

Life Planning Education (including University Guidance) Policy (HHKCS-2.5.2)

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1. Contexts

1.1 Most students in HHKCS aspire towards university undergraduate education after completion of K-12 schooling, and subsequently a successful career, an enriching life with leadership. At the schooling stage, the Hong Kong Education Bureau uses the conceptual term ‘Life Planning Education’ (LPE) to describe the learning process matching this aspiration, with the objectives of LPE including:

- Enabling students’ self-understanding
- Enabling students’ personal planning and goal setting
- Enabling students’ self-reflection and revision
- Equipping students with the knowledge of various further study and career pathways, work ethics and the working world.

1.2 The AISL Group policies does not include one specifically on LPE or University Guidance (UG), although ‘Career Advice and University Guidance’ is one of the structures of each AISL Harrow School to support the implementation of the AISL Harrow Diploma.¹ The *Harrow Standards* (2025), however, stipulates that “Leaders ensure that suitable provision is made for pupils regarding careers education and higher education support and preparation” (Harrow Standard 3.2). To securely meet this standard:

1.2.1 An age-appropriate careers education programme is in place which ensures pupils from at least Year 9/Grade 8 have access to both general and individualised careers information and guidance. Some work placements and internships are made available to older pupils.

1.2.2 The school's provision for higher education guidance and support is well resourced (manpower and materials), is individualised for all pupils, and enables pupils to apply to their chosen post-school destinations well.

1.3 As a Hong Kong children school offering the HKDSE curriculum, it is important to refer to the Hong Kong Education Bureau’s (HKEDB) guidance on LPE (including UG). In 2021, the HKEDB publishes two separate documents to guide secondary schools² and primary schools³ to implement LPE (including career and university guidance). These documents guide the implementation of LPE in HHKCS within the tripartite curricular contexts of HKDSE, IBDP and the Harrow Values and Harrow Diploma.

2. Conceptual considerations

2.1 **Life Planning Education:** The HKEDB stipulates that LPE “is not merely a remedial or advisory service for students when they are in need of making subject or career choice. It connects with a school’s curriculum components, and through it students are equipped with the knowledge, skills and attitude to make wise choices in accordance with their interests, abilities and orientations; and guided to integrate their career / academic aspirations with whole-person development and life-long learning”.⁴

¹ AISL Group (2025) *Educational Excellence (HS11a)*, p.9.

² Hong Kong Education Bureau (2021a) *Guide on Life Planning Education and Career Guidance for Secondary Schools, 2nd edition*.

³ Hong Kong Education Bureau (2021b) *Framework of Implementation Strategies on Life Planning Education for Primary Schools*.

⁴ Hong Kong Education Bureau (2021a), *Ibid.*, section 1.2.1.



2.2 **‘Life’** in LPE: ‘Life’ after secondary schooling usually includes the major stages of tertiary education (usually university education), career (which is not the same as ‘job’ or ‘profession’) development and retirement. Developing in parallel, this post-G12 life also usually includes marriage or other forms of long-term relationships, setting up a family, or celibacy. For AISL Harrovian alumni/ae, post-schooling life is integrated with leadership and the fruits of educational excellence (knowledge, skills and values and attitudes) developed during their schooling years. It is in this holistic sense that LPE should be implemented in HHKCS.

2.3 **‘Planning’** in LPE: In a fast-changing 21st century world, it is sometimes argued whether one’s life can really be planned, especially when university education, jobs and occupations are rapidly transformed by evolving technologies. Planning is often targeted towards outcomes, but the process of planning itself has its intrinsic value of enhancing the planner’s focus, determination, clarity on the purpose in life and improvement of self. **A good learning process (experience) of life planning education not only prepares students for the ‘plannable’ parts of life, but also expands their generic capacity from the learning experience in the ‘plannable’ parts to better prepare for life’s often ‘unplannable’ parts.**

2.3.1 The plannable parts of life for a student can generally include:

- What kind of life, where and with whom does one want to live as an adult?
- Which university and what kind of undergraduate major does one want to undertake?
- What self-improvement targets about attitude, habits, knowledge or skills does one want to attain in order to achieve university admission or career objectives?
- What career and work roles (including paid and voluntary roles) does one aspire towards?
- What leisure activities does one want to engage in long-term, and how much time does one intend to spend on these activities regularly?
- Any desire for graduate studies, and if yes to achieve what purpose?

2.3.2 The unplannable parts of life for a student can involve:

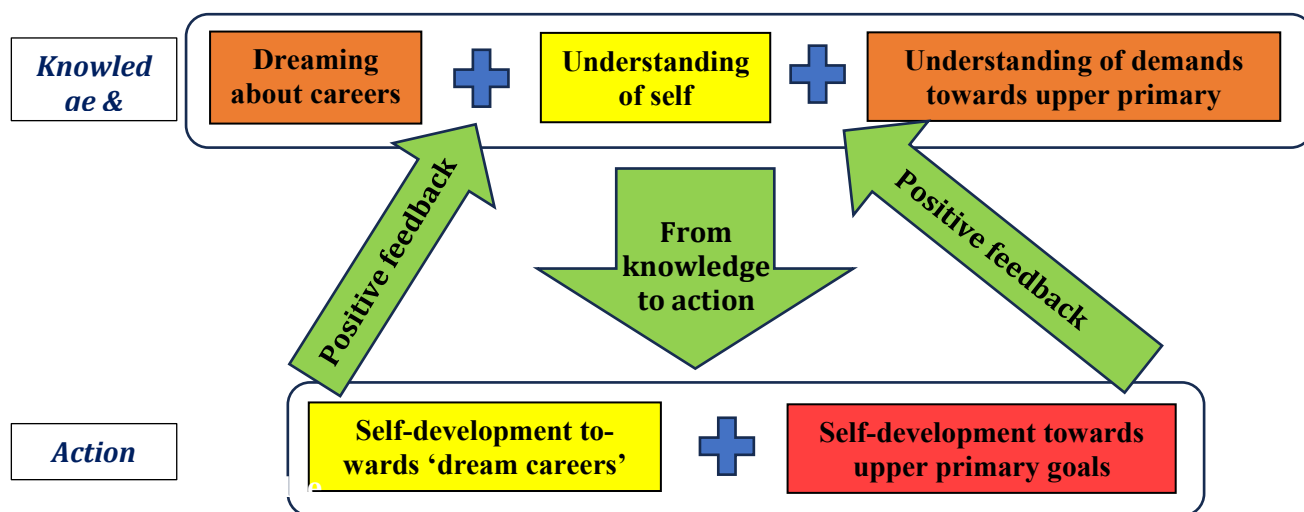
- Major personal illnesses
- Family adversities
- AI- or other global factors-related changes that quickly affect employment availability in aspired career fields

3. LPE in Primary School

3.1 Synergy of Primary LPE with AISL Harrow Schools’ Personal, Social, Health and Emotional Education (PSHE) and Hong Kong’s Personal Growth Education (PGE) curriculum

While the AISL Group’s [Personal, Social, Health and Emotional Education Policy \(HS21\)](#) does not explicitly touch upon LPE in Primary Schools, the teaching and learning materials of PSHE in HHKCS may especially under the core element of ‘Understanding of Self’. Similarly, Hong Kong primary schools have long implemented the HKEDB’s [Personal Growth Education \(PGE\) curriculum](#) (with 2012 [English](#) and [Chinese](#) versions), of which the learning areas of Personal Development, Academic Development and Career Development already cover and also provide [useful resources](#) for parallel learning elements of LPE in G1-G6. A list of comparison between PGE and LPE at primary level can be found in [Appendix I of the Framework of Implementation Strategies on Life Planning Education for Primary Schools](#). HHKCS Teachers should refer to these school-based PSHE and [HKEDB PGE resources](#) while designing learning and teaching resources for LPE in G1-G6.

3.2 LPE Framework in Lower Primary (G1-G3)⁵



Core LPE elements	Expected learning outcomes for lower primary students	Recommended implementation platform / modes	
		Thursday LPE period (in classroom or auditorium / black box)	Monday LPE period (in House period mentor groups)
Knowledge & skills: understanding of self	Through reflection of one's actions and habits, acquire a better understanding of one's interests, competencies and to-be-improved areas, 'dream careers', values and attitudes ⁶ , habits ⁷ .	1. Questionnaire ('dream careers', selected multiple intelligences (M.I.), values) introduction & completion 2. Role play 3. 3 routine self-reflection points ⁸ .	1. Story-telling about 'dream careers' 2. Questionnaire individual result analysis 3. Role play 4. Practising self-reflection.
Knowledge: Dreaming about careers	Understand the nature of work across common occupations, and some of the following generic features of one's own 'dream careers': <ul style="list-style-type: none"> Selected M.I. Attitudes towards work, work habits Nature of service. 	1. Presentation on selected 'dream careers' named by students, along same framework of selected M.I., values, attitudes and habits) 2. On campus career talks, with the above framework for speaker and students.	1. Consolidation of main points of learning from 'dream careers' presentation, on campus career talks or workplace visits, along the same framework of selected M.I., IB learner profile, values, attitudes and habits. 2. Multi-periods workplace visits with the

⁵ Extended from framework in Hong Kong Education Bureau (2021b), *Ibid*.

⁶ Attitudes include respect towards peers, respect towards rules in games, etc.

⁷ Habits targeted for improvement can include self-management skills (e.g., packing schoolbags, organizing stationery, lining up, self-control in speech, wearing uniform properly) and community responsibilities (e.g. cleaning the desk or mopping the floor made wet by me).

⁸ 3 routine self-reflection points: 1) What have I experienced as my good points / happiness? 2) What have I experienced as my shortcomings / sadness? 3) How can I make myself better for tomorrow?

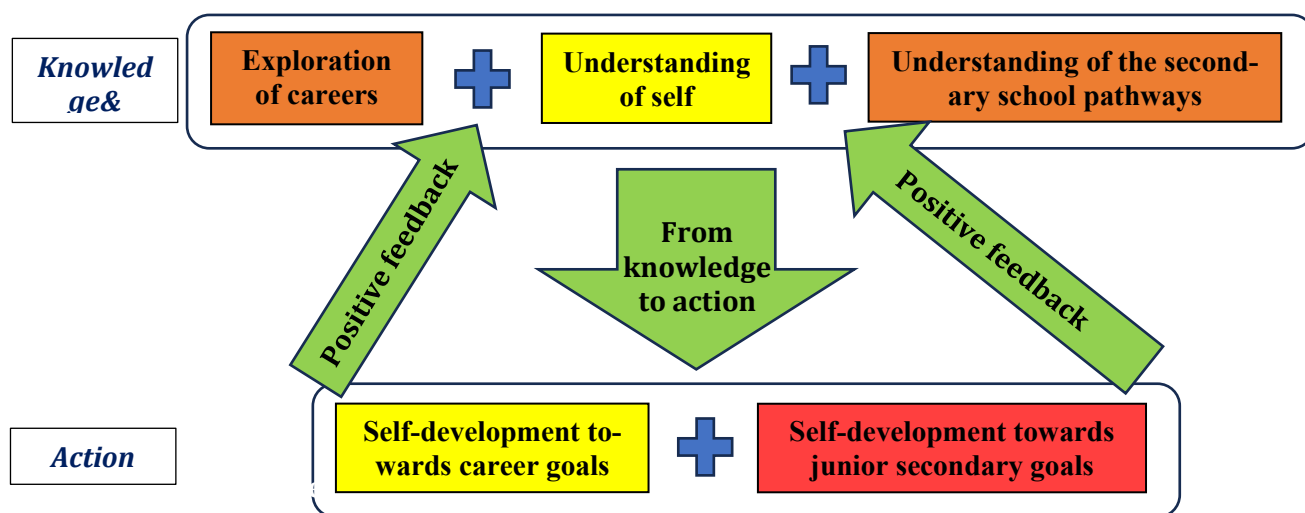


Core LPE elements	Expected learning outcomes for lower primary students	Recommended implementation platform / modes	
		Thursday LPE period (in classroom or auditorium / black box)	Monday LPE period (in House period mentor groups)
			above framework proposed to speaker.
Knowledge: understanding of demands towards upper primary learning requirements	Understand the demands on language, approach to learning, attitude, habits and time management in the transition to upper primary, especially in relation to the demands of summative exams at their next grade of schooling and at G4-6.	<ol style="list-style-type: none"> 1. Presentation of demands on language, approach to learning, attitude, habits and time management during the transition from G1 to G2, from G2 to G3, and from G3 to G4. 2. G4-6 students story-sharing about upper primary curriculum as related to expected learning outcomes. 3. Questionnaire (selected IB learner profile, learning attitudes and habits), introduction & completion 	<ol style="list-style-type: none"> 1. Questionnaire individual result analysis 2. Practising self-reflection.
Action: self-development towards 'dream careers'	Setting goal and related methods for short term self-improvement project (4 or more cycles per academic year), with at least 1 identified area (per cycle) out of the following for improvement: <ul style="list-style-type: none"> • Selected M.I. • Selected IB learner profile • Values (including Harrow Values) attitude, or habit⁹ Implementing project with mid-point review and end-of-project evaluation, feeding back of greater understanding of self, and how to get closer to 'dream careers' and/or learning goals.	<ol style="list-style-type: none"> 1. Plenary session before onset of short-term self-improvement project to explain requirements and logistics of project, with exemplars and intro to criteria to awards at the end of project cycle. Students begin to set project's goals and methods on project plan document. Parent to be notified of finalised project plan. 2. At mid-point review, plenary session to summarise successes and setbacks in students' implementation of project, and suggestions to improve during 2nd half of the project. 3. At end-of-cycle evaluation, summarise collective successes (celebration!) and setbacks, and propose methods for individual setting of goals for next cycle of improvement. Awards presentation. 	House Period Mentors mentor students individually: <ol style="list-style-type: none"> 1. Give advice on appropriateness of project goals, and practicality of improvement methods and success criteria. 2. Lead mid-point review report and mutual sharing session among mentees, guide them on how to share according to project plan's format, review and learn from one another on successes and setbacks, and how to improve during 2nd half of project. 3. At end-of-cycle evaluation, repeat mid-point review process above, but with a conclusion of whether the project goals are attained, and what positive feedback the experience
Action: self-development towards upper primary goals			

⁹ Habits targeted for improvement can include proper handling of non-book forms of learning resources (handouts, worksheets), general time management on school days and non-school days, modes of effective after-school academic revision, calendar planning for tests and examinations.

Core LPE elements	Expected learning outcomes for lower primary students	Recommended implementation platform / modes	
		Thursday LPE period (in classroom or auditorium / black box)	Monday LPE period (in House period mentor groups)
			generates for understanding of self and moving closer to 'dream careers' / learning goals. 4. Student-led conference with parents during which individual student's learning from project is shared.

3.3. LPE Framework in Upper Primary (G4-G6)¹⁰



Core LPE elements	Expected learning outcomes for upper primary students	Recommended implementation platform / modes	
		Thursday LPE period (in classroom or auditorium / black box)	Monday LPE period (in House period mentor groups)
Knowledge: understanding of self	Through reflection of one's actions and habits, acquire a better understanding of one's interests, competencies and underdeveloped areas, study and career	1. Questionnaire (multiple-intelligences, values): introduction & completion 2. Role play 3. 3 routine self-reflection points. ¹²	Story-telling, questionnaire individual result analysis, role play, practising self-reflection.

¹⁰ Adapted for HHKCS from Hong Kong Education Bureau (2021b), *Ibid.*

¹² 3 routine self-reflection points: 1) What have I experienced as my good points / happiness? 2) What have I experienced as my shortcomings / sadness? 3) How can I make myself better for tomorrow?



Core LPE elements	Expected learning outcomes for upper primary students	Recommended implementation platform / modes	
		Thursday LPE period (in classroom or auditorium / black box)	Monday LPE period (in House period mentor groups)
	aspirations, values and attitudes, habits ¹¹ .		
Knowledge: Exploration of careers	In the context of AI and other global factors-related rapid changes in the workplace, understand the specific features of different careers, as well as the following generic features across careers including: <ul style="list-style-type: none"> • M.I. • Attitudes towards work, work habits • Differences between job, profession and career • Goals in life • Occupational prejudice based on gender or social status stereotypes. 	1. Lecture on generic features across professions and careers, especially in the context of AI and other global factors-related rapid changes in the workplace. 2. On campus career talks, with frameworks for speaker and students scaffolding generic features across careers.	Workplace-to-school generic transfer sessions, On campus career talks, workplace visits (beginning before 3:15 or extending beyond 4:15).
Knowledge: understanding secondary school pathways	Understand curriculum transitions from upper primary to junior secondary towards dual HKDSE/IB tracks in senior secondary. Understand the demands on language, approach to and style of learning, attitude and habits, time management in junior secondary.	1. Lecture 2. G6-G7 pre-transition days 3. G7-9 students story-sharing about junior secondary curriculum as related to expected learning outcomes 4. Questionnaire (IB learner profile, learning approach, learning style, attitude and habits, time management) introduction & completion.	Questionnaire individual result analysis, practising self-reflection.
Action: self-development towards career goals	Setting goals and strategies for medium term self-improvement project (2 or more cycles per academic year), with at least 2 identified areas (per cycle) out of	1. Plenary session before onset of medium-term self-improvement project to explain requirements and logistics of project, with exemplars and intro to criteria to awards	House Period Mentors mentor students individually: 1. Give advice on appropriateness of project goals, and practicality of
Action: self-development			

¹¹ Habits targeted for improvement can include proper handling of non-book forms of learning resources (handouts, worksheets), self-management skills (for example organizing learning resources, self-control in speech, wearing uniform properly), community responsibilities (e.g. mopping the floor made wet by me), general time management on school days and non-school days (especially balance among studies, exercises, relationships and mindfulness), calendar planning for tests and examinations, etc..



Core LPE elements	Expected learning outcomes for upper primary students	Recommended implementation platform / modes	
		Thursday LPE period (in classroom or auditorium / black box)	Monday LPE period (in House period mentor groups)
towards junior secondary goals	<p>the following for improvement:</p> <ul style="list-style-type: none"> • M.I. • IB learner profile • Values (including Harrow Values), attitude or habit • Learning Approach • Learning skills¹³ <p>Implementing project with mid-point review and end-of-project evaluation, feeding back of greater understanding of self, and how to get closer to career and/or learning goals.</p>	<p>at the end of project cycle. Students begin to draft project's goals and strategies on project plan document. Parent to be notified of finalised project plan.</p> <p>2. At mid-point review, plenary session to summarise collective range of projects, successes and setbacks in students' implementation of project, and suggestions to improve during 2nd half of the project.</p> <p>3. At end-of-cycle evaluation, summarise collective successes (celebration!) and setbacks, and propose strategies for individual identification of goals for next cycle of improvement. Awards presentation.</p>	<p>improvement methods and success criteria.</p> <p>2. Lead mid-point review report and mutual sharing session among mentees, guide them on how to share according to project plan's format, review and learn from one another on successes and setbacks, and how to improve during 2nd half of project.</p> <p>3. At end-of-cycle evaluation, repeat mid-point review process above, but with a conclusion of whether the project goals are attained, and what positive feedback the experience generates for understanding of self and moving closer to career / learning goals.</p> <p>4. Student-led conference with parents during which individual student's learning from project is shared.</p>

¹³ Learning skills targeted for improvement can skills of effective notes creation from lessons, modes of effective after-school academic revision, calendar planning for tests and examinations.

4. LPE in Secondary School

4.1 Synergy of Secondary LPE with AISL Harrow Schools' Personal, Social, Health and Emotional Education (PSHE) and HKDSE/IBDP curriculum

While the AISL Group's [Personal, Social, Health and Emotional Education Policy \(HS21\)](#) does not explicitly touch upon LPE in Secondary Schools, the teaching and learning materials of PSHE in HHKCS may especially under the core element of 'Understanding of Self'. Similarly, various HKDSE and IBDP subject and non-subject curricula can provide curriculum contents and curriculum time to certain knowledge and skills elements of Secondary LPE:

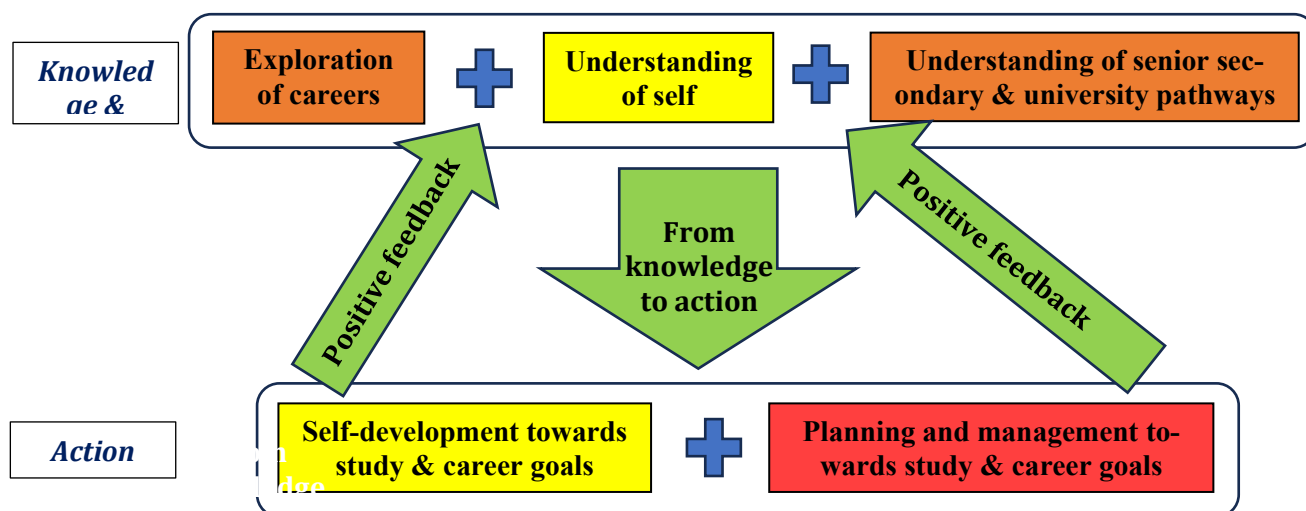
Social and economic contexts of workplace attachment: Geography, Economics, Citizenship & Social Development

Discretionary usage of AI: Digital literacy

Building up non-academic learning journey portfolios: PE, CCA/SCA, CAS

Application of notes-taking skills: all subjects

4.1. LPE Framework in Junior Secondary (G7-G9)¹⁴



Core LPE elements	Expected learning outcomes for junior secondary students	Recommended implementation platform / modes	
		Thursday LPE period (in classroom or auditorium)	Monday LPE period (in House period mentor groups)
Knowledge & skills: Understanding of self	Through reflection and self-assessment, acquire a better understanding of one's competencies and underdeveloped areas, values, habits ¹⁵ ,	Introduction and completion of: 1. Self-assessment questionnaire (M.I., values, habits, aspirations)	Story-telling, questionnaire individual result analysis, role play, practising self-reflection.

¹⁴ Adapted for HHKCS from Hong Kong Education Bureau (2021a), *Ibid*.

¹⁵ Habits targeted for improvement can include general time management on school days and non-school days



Core LPE elements	Expected learning outcomes for junior secondary students	Recommended implementation platform / modes	
		Thursday LPE period (in classroom or auditorium)	Monday LPE period (in House period mentor groups)
	and aspirations in study, career and life.	2. Peer assessment questionnaire from a trusted schoolmate	
Knowledge & skills: Exploration of careers	1. Develop initiative and skills to explore opportunities around for understanding from authentic sources about desired or new career pathways. 2. In the context of AI and other global factors-related rapid changes in the workplace, understand the specific features of different careers, as well as the following generic features across careers including: <ul style="list-style-type: none"> • M.I. • Attitudes towards work, work habits • Differences between job, profession and career • Goals in life • Occupational prejudice based on gender or social status stereotypes. 	1. Lecture on generic features across professions and careers, especially in the context of AI and other global factors-related rapid changes in the workplace. 2. On campus career talks, with frameworks for speaker and students scaffolding generic features across careers.	1. Workplace-to-school generic transfer sessions, On campus career talks, workplace visits (beginning before 3:15 or extending beyond 4:15, or at other times on other school days). 2. (G9 or above) 1-day to 1-week workplace attachment programmes (SZ, HK)
Knowledge and skills: Understanding of senior secondary & university pathways	1. As related to one's own study, career and life goals, with developed accurate research skills understand from credible sources the opportunities and constraints of the following pathway options: <ul style="list-style-type: none"> • HKDSE and IBDP, and their elective options in senior secondary • HHKCS and non-HHKCS senior secondary study pathways • University pathways in HK, Chinese Mainland and foreign countries 2. Understand the demands on language, learning	1. Questionnaire (IB learner profile, learning approach, learning style and habits, time management): introduction & completion. 2. Workshop with demonstration (all 3 categories under 'expected learning outcomes') and practical session how to use research skills to obtain accurate study pathways information from credible sources, matching one's own study, career and life goals. 3. Learning skills workshops covering	1. Questionnaire individual result analysis, practising self-reflection. 2. Examination of and advice about accuracy in student-compiled study pathway information, and degree of matching with study, career and life goals. 3. Examination of and advice about quality of student self-taken notes, method of academic revision, quality of reflection log notes.

(especially balance among studies, interests, exercises, relationships and mindfulness), calendar planning for tests and examinations, etc..



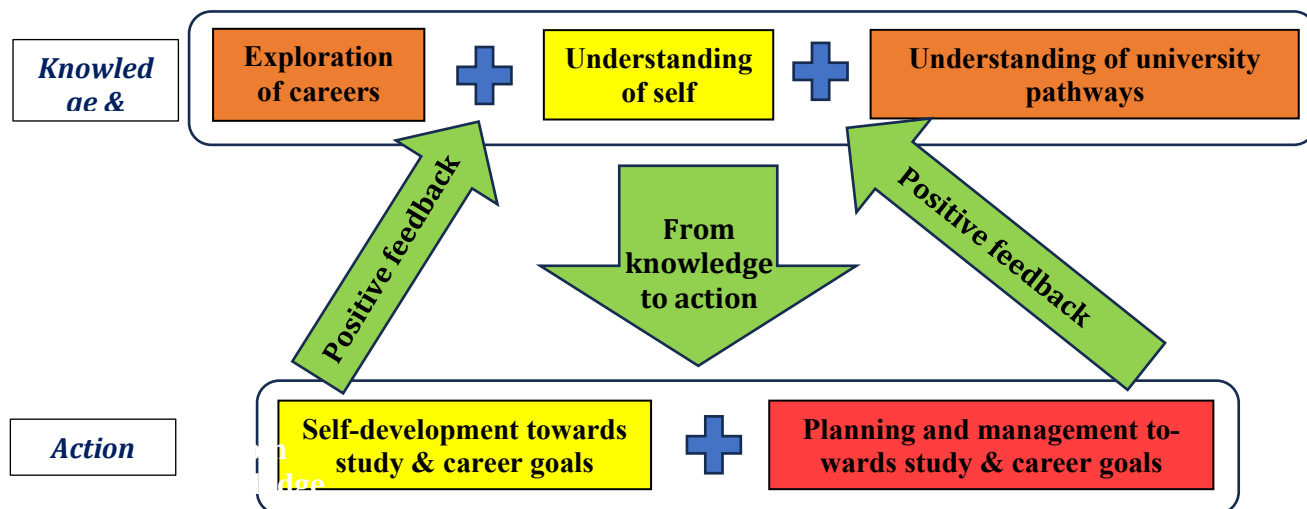
Core LPE elements	Expected learning outcomes for junior secondary students	Recommended implementation platform / modes	
		Thursday LPE period (in classroom or auditorium)	Monday LPE period (in House period mentor groups)
	skills ¹⁶ , approach to learning, learning style and habits, time management in HKDSE and IBDP pathways. 3. Understand specific requirements of junior secondary preparation for admission into aspired specific university undergraduate programmes.	effective notes-taking, effective academic revision, reflection log-taking to build portfolio and data for university applications. 4. G10-12 students story-sharing about HKDSE & IBDP curricula in different electives. 5. University students (from HK and foreign countries) story-sharing about university admission and learning. 6. G8 students and parents seminar on G9-G12 IB Prep and DP curriculum. 7. G9 taster programmes on G10 subjects not available in G7-G9 and G10 subject selection talks.	
Action: self-development towards study and career goals	Using the self-assessment outcomes to: 1. Set study and/or career-related goals and strategies for medium term self-improvement project (2 or more cycles per academic year), with 2-3 identified areas (per cycle) out of the following for improvement: <ul style="list-style-type: none"> • M.I. • IB learner profile • Values (including Harrow Values), attitude or habit • Learning approach • Learning skills • Subject-specific attainment 	1. Workshops teaching preparation of comparison tables of prioritised senior secondary and university pathways, and compile a G7 / G8 / G9 (according to student's level) action plans towards top priority academic pathways. 2. Plenary session before onset of medium-term self-improvement project to explain requirements and logistics of project, with exemplars and intro to criteria to awards at the end of project cycle. Students begin to draft	House Period Mentors mentor students individually: 1. Give advice on suitability and practicality of G7 / G8 / G9 action plan. 2. Give advice on individual students who have communication / opinions issues with parents on prioritising academic pathways. 3. Give advice on appropriateness of self-improvement project goals, and practicality of

¹⁶ Learning skills targeted for improvement can include skills of effective notes creation from lessons, modes of effective after-school academic revision, discretionary usage of AI, developing reflection log of academic lessons, CCA/SCA, leadership and service activities.



Core LPE elements	Expected learning outcomes for junior secondary students	Recommended implementation platform / modes	
		Thursday LPE period (in classroom or auditorium)	Monday LPE period (in House period mentor groups)
	<p>2. Build self-confidence and positive self-image towards set goals.</p> <p>3. Implementing project with mid-point review and end-of-project evaluation, feeding back of greater understanding of self, and how to get closer to study and/or career goals.</p>	<p>project's goals and strategies on project plan document. Project design should be compatible with overall G7 / G8 / G9 (action plan. Parent to be notified of finalised project plan.</p> <p>3. At mid-point review, plenary session to summarise collective range of projects, successes and setbacks in students' implementation of project, and suggestions to improve during 2nd half of the project.</p> <p>4. At end-of-cycle evaluation, summarise collective successes (celebration!) and setbacks, and propose strategies for individual identification of goals for next cycle of improvement. Awards presentation.</p> <p>5. Workshop on student-parent communication skills in seeking professional and family members' LPE guidance and in handling opinion differences with parents.</p>	<p>improvement methods and success criteria.</p> <p>4. Lead mid-point review report and mutual sharing session among mentees, guide them on how to share according to project plan's format, review and learn from one another on successes and setbacks, and how to improve during 2nd half of project.</p> <p>5. At end-of-cycle evaluation, repeat mid-point review process above, but with a conclusion of whether the project goals are attained, and what positive feedback the experience generates for understanding of self and moving closer to career / learning goals.</p> <p>6. Student-led conference with parents during which individual student's learning from project is shared.</p>
Action: Planning and management towards study & career goals	<p>1. Develop data management skills for analysis of researched senior secondary and university study pathways information, and evaluation skills to prioritise senior secondary and university study choices.</p> <p>2. Develop a whole-year action plan for the student's year (G7 / G8 / G9) for holistic view and actions towards the student's top priority academic pathways.</p> <p>3. Develop initiative and proper communication skills to seek guidance or support from LPE staff and family members, including skills to handle any opinion differences with parents.</p>		

4.2. LPE Framework in Senior Secondary (G10-G12)¹⁷



Core LPE elements	Expected learning outcomes for senior secondary students	Recommended implementation platform / modes	
		Thursday LPE period (in classroom or auditorium)	Monday LPE period (in House period mentor groups)
Knowledge & skills: Understanding of self	Through reflection and self-assessment, acquire a better understanding of one's competencies and underdeveloped areas, values, habits ¹⁸ , and aspirations in study, career and life.	Introduction and completion of: 1. Self-assessment questionnaire (M.I., values, habits, aspirations) 2. Peer assessment questionnaire from a trusted schoolmate / outside-school friend (outside Thursday period)	Story-telling, questionnaire individual result analysis, practising self-reflection.
Knowledge & skills: Exploration of careers	1. Develop initiative and skills to explore opportunities around for understanding from authentic sources about desired or new career pathways. 2. In the context of AI and other global factors-related rapid changes in the workplace, understand the specific features of different careers, as well as the following generic features across careers including: • M.I.	1. Lecture on generic features across professions and careers, especially in the context of AI and other global factors-related rapid changes in the workplace. 2. On campus career talks, with frameworks for speaker and students scaffolding generic features across careers.	1. Workplace-to-school generic transfer sessions, on campus career talks, workplace visits (beginning before 3:15 or extending beyond 4:15, or at other times on other school days). 2. 2-day to 2-week workplace attachment programmes (GBA, HK) 3. G11-G12 mentorship programmes

¹⁷ Adapted for HHKCS from Hong Kong Education Bureau (2021a), *Ibid*.

¹⁸ Habits targeted for improvement can include general time management (especially balance among studies, university applications, interests, exercises, relationships and mindfulness), calendar planning for tests and examinations, etc..



Core LPE elements	Expected learning outcomes for senior secondary students	Recommended implementation platform / modes	
		Thursday LPE period (in classroom or auditorium)	Monday LPE period (in House period mentor groups)
	<ul style="list-style-type: none"> Attitudes towards work, work habits Goals in life Non-identical comparison between university major and career field 		from young working adults.
Knowledge and skills: Understanding of university pathways	<ol style="list-style-type: none"> As related to one's own study, career and life goals, with developed accurate research skills understand from credible sources the opportunities and constraints of the following pathway options: <ul style="list-style-type: none"> HHKCS and non-HHKCS G11 and G12 study pathways University pathways in HK, Chinese Mainland and foreign countries Post-graduate master studies / work considerations Understand the demands on application procedures (esp. personal (video) statement, usage of Harrow Diploma, interview skills), language of learning, learning skills¹⁹, approach to learning, learning habits, time management, interpersonal networking, cultural integration in university pathways in different countries / regions. Understand specific requirements of senior secondary preparation for admission into aspired specific university undergraduate programmes. 	<ol style="list-style-type: none"> Workshop with demonstration (all 3 categories under 'expected learning outcomes') and practical session how to use research skills to obtain accurate study pathways information from credible sources, matching one's own study, career and life goals. G11 & G12: Lecture on procedures of university applications in different countries / regions and non-DSE / non-IBDP tests applications, admission interview skills, usage of Harrow Diploma, and workshops on personal statements. Learning skills workshops covering effective notes-taking, effective academic revision, discretionary usage of AI, reflection log-taking to build portfolio and data for university applications. G11-G12 students story-sharing about HKDSE & IBDP curricula in different electives, with schoolmates one grade lower. Visits to Open Days of universities or 	<ol style="list-style-type: none"> Examination of and advice about accuracy in student-compiled study pathway information, and degree of matching with study, career and life goals. G11 & G12: Examination of and advice about quality of draft university application documents (esp. personal (video) statement and usage of Harrow Diploma), student self-taken notes, method of academic revision, usage of AI in completing assignments, quality of reflection log notes. Personal coaching on admissions interview. Coaching on learning points from G11-G12 and university students story-sharing, as applied into one's own desired study and career pathways. G11-G12 mentorship programmes from university students or young working adults.

¹⁹ Learning skills targeted for improvement can include skills of effective notes creation from lessons, modes of effective after-school academic revision, discretionary usage of AI, developing reflection log of academic lessons, CCA/SCA, leadership and service activities.



Core LPE elements	Expected learning outcomes for senior secondary students	Recommended implementation platform / modes	
		Thursday LPE period (in classroom or auditorium)	Monday LPE period (in House period mentor groups)
		individual uni. departments in HK. 6. University students (from HK and foreign countries) story-sharing about university admission and learning experience. 7. G11 & G12 students and parents seminar on latest trends of university applications to HK, Chinese Mainland and foreign countries.	
Action: self-development towards study and career goals	Using the self-assessment outcomes to: 1. Set study and/or career-related goals and strategies for medium term self-improvement project (2 or more cycles per academic year), with 2-3 identified areas (per cycle) out of the following for improvement: <ul style="list-style-type: none"> • M.I. • IB learner profile • Values (including Harrow Values), attitude or habit • Learning approach • Learning skills • Subject-specific attainment 2. Implementing project with mid-point review and end-of-project evaluation, feeding back of greater understanding of self, and how to get closer to study and/or career goals.	1. Workshops teaching preparation of comparison tables of prioritised university pathways, and compile a 3/2/1-year action plan with timeline as applied to G10 / G11 / G12 towards top priority university pathways. 2. Plenary session before onset of medium-term self-improvement project to explain requirements and logistics of project, with exemplars and intro to criteria to awards at the end of project cycle. Students begin to draft project's goals and strategies on project plan. Project design should be compatible with overall G10 / G11 / G12 action plan. Parent to be notified of finalised project plan. 3. At mid-point review, plenary session to summarise collective range of projects, successes and setbacks in students' implementation of project, and suggestions to improve during 2 nd half of the project.	House Period Mentors mentor students individually: 1. Give advice on suitability and practicality of G10 / G11 / G12 action plan. 2. Give advice on individual students who have communication / opinions issues with parents on prioritising academic pathways. 3. Give advice on appropriateness of self-improvement project goals, and practicality of improvement methods and success criteria. 4. Lead mid-point review report and mutual sharing session among mentees, guide them on how to share according to project plan's format, review and learn from one another on successes and setbacks, and how to improve during 2 nd half of project. 5. At end-of-cycle evaluation, repeat the mid-point review process in above, but with a
Action: Planning and management towards study & career goals	1. Develop data management skills for analysis of researched university study pathways information, and evaluation		

Core LPE elements	Expected learning outcomes for senior secondary students	Recommended implementation platform / modes	
		Thursday LPE period (in classroom or auditorium)	Monday LPE period (in House period mentor groups)
	<p>skills to prioritise university study choices.</p> <p>2. Develop a 3/2/1-year action plan with timeline as applied to G10 / G11 / G12 for holistic view and actions towards the student's top priority university pathways.</p> <p>3. Develop initiative and proper communication skills to seek guidance or support from LPE staff and family members, including skills to handle any opinion differences with parents.</p>	<p>4. At end-of-cycle evaluation, summarise collective successes (celebration!) and setbacks, and propose strategies for individual identification of goals for next cycle of improvement. Awards presentation.</p> <p>5. Workshop on student-parent communication skills in seeking professional and family members' LPE guidance and in handling opinion differences with parents.</p>	<p>conclusion of whether the project goals are attained, and what positive feedback the experience generates for understanding of self and moving closer to career / study goals.</p> <p>6. Student-led conference with parents during which individual student's learning from project is shared.</p>

5. HKEDB Resources for LPE Staff and Students

5.1 Resources for LPE Staff

Life Planning Information Website

5.1.2 In September 2019, the EDB launched a brand-new Life Planning Information website (<https://lifeplanning.edb.gov.hk>), which serves as a one-stop platform to provide students, teachers and parents with more comprehensive information on life planning and multiple pathways. There are eight thematic corners on the website, namely Careers Information, Studies, Students, School Administration, Teachers, Parents, the Business-School Partnership Programme and My Life Planning Portfolio. The thematic corner on Careers Information provides not only up-to-date information on over 250 positions in 21 traditional and emerging industries, which covers career prospects, entry requirements, pertinent training and career ladder, but also job-seeking advice, including résumé samples, requisite skills in effective communication, and proper appearance and attitudes for interviews.

5.1.3 Moreover, the Life Planning Information website provides up-to-date information about pursuing further studies in Hong Kong and overseas, as well as eligibility criteria and application methods of various scholarships, etc. Learning and teaching resources pertinent to life planning are available on the website for teachers' adoption. Also, there are videos of real stories that enable parents and students to have a deeper understanding of life planning.

5.1.4 As an online learning system, My Life Planning Portfolio (<https://portfolio.lifeplanning.edb.gov.hk>) provides students with information on life planning and handy tools for conducting career aptitude assessments and creating learning portfolios. In parallel, teaching



resources on life planning are available, which enable teachers to better support students in life planning. The system consists of seven parts, namely Career Assessment (with a variety of career assessment tools), My E-lesson, Student Portfolio, Career Information and Video Clips, “My Work Values” Game, Career Adventure Report, and Professional Development Programme specially designed for teachers.

5.1.5 To facilitate schools in delivering life planning education and career guidance service, the EDB has worked in partnership with the HKACMGM to develop two resource packages namely [“Career Mapping 生涯地圖”](#) and [“Finding Your Colours of Life 尋找生命的色彩”](#).

5.2 Resources for Students

5.2.1 Life Planning Exploration Tool

A website and mobile application “e-Navigator: Multiple Pathways under the New Academic Structure” is developed jointly by the EDB and HKACMGM. It is a life planning exploration tool that helps students search for programme information across different local institutions and levels (e.g. degrees, higher diplomas and associate degrees). Besides, students can get access to other programmes from the Qualifications Register.

5.2.2 Life Planning Information Website

Various dedicated webpages are created on the EDB’s Life Planning Information website (<https://lifeplanning.edb.gov.hk>) to provide students with updated information on further studies in Hong Kong and overseas, vocational training, career opportunities, as well as life planning and guidance service.

- End of Policy -