style="list-style-type: none"> ● Launch school-based 'Greater Bay Area Career Exploration Tour' to provide S.4 and S.5 students with the opportunity to explore and appreciate the latest developments in various industries in Greater Bay Area by utilizing the network of alumni to facilitate connections and access to industry leaders and organizations there (Relate to SMC 1.1e) ● Provide platforms for LPEC Ambassadors to initiate and organize life planning activities such as excursion, mentorship programme, etc. with the 	<ul style="list-style-type: none"> ● Students' active participation and positive feedback ● Students will be able to develop a deeper understanding of diverse career options available to them and empower them to make more informed decisions about their future 	<ul style="list-style-type: none"> ● Class teachers', SAC & LPEC evaluation meetings ● SSDB evaluation meetings ● SSE meetings 	2024-25	<ul style="list-style-type: none"> ● LPEC, SAC ● LPEC, SAC

	help and support of alumni for themselves and their peers (Relate to SMC 1.1e)	<p>academic and professional pursuits.</p> <ul style="list-style-type: none"> ● Students can develop their skills with confidence boosted and establish a channel through which they can seek career-related advice from alumni. 			
1.2 Enhance students' potentials by life and life planning education system- and phased-approach	<ul style="list-style-type: none"> ● Organize Career Future Studio, which is an on-campus simulated internship programme for S.2 students. This programme aims to help students acquire the skills and mindset of future professionals through the completion of internship tasks using popular software tools such as AI and graphic design application (Relate to SMC 1.2b) ● Launch Coding Explorer Programme to cultivate students' enthusiasm for AI and image processing with basic coding concepts while developing essential digital literacy skills and preparing them for the careers of tomorrow (Relate to SMC 1.2b) 	<ul style="list-style-type: none"> ● Students' active participation and positive feedback ● Students can develop a well-rounded set of skills, cultivate a professional mindset and gain valuable insights into their future career prospects, ultimately enhancing their readiness for the workforce. 	<ul style="list-style-type: none"> ● Class teachers' & LPEC evaluation meetings ● SSDB evaluation meetings ● SSE meetings ● 	2024-25	<ul style="list-style-type: none"> ● LPEC, S.2 Form teachers ● LPEC, ACB
	<ul style="list-style-type: none"> ● Run 'Career Sparkle: Workshop on navigating academic aspirations and streaming' and 'Career Sparkle: Dreams Come True', an experiential learning programme, for S.3 students to gain insights into the vocational orientation of different elective subjects and have the opportunity to explore various careers aligned with their Holland codes (Relate to SMC 1.2c) ● Launch CareerExplorer Programme, offering students immersive, hands-on experiences across various domains, fostering real-world learning through interactive engagements with professionals in diverse fields and enabling them to explore different careers firsthand (Relate to 	<ul style="list-style-type: none"> ● Students' active participation and positive feedback ● Students are able to identify and develop their interests, strengths and potential with essential skills and have the confidence boosted. ● Students have the opportunity to explore their inner selves, gain clarity on their life goals and receive small group 	<ul style="list-style-type: none"> ● Class teachers', ECAC, CGC, MCES, LPEC evaluation meetings ● SSDB evaluation meetings ● SSE meetings 	2024-25	<ul style="list-style-type: none"> ● LPEC, S.3 Form teachers ● LPEC

	<p>SMC 1.2c)</p> <ul style="list-style-type: none"> ● Hold 'MeMoment Camp', which is a two-day dynamic programme in collaboration with CGC and incorporation with expressive art activities and life planning guidance to support academically weak and SEN students in S.3 (Relate to SMC 1.2c) ● Organise Career Week with insightful sharing sessions aimed at broadening students' understanding of potential career paths and opportunities in social science, business and healthcare by tapping resources from alumni and external organizations (Relate to SMC 1.2c) ● Arrange 'Mapping out your Future Life' Career and Financial Planning cum MPF Workshop for S.4 students to help students uncover their Holland codes, gain insights into their career orientations and provide students with the tools and knowledge necessary for effective financial management (Relate to SMC 1.2c) ● Introduce S.4-S.6 Life Planning Handbook for Potentials Development (2024-2027) and utilize career planners and various frameworks in the handbook to increase students' awareness of the essential skills and knowledge to attain their academic and career goals, and compile their Other Learning Experiences (OLE) from S.4 to S.6, creating their portfolio which enables students to choose up to ten Other Learning Experiences and Achievements (OEA) and facilitate the composition of their self-accounts for JUPAS applications (Relate to SMC 1.2c) ● Collaboration among committees and departments to host regional, national and global level activities and competitions with other 	<p>and personalized guidance and support on life planning.</p> <ul style="list-style-type: none"> ● Students can take charge of their personal growth and holistic development, actively enriching their learning experiences and laying the groundwork for making informed decisions. ● Students make informed decisions on their choices of further studies and career pathways which are based on their interests, abilities, strengths and values. ● Students are motivated to strive for excellence and learn how to pursue their academic and career aspirations with S.6 students as role models to look up to. 			<ul style="list-style-type: none"> ● LPEC, CGC ● LPEC, ASCU ● LPEC, S.4 Form teachers ● LPEC, S.4 Form teachers ● LPEC, SSDB, ACB, MCEC,
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	committees and departments (Relate to SMC 1.2c)				ECAC, GEU, SAC
	<ul style="list-style-type: none"> ● Realign the categorization of students' needs and interests according to university faculties in Mentorship Programme (Relate to SMC 1.2d) ● Tap resources from alumni, domain-specific alumni coordinators and alumni support groups to provide students with valuable career-related experiences such as company visits, job shadowing, internships, etc. as well as offer pertinent career-related information and advice in Mentorship Programme (Relate to SMC 1.2d) ● Introduce Alumni Mock Interviews, for example, in the medical field, enabling students to refine their interviewing skills through both group and individual sessions with medical alumni and receive prompt feedback to thoroughly prepare them and equip them with the necessary skills for success in JUPAS interviews (Relate to SMC 1.2d) 	<ul style="list-style-type: none"> ● Students are better informed about new career-related experiences and opportunities available which can help pursue their academic and career goals. ● Students' active participation and positive feedback ● Students can have their interviewing skills and develop their abilities to succeed in JUPAS interviews ● Students are able to get career-related support, guidance and advice from alumni and cater for their developmental needs at different stages of life. 	<ul style="list-style-type: none"> ● Feedback from alumni, teacher mentors, class teachers and students ● LPEC & ASCC evaluation meetings ● SSE meetings 	2024-25	<ul style="list-style-type: none"> ● LPEC ● LPEC, ASCU ● LPEC, ASCU

Full names for abbreviation:

ACB: Academic Board

ASCU: Alumni-School Cooperation Unit

CGC: Counselling & Guidance Committee

ECAC: Extra-Curricular Activities Committee

HSCC: Home-School Cooperation Committee

LPEC: Life Planning Education Committee

MCEC: Moral & Civic Education Committee

SAC: Student Affairs Committee

SSDB: Student Support & Development Board

SSE: School Self-Evaluation

GEU: Gifted Education Unit

SSESDC: School Self-Evaluation and Staff Development Committee

E. Framework of Enhancing Life Planning Education and Guidance for Secondary School Students in Wa Ying College

Dimensions of Intervention	S1	S2	S3	S4	S5	S6
	Adaptation to secondary school life and networking	Exploration of interests and strengths	Exploration of potential and streaming	Planning of OLE for personal pursuit	JUPAS planning for further studies and career pursuit	
Guidance and counselling for individuals	Small group counselling		Small group and individual counselling on streaming	Small group counselling on the adaptation to NSS	Small group and individual career guidance and counselling on JUPAS and multiple pathways	
	Reflective construction of Student Learning Portfolio					
Enhancing Individual student Planning (Assessment → Guidance → Portfolio learning)	Academic aptitude assessments Personality and trait tests, Holland Tests				Career Assessments e.g. Career Interest Inventory and Basic Interest Marker Tests	Assessment of transferable skills
	Small group counselling between students and class teachers		Individual / small group counselling on streaming	Individual / small group counselling between students and class teachers	Individual / small group discussions on the results of CII and BIM Tests	Individual / small group discussions on JUPAS choices and multiple pathways
	Junior Secondary Study Plan			Senior Secondary Study Plan Research on university programmes and career interests		Completion of Individual Student Planning, Student Learning Profile & ‘My Action Plans on Multiple Pathways’ based on different HKDSE results
Facilitating Learning Experiences about Work					Mentorship Programme supported by teacher mentors, LPEC teachers and alumni	
	Career Week					
		Company Visits (workplace learning)				
			Job Shadowing, Job Tasting and Internships			
		Programmes on digital literacy	Career Sparkle ‘Dreams Come True’ (experiential learning)	ARCH Community Outreach Career Programme EDB Business-School Partnership Program HKACMGM Leadership Training Programmes		
				Greater Bay Area Career Exploration Tour		
					Distribution of S.5 Predicted Levels S.5 Purpose-driven Camp and Pass-it-on Tea Gathering	JUPAS Interview Skill Workshops Distribution of S.6 Predicted Levels

				Alumni Mock Interviews
		S.2 Career Future Studio (on-site simulated internship programme)	S.3 University Visits Taster Programmes on elective subjects	University Tasting Workshops, Programmes or Camps
	Guidance programmes on further studies, streaming and subject choices			Guidance programmes on university admission and course selection
	Visiting local or overseas tertiary institutions / business enterprises / professional bodies / organizations			
Linking study opportunities and career choices	Connection of subjects and occupational choices (Workshops and Parents' Seminars on the strategies for choosing elective subjects)			Education and career opportunities of individual subjects (School and Parents' Seminars on JUPAS and multiple pathways, Admission talks offered by local and overseas universities)
	Whole-school Life Planning Education Assembly (Sharing given by working alumni)			
Formulating a Career Guidance Curriculum	Life Planning Education lessons (Meaning of work, values, self-understanding, attitudes towards work, understanding of the working world, career projects)			Life Planning Education lessons (Educational and vocational goal setting, career planning, job searching skills, self-understanding, life roles, understanding of the working world, attitudes towards work, qualification framework, work ethics)
				LPEC Assemblies on JUPAS and Multiple Pathways

Framework adapted from Education Bureau (2021), *Guide on Life Planning Education and Career Guidance for Secondary Schools* (2nd Ed.), Hong Kong, China.