How to streamline SLP for Institute Application & Enhance the Reflective Function of SLP for the Whole-person Development of Students

CDI and SIM section, EDB

June 2013

Objectives

- **To clarify the ROLE of SLP in Senior Secondary Education**

- **To introduce the ENHANCEMENT of WebSAMS SLP Module – streamline of SLP and as an option to address students' whole-person development**

- **Hands on PRACTICE**

Session 1

Mystery of SLP

Is it really a reference for admission of post-secondary institutions?

"大學不看SLP？"

Who needs the SLP ?

Platform	no. of institutions involved
JUPAS	**9 institutions**
E-APP	**31 post-sec institutions**
Mainland Pilot Scheme (免試招收香港學生計劃)	**70 mainland higher education institutes**
Oversea institutes	**over 100 institutions**

References for employers

Purpose of SLP - A document to demonstrate student's personal qualities and competence

- **Provide supplementary information on secondary school leavers' competencies and specialties, for giving a fuller picture of the students, in terms of whole-person development.**

Quotes from institutions:

"考生人數眾多，有不少考生同分的「邊緣個案」出現，*學院為分辨學生高低，逐一翻看學生的其他學習經歷、個人自述等資料，考生不要輕視資料的重要性。*"（城市大學科學及工程學院助理院長石燦鴻，2012年10月8日，星島日報）

"院校收生時*期望從自述了解學生的獨特個性、入讀學科的誠意。*"

（科技大學本科招生及入學事務處副處長羅美芳，2012年10月8日，星島日報）

Courses emphasis SLP for additional information / interview:

- *Education*

- *Social work*

- *Communication studies*

- *Programme of overseas institution,etc*

教育的工作

"以過去的經驗，
教導今天的學生，
應付未來的挑戰。"

未來的趨勢？

《給不取錄我的大學的信 》

- 撰文大罵的高中生韋斯成績出眾，成績平均績點（GPA）高達4.5分，美國大學入學試SAT分數達120，曾在參議院當實習生。但*要入讀名校，好成績明顯不夠，她沒有其他「技能」，不夠多元，結果普林斯頓大學、耶魯大學和賓夕凡尼亞大學等都不予取錄。*
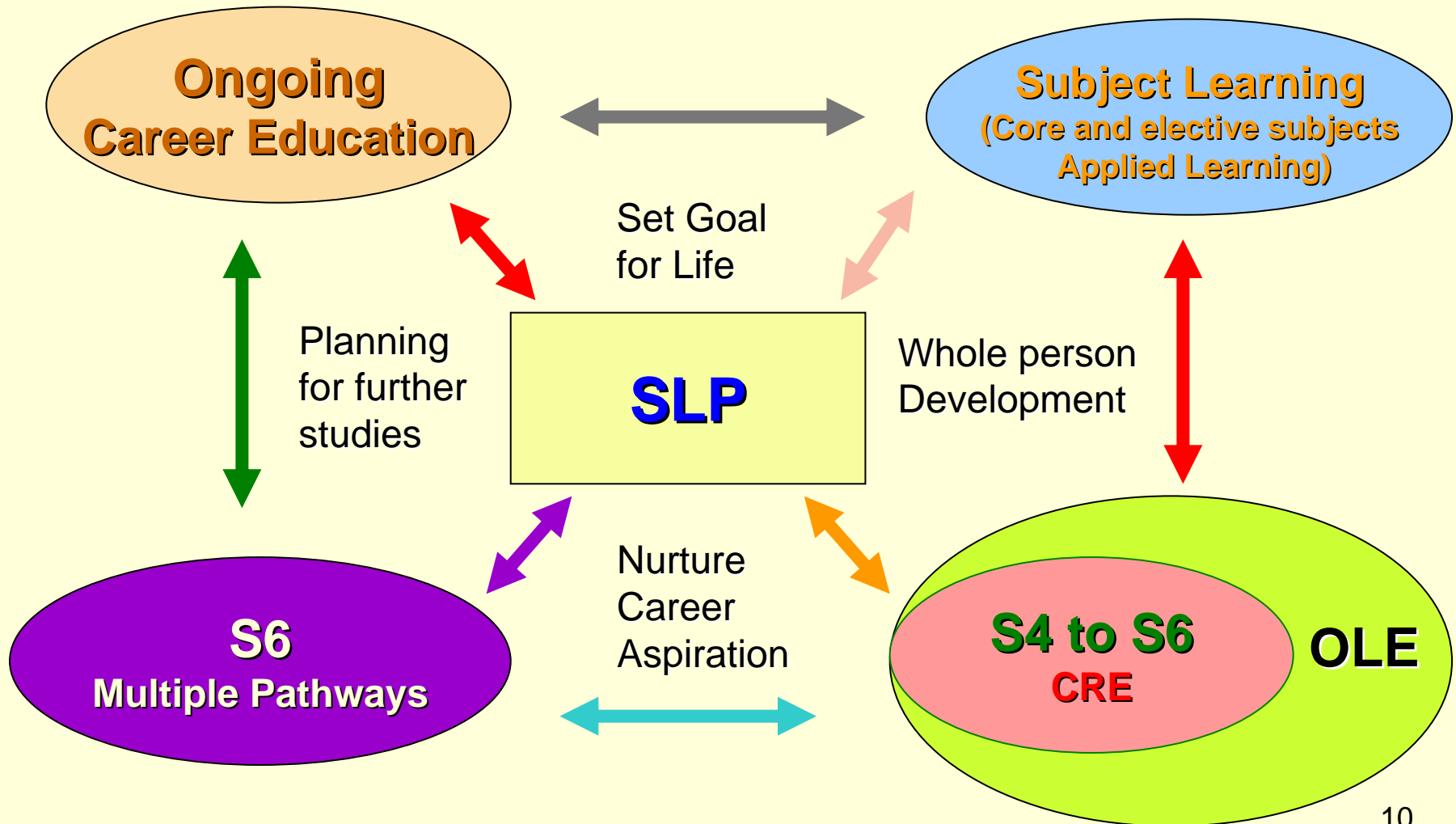
（2013年4月7日東方日報）

中 大 新 系 統 製 非 學 術 成 績 表

- 中文大學學生事務處最近推出
「學生發展組合」系統，幫助學
生簡易地整理其體驗式學習活動
的資料。學生在求職及升學時，
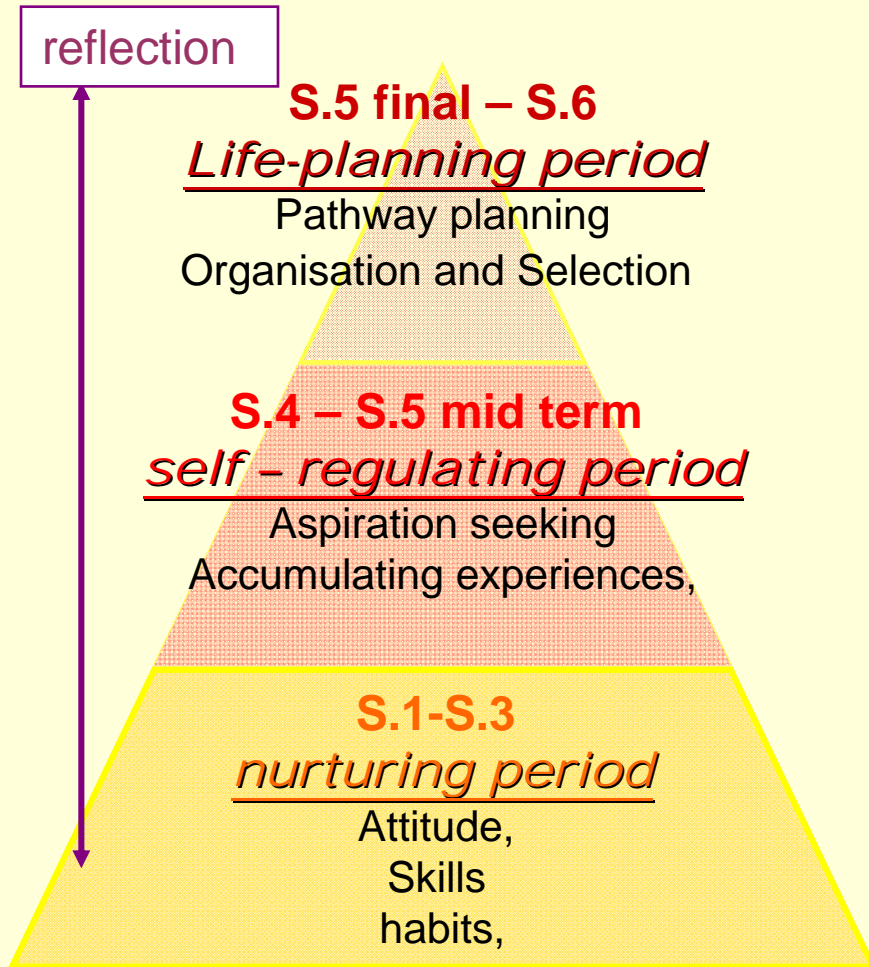亦可從系統印製一份體驗式學習
活動紀錄表，*令活動經歷成為個
人履歷的一部分，供僱主及升學
機構參考。*

梁汝照

（2013年3月18日，星島日報）

Integrated Approach for Student's Whole-person Development

Ongoing Career Education

Subject Learning (Core and elective subjects Applied Learning)

Set Goal for Life

SLP

Planning for further studies

Whole person Development

S6 Multiple Pathways

Nurture Career Aspiration

S4 to S6 **CRE** **OLE**

Streamline SLP for Institute Application

reflection

S.5 final – S.6
Life-planning period
Pathway planning
Organisation and Selection

S.4 – S.5 mid term
self – regulating period
Aspiration seeking
Accumulating experiences,

S.1-S.3
nurturing period
Attitude,
Skills
habits,

- *Supplementary reference for admission of institutions*
- *Rehearsal tools for institute application*
- *Data bank for completing OEA & E-APP application*
- *Educational tools for self understanding, self-regulated learning & life-planning*

Session 2

How to Streamline SLP for Institute Application &
Enhance the Reflective Function of SLP

for the Whole-personal Development of Students

Comparison among SLP, JUPAS & E-APP:

component	SLP	JUPAS	E-APP
Student particulars	✓	Student /subject list (Uploaded by school)	
Academic performance in school	S.4 - 6 Academic performance	SRR (Upload by school)	SRR (Upload by school) student input (Upload S.4 &5 report cards by student)
Other Learning Experiences	School-based requirement	10 items (Upload proof by students if necessary)	10 items (Upload proof by students if necessary)
Awards and achievements issued by school	School-based requirement		
Performance/ Awards & Key Participation outside school	School-based requirement		
Student Self-Account	School-based requirement	500 words limit	500 words limit

Working schedule for JUPAS & E-APP:

E-APP Application with SLP submission

Submission of SLP to JUPAS

OEA for JUPAS

Student list & SRR for E-APP(optional)

2012

SRR for JUPAS

2013

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June

OEA for JUPAS

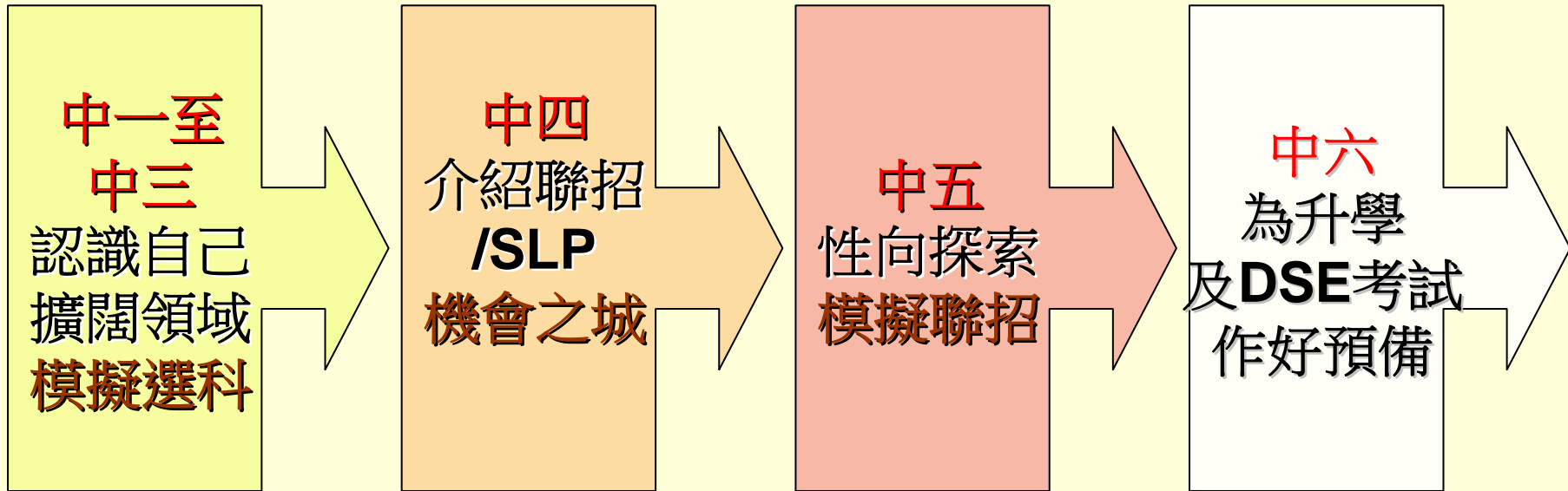Submission of SLP to JUPAS

E-APP Application with SLP submission

What is your schedule for SLP?

Sample-A Good Interface of SLP

Extrinsic Values of SLP →

學生能否有效選科？　學生是否積極累積經歷及紀錄OLE？　學生是否有規劃地組織及紀錄OLE？　學生是否準備好自己的SLP/OEA？

中一至中三
認識自己
擴闊領域
模擬選科

→

中四
介紹聯招
/SLP
機會之城

→

中五
性向探索
模擬聯招

→

中六
為升學
及**DSE**考試
作好預備

→

學生是否明白自己的興趣、能力和抱負？　學生是否能透過SLP進一步了解自己？　學生是否能透過SLP開始自我規劃？　學生能否透過準備SLP建立前路觀？

Intrinsic Values of SLP →

Ongoing facilitation

S3 OLE Workshop → S4 SLP Workshop → S5 Career Mapping

Post Exams, Summer Holiday	WORKSHOP + Assignment
OCT-MAY	S.5 My OLE Story Sharing (every cycle)
OCT –DEC	S.6 JUPAS Morning Assembly
DEC	S.6 OEA uploaded

FEB	S.6 SLP Collected by School
MAR	S.6 SLP uploaded to JUPAS
APR	S.5 SLP WORKSHOP
JUNE	S.3 OLE WORKSHOP
JUNE	S.4 SLP & Life Planning WORKSHOP
JUNE	S.5 JUPAS WORKSHOP

Case Analysis – Implementation of SLP in Different Approaches
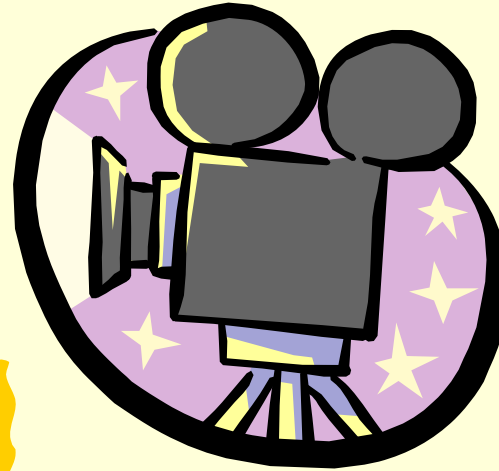
Collection of Data–
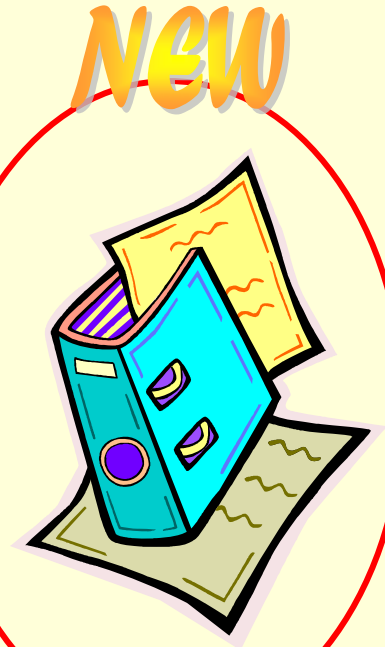# build on established practices

School Report

Awards &
Achievements
Records

Activity Records

NEW

Self-account

Build on Established Practices

部門分工

- **資訊科技組**負責研究活動資料輸入系統及程序、指引

- **德育及公民教育組**負責指導學生學習反思、設計學習經歷

- **活動組**負責監察調控學校各大範疇活動情況，有效分配資源

- **升學及就業輔導組**負責督導學生利用SLP進行生涯規劃、升學就業輔導、聯招報考工作

school A

- **Mission:**

  Provide a comprehensive study records for students' further development.

- **Tools:**

  school-based tools from market

(I) Collection of Data–

Workflow of collecting OLE record

→ 各單位之職責

```
                    成績 ——————————— Profile 組

                    獎項 ——————————— 教務組(AAC)

  SLP               校內課外活動 ——————— 課外活動組(ECAC)*

  (統籌：            校外活動 ——————————— 其他學習經歷組(OLEG)
  Profile 組)
                    學生自述 ——————————— 升學及就業輔導組(C.C.)
```
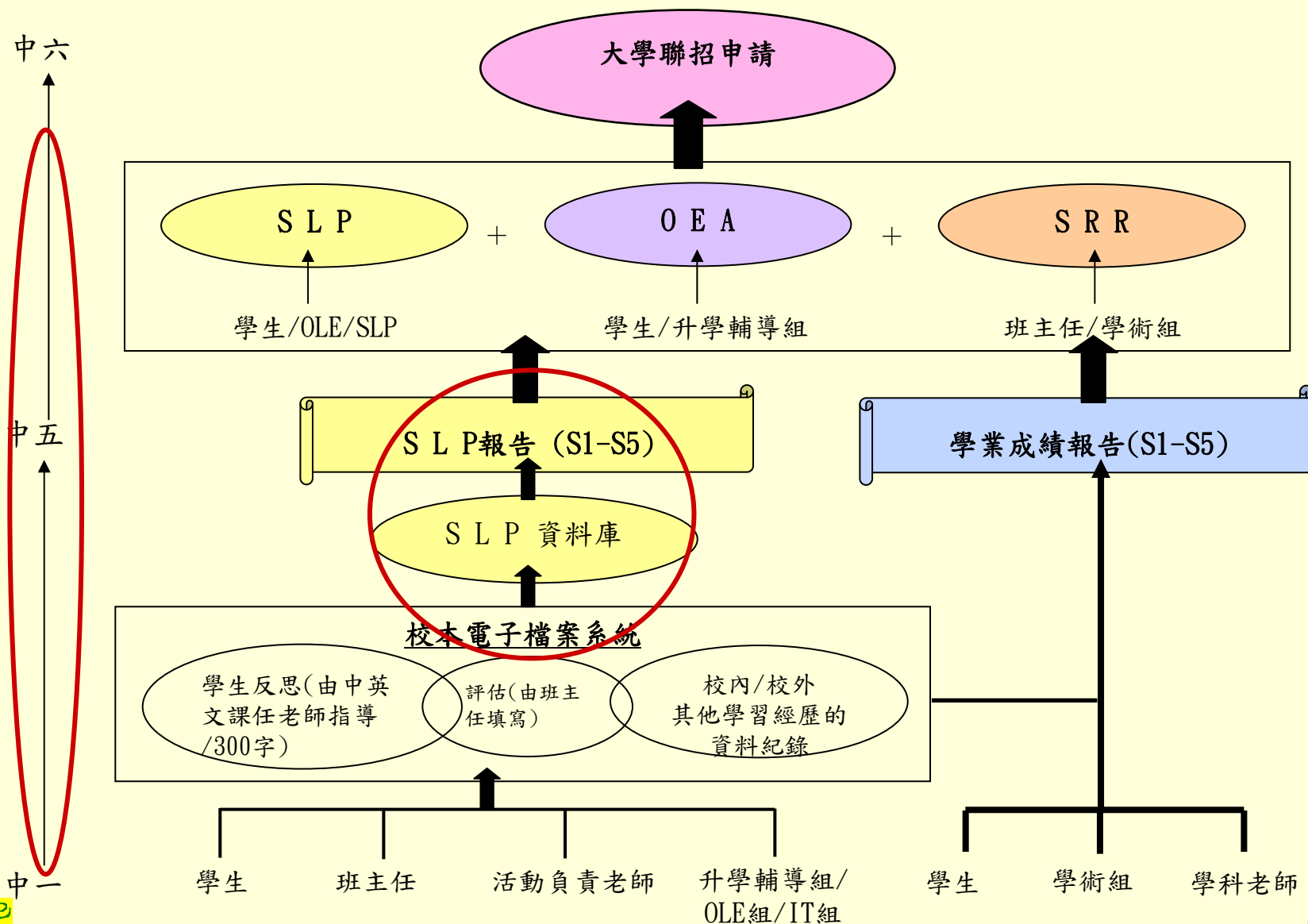
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School B

- **Mission:**

  Provide students with sufficient preparation for JUPAS application

- **Tools:**

  WebSAMS & self-developed tools

Overall planning and **ongoing facilitation** from schools

中六

中五

中一

大學聯招申請

S L P   +   O E A   +   S R R

學生/OLE/SLP   學生/升學輔導組   班主任/學術組

S L P報告 (S1–S5)   學業成績報告(S1–S5)

S L P 資料庫

校本電子檔案系統

學生反思(由中英文課任老師指導/300字)   評估(由班主任填寫)   校內/校外其他學習經歷的資料紀錄

學生   班主任   活動負責老師   升學輔導組/OLE組/IT組

學生   學術組   學科老師

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SLP 及 OEA/SRR 紀錄系統設計與運作

A 學生校外活動紀錄：學生網上輸入
（技術需求：asp → adodb → mdb）

B 學生年終簡短反思文字：學生網上輸入
（技術需求：asp → adodb → mdb）

C 學生校內活動紀錄：組別負責老師整批資料利用網頁上傳 excel 檔案
（技術需求：asp → adodb → mdb）

D 給學生的簡短評語：班主任網上輸入 @
（技術需求：asp → adodb → mdb）

E 學生的特別評語：老師網上輸入
（技術需求：asp → adodb → mdb）

F 學生才性表現/推薦書：班主任下載 word 文件（使用巨集）輸入 @

G 學生學術表現：班主任下載 word 文件（使用巨集）輸入 @
（技術需求：word macro → rds → mdb）

資料庫 MS ACCESS 檔案（MDB）：

資料表
（1）學生個人資料
（2）學生活動紀錄

報表
（1）學生年終報告
（2）學生活動總表

H 學生年終報告 *@
（技術需求：SLP Editor（vb）→ mdb 報表設計）

I 學生年終活動記錄總表 *
（技術需求：mdb 報表設計）

J 學生年終才性報告/推薦書(SRR) *@
（技術需求：word macro → rds → mdb）

K 學生年終一般學術表現報告 *@
（技術需求：word macro → rds → mdb）

L 學生年中課業自評 *@
（技術需求：word macro → rds → mdb）

M 學生年終活動自述報告 @
（技術需求：word macro → rds → mdb）

N 學生年終 OLE 反思 @

R JUPAS 申請（I + J + K）
（技術需求：從 mdb 匯出資料）

P 學生上網查看記錄

O 班主任上網查核

Q 校方檢視活動統計

* 學生 SLP 文件夾內容（班主任存）
@ 班主任工作

School C

- **Mission:**

  Develop student's capacity of life-long and self-directed learning, reflection skills

  foster self-understanding and presentation skills for further studies

- **Tools:**

  Self-developed tools (graduation folders) + school-based tools from market

Workflow of collecting OLE activities record

全校、
全級、
大組活動

老師遞交名單 → 校務處輸入紀錄 → 學生輸入反思

課外活動

學生領袖輸入紀錄 → 老師核實紀錄及轉移紀錄

個別活動

老師/學生輸入紀錄 → 學生輸入反思

校外活動
及獎項

學生輸入紀錄

學生學習概覽
SLP

學生作最後篩選
班主任作最後審閱

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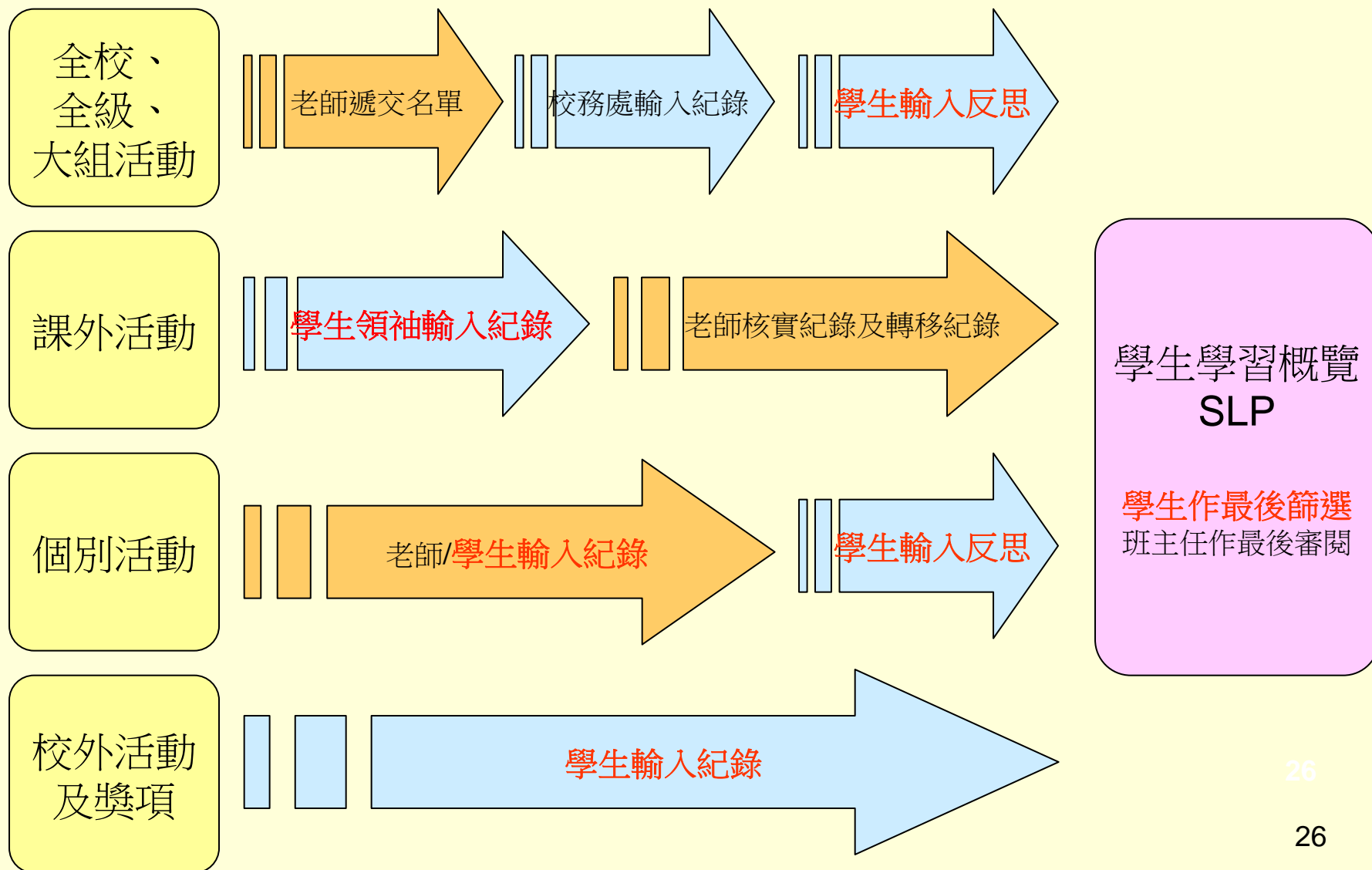
SLP Information to Students and Parents

Month	Target	Means/tasks	Purpose
Sept	S1-S4	Parent's letter	To inform parents about SLP
Sept	S1-S4	OLE lesson	To introduce SLP
Oct	S1-S2	CIT lesson	To teach students the operation of the e-Class platform
Oct	S3	GSP lesson	To teach students the operation of the e-Class platform
Mid Jan	S1-S4	Public Announcement	To remind students to enter OLE data
Late Feb	S3	OLE lesson	To teach students how to write self-reflection
Mid Apr	S1-S4	Announcement through class teachers	To remind students who have not entered OLE data

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Remarks for Data collection:

- Overall planning and ongoing facilitation from schools
- Build on established practices and resources
- Clear distribution of work, **involvement of the students**
- Clear instruction (guidance template and time schedule)
- Technical training and support for teachers/students
- Instant guidance and support for teachers / students
- **Constant collect/review***

Support from WebSAMS

	Data resources (examples)	WebSAMS support
Student particulars	Administration office	student & school module
Academic performance in school	Academic Committee / subject teachers / class teachers	Assessment & report module / SLP module
Other Learning Experiences Records	OLE / SLP coordinators / ECA committee / responsible teachers / I.T. coordinators / students	STA module / SLP module
Performance/ Awards/ achievements inside/outside schools	ECA committee / responsible teachers / students	Award & punishment / SLP module
Student Self-Account	career teachers / language teachers / class teachers / students	SLP module – self account

**Setting up of access rights
for teachers/students to support
students' whole person development**

Relevant Access Rights in WebSAMS

- **SLP_ADMIN (SLP Team)**
- **STA_ADMIN (ECA Team)**
- **SYSTEM ADMIN (I.T. Team)**
- **Score Capture Team (Academic Committee)**
- **Student Data Access Control Team (relevant teachers)**
- **SLP Data Capture Team (relevant teachers)**
- **Student (new enhancement)**

Access Right for Student

討論：請評價以下學校的做法：

學校A

學校透過各部門收集學生在中四及中五的OLE紀錄，並在中六學期初(10月)要求學生**核對及輸入中四至中六所有校內及校外的OLE資料，及撰寫學生自述**。到2月初派發SLP初稿讓學生作最後核對。

學校 B

學校自中一起要求學生**每年挑選10項**OLE紀錄作為學生「非學術表現報告」內容。學生到中六時，學校再要求學生從高中階段的紀錄中挑選10項作SLP內的紀錄。

學校 C

學校要求學生自高中起每年選不多於20項的OLE紀錄，然後由學校替學生上載至SLP，最後中六上學期**由學生挑選哪些紀錄會記入SLP及排列次序**，到2月初將SLP初稿交學生核對。

SLP推行模式與學校背景的關係：

學校 A

學校較偏重學生的學業成績，OLE活動的推行並不十分積極，故一般學生的OLE紀錄並不多。

學校視SLP為學生成長的總覽

學校 B

學校重視學生自主學習的培育，故自初中開始已提供工作坊訓練學生管理自己的SLP。

學校重視學生如何藉SLP展示自己的特質，故希望透過SLP協助學生有意識地規劃自己的發展

學校 C

學校重視學生的全人發展，故OLE的活動非常多，學生亦多積極參加校外的比賽及活動。

學校希望透過OLE促進學生個人成長，同時亦希望這些經歷可協助學生規劃未來的發展方向。

Difficulties In Maintaining The OLE Records:

- Huge amount of OLE records to be verified by teachers/students

- Students forgot some experience and lost the proofs

- Clustering of work and competing time & afford with the academic needs in early S.6

- Students are too anxious / indifferent to the OLE records

Question: Should school record ALL the OLE activities for students?

Selection of
OLE and Awards Information

Optimize the SLP through Selection:

- strengthen students' sense of belonging to the SLP

- Building sense of future

- A more concise report to demonstrate the students' development

- aligning the admission requirement of different pathways (e.g. JUPAS, E-APPs)

- Facilitate the drafting of additional information

There are so many OLE activities. Which one is the most important?

同學應在撰寫人自述部分表現出持續性的質化提升，如<u>同學在興趣方面的持續性</u>以及真實的自己。

同學應在撰寫個人自述部分<u>表現出個人經驗及特質</u>。

由於同分考生增多，故表現出個人特質最重要。同學可描述自己的<u>非學術方面顯赫/令人印象深刻的成就</u>。

同學應在撰寫個人自述部分<u>表現出有關經歷如培養個人成長</u>或對自己有何得著並附上例證說明。

同學應在撰寫個人自述部分表現出<u>個人強項及有關經驗/活動/興趣的投入</u>。

同學在撰寫個人自述部份應盡量表現真實的自己，在學習經歷方面，同學<u>應嘗試接觸不同的事物，不要留於現實行事</u>。

同學應在撰寫個人自述部分表現出<u>個人鮮明的特質</u>。

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Tools to facilitate selection skill

Print Sequence for Selection of OLE in WebSAMs

OLE | **Award**

Student Name (Eng)	LAU WAI TONG	Student Name (Chi)	劉偉棠
Registration Number	2002048	Sex	M

Latest Schooling Record:

School Year	2005	School Level	Secondary
School Session	Whole Day	Class Level	Secondary 4
Class Name	4A	Class No.	3

▼Bottom

OLE Print Sequence

School Year	Type	Code	Programme	Role of Participation	Partner Organization	Components of Other Learning Experiences	Awards / Certifications / Achievements	Print Sequence [Fill]
2005	ECA	5004	Chinese Society	Head Prefect		Moral and Civic Education		3
2005	ECA	5005	Chinese History Society	Head Prefect		Career-related Experiences		4
2005	ECA	5901	Another OLE	Head Prefect	Amateur Sports Federation & Olympic Committee of Hong Kong, China			
2005	ECA	5902	Test OLE	Head Prefect				
2005	ECA	5904	Zheng Group	Vice-Chairman	Art for all	Aesthetic Development	best improvement,best performance	85
2005	ECA	5999	OLE_20071119	Head Prefect		Career-related Experiences		
2005	Service	0006	Student Librarian	Head Prefect	Charles's organization	Career-related Experiences,Community Service		10
2006	ECA	1001	Art Club	Head Prefect,vcd	Civil Aid Service	Aesthetic Development,Community Service	Duration1,duration 2,first prize,no prize	0
2006	ECA	1003	Boy Scouts / Cub Scouts	Head Prefect				

Print Sequence of Performance / Awards Gained Outside School record

Participation Outside School

	Programme	Programme Description	School Year	Role of Participation	Partner Organization	Awards / Certifications / Achievements	Print Sequence Fill
☐	Boy Scout 2005-2007	This is a boy scout event. 這是童軍項目	2005 - 2007	教練	童軍總會 Scout Association	金章 Gold Medal	1
☐	Moonwalkers 2006 Orbis	By walking from darkness to dawn with us, we hope that you will experience just a little of the joy a blind person must feel when having his or her sight restored. Ultimately, the Night Walkathon is not simply a fund-raising activity.	2006 - 2007	Member	奧比斯	Champion	2
☐	Programme I	Good Programme, very good.	2006 - 2007	COMMITTEE		BEST PERFORMANCE	3

Preview | Add | Delete | Reset | Save | Back

MY OLE STORY
述說我的故事

Opportunities to demonstrate their selection result

- 我是誰
- 我的強項是
- 我高中時期，參加過最重要的活動是
- 我未來的發展
- 我希望你這樣認識我
- 我的升學計劃

模擬求職遊戲

中四五〈其他學經歷課堂〉
(視藝 / 音樂堂 – 畢業檔案)

班別：_____ (　　)

姓名：_____

面試員
(電腦技術員)

指示

1. 面試員需逐一會見應徵者，每人時限約 3 分鐘。
2. 面試過程中，面試員需按準則發出問題，**應徵者必需說出答案** (面試員切忌自己看應徵者履歷表內容)。
3. 請根據應徵者表現以 ✓ 顯示是否達到以下取錄準則。
4. 如達到**所有**準則者，可以 ✓ 顯示作為最後取錄。

面試記錄表

準則 \ 面試者	班　別　學　號											

「生涯規劃課」

時　　段：中六學年

課節/課時：每周一節，每節35分鐘

場　　地：電腦室/MMLC室/演講廳/禮堂

課程內容：主題－大學聯招申請的準備

- 大學聯招申請講座
- 選科簡介及輔導
- 舊生經驗分享
- *中四至中六學習概覽的整理/編排/反思*
- 完成及提交OEA
- 面試技巧培訓

Facilitate student's Reflection through WebSAMS - writing of OLE Programme Description and Self-account

Strategies enhancing student reflection by adopting WebSAMS SLP Module

- Existing practices in school
  - Student handbooks
  - Spreadsheets
  - Electronic systems
    - WebSAMS from EDB
    - market/tailor-made
  - School-base system

Other Learning Experiences

其他學習經歷　**Other Learning Experiences**

其他學習經歷的有關資料，須由學校確認。其他學習經歷可透過由學校舉辦或學校與校外機構合辦的學習活動獲得，包括在上課時間表以內及/或以外的學習時間進行的有關學習經歷。除核心及選修科目外，在高中學習階段的其他學習經歷，尚包括德育及公民教育、藝術發展、體育發展、社會服務及與工作有關的經驗。
Information about Other Learning Experiences must be validated by the school. Other Learning Experiences can be achieved through programmes organised by the school or co-organised by the school with outside organisations. They may include learning experiences implemented during time-tabled and/or non-time-tabled learning time. Apart from core and elective subjects, Other Learning Experiences that the student participates in during his/her senior secondary education include Moral and Civic Education, Aesthetic Development, Physical Development, Community Service and Career-related Experiences.

活動項目(及簡介)* Programmes (with description)	學年 School Year	參與角色 Role of Participation	合辦機構 (如有) Partner Organisations (if any)	其他學習經歷的主要範疇 Major Components of Other Learning Experiences	獎項 / 證書文憑 / 成就 ** (如有) Awards / Certifications / Achievements (if any)
共同策劃社會服務 Community Service Together					
在教師和社福機構專家的指導下，學生組成小組去策劃社會服務。組織工作包括計劃、跟社福機構接洽及評估服務。這項活動……承擔責……（例如解決問……感）。Students …		組長	香港青年協會 The Hong Kong Federation of Youth Groups 香港小童群益會 The Boys' and Girls' Clubs Association of Hong Kong	社會服務 Community Service 德育及公民教育 Moral and Civic Education 與工作有關的經驗 Career-related Experiences	出席證書 Certificate of Participation 學習紀錄 Learning Log http://hk.blog.yahoo.com/learning_log

Description shows learning goals, knowledge, generic skills, values and attitudes developed

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An Example on OLE Programme Description

Cultural Services Volunteers Scheme
The Scheme is initiated by Leisure and Cultural Services Department. School helps train up students to provide voluntary service to promote arts and culture. This broadens students' horizon and awareness of the need to raise the quality of humanities. In the process, students may enhance their leadership, communication skills and creativity.

More samples from SLP website

http://cd1.edb.hkedcity.net/cd/lwl/ole/SLP/SLP_04_templates_01.asp

3. 學校描述活動的例子 Examples of activity description from schools

- 德育及公民教育 Moral and Civic Education
- 社會服務 Community Service
- 與工作有關的經驗 Career-related Experiences
- 藝術發展 Aesthetic Development
- 體育發展 Physical Development

SLP   # OEA

- Items to be input in SLP
  - ➤ **Programmes (with description)**
  - ➤ School year
  - ➤ **Major components of OLE**
  - ➤ **Role of participation**
  - ➤ **Awards / Achievements**
  - ➤ Partner organisation

- Items to be input by applicants
  - ➤ Activity Name
  - ➤ Description
  - ➤ Year
  - ➤ **(enrich)** Category (8)
  - ➤ **(new)** Activity Nature (11)
  - ➤ Participation Mode
  - ➤ **(enrich)** Role (16)
  - ➤ Award-bearing
  - ➤ **(enrich)** Award-type (13)

Enhancement of Self-account

- **Cancellation of the word limit**
- **Allow student input**

Align with JUPAS as 500 words

學生的自述 Student's 'Self-Account' (可選擇填寫 / Optional)

學生可於本欄提供額外資料，重點描述其在高中或以前的學習階段中的學習生活及個人發展方面的情況，以便其他人士(例如各大專院校及未來僱主等)參考。

舉例說，學生可概略地敘述一項印象深刻的學習經歷，如何影響其個人成長及人生目標。學生也可於本欄述說其訂定人生目標的故事，如何影響其個人抱負及全人發展。

In this column, students may provide additional information to highlight any aspects of his/her learning life and personal development *during* or *before* senior secondary education for readers' (e.g. tertiary education institutions, future employers) references.

For example, the student may take the opportunity to briefly highlight an impressive learning experience that has had an impact on his/her personal growth and life goals. The student may also use this column to tell his/her story about personal goal setting that is influencing his/her career aspirations or whole person development.

我喜歡與人相處……在初中，我是一名童軍，喜歡透過社會服務接觸人群，在過程中，我學習到很多解決問題的方法，這些經驗豐富了我的學習，對我的研習有著正面的影響。在一個「*關心社區*」的活動中，作為一群年青人，我們向區議會反映意見，改善社區設施，讓鄰舍更有效使用區內的環境。舉例說，我們發現有些椅子的擺放位置並不理想，因為那裡有些沒有上蓋的金屬椅子，在炎熱的夏季是不能使用的，我們把這些發現及相關建議提交區議會考慮。在高中，我有機會參與其他類型的社會服務，例如，在一項名為濕地公園暑期實習計劃中，我可透過導賞活動推廣濕地保育及環保意識。透過這些活動，我可以身體力行地去愛和關心他人，而且我變得更具分析力、觀察力及

Remarks for Self-account:

- Rehearsal of additional information in JUPAS
- Highlight impressive learning experiences and how skills and attitudes learnt.
- Provide information on personal goal-setting or careers aspiration.
- Highlight a particular skill / ability possessed.

List of **Good Practices** of SLP

- **Start early with a good interface approach**

  掌握先機　建構良好介面

- **Connected leadership and Coordination**

  良好領導　有助配合與連繫

- **Overall planning and ongoing facilitation from schools**

  整體規劃　造就持續培訓

- **Enhance the teacher-student and student-student interaction via SLP**

  師生互動　砥勵學習與交流

List of **Good Practices** of SLP

- **Create a Trust Abundant Culture on sharing of SLP**

  彼此接納的文化　提升分享質素

- **Enhance the teacher-student and student-student interaction via SLP**

  全面的反思　促進全人發展

- **Promoting a student-owned SLP: Enhance the responsibility of students in preparing their SLP, telling their own stories and finding their future pathways**

  提升擁有感　述說個人的學習故事

- **IT initiatives:**

  科技配合　與時並進提升效率

Session 3

**Hands On Practice
Enhanced Function of Websams**

Enhancement of SLP Module in WebSAMS

- Create student's assess right in order to facilitate their maintenance of the SLP on their own

  - Input of Performance/Awards and Key Participation Inside & Outside School

  - Print sequence of OLE records

  - Input of Self account

- Preparation of School Reference Report

- Temporary measures for E-APP application

Work flow of JUPAS Application