

Prepared by Hong Kong Association of Careers Masters and
Guidance Masters, for Education Bureau, HKSAR

Chapter 6: Practical Suggestions on Managing Data for Transition

For the Project “*Preparing Students for Successful Transition in the New
Academic Structure: Effective Presentation and Planning Ahead*”

HKACMGM



2011



Practical Issues on Data Compilation and Transfer

UNDERSTANDING THE REQUIREMENTS/EXPECTATIONS OF SLP AND JUPAS APPLICATION

Comparing SLP and JUPAS application requirements		
	SLP	JUPAS
Nature and purpose	A student-owned formative review of one's development in academic and non-academic aspects, together with a personal reflective account of one's growth and aspiration of the future; an official document issued by the school.	An application package that allows a student and the school to submit personal particulars, OEA information which includes a list of activities and achievements, a brief personal reflective essay, other qualifications, institutions' programme choices, etc., and recommendations from school to support the application.
Languages	Either Chinese or English	The application platform is in English; a student can input "Additional Information" in Chinese or English; key word search for OEA items can be in either Chinese or English
Items required (items marked with "*" are to be input by school/teachers)	<ul style="list-style-type: none"> ● Personal Particulars* ● Academic performance in senior secondary years* ● Chosen records of OLEs offered by the school ● List of awards and major achievements issued by the school ● Performance/awards gained outside school ● Self-Account (no more than 1000 words in English or 1600 words in Chinese; optional) 	<ul style="list-style-type: none"> ● Personal Particulars ● Institutions' Programme Choices ● Prior Education ● Other Academic Qualifications ● Applied Learning Results ● Music Qualifications ● Alternative Chinese Language Qualifications ● Disability Information (if any) ● Other Experiences and achievements in competitions / activities (OEA; no more than 20 items chosen from inside and outside school records) which include "Additional Information" (no more than 300 words) <p>School Reference Report which includes:</p> <ul style="list-style-type: none"> ● Personal and general abilities* ● Academic performance in school (Percentile in form AND overall rating)* ● Supplementary Information from Principal (only if necessary)*
Records of Students' Participation and Achievements	A student may choose, with variable number depending on one's choice, from the OLEs offered by the school, or input performance or awards gained outside school; the former list should be	A limit of 20 items is allowed for OEA; similar to records of OLEs, a student needs to define the category and role to play. JUPAS will provide a key word search list for matching and quick input.



Comparing SLP and JUPAS application requirements		
	SLP	JUPAS
	validated by the school while the later may not.	For outside school activities or awards chosen by a student, the school may decide whether to verify it or not.
The “self-account”	Should “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”, “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 stories about personal goal setting that is influencing his/her career aspirations or whole person development”. No more than 1000 words in English or 1600 words in Chinese.	Should be about “an interest or experience that has been particularly meaningful to you, or has affected your personal growth and life goals”, in no more than 300 words.
Follow-by schools	School needs to collect OLE records of students and to derive a mechanism to verify the internal records, and allow input of outside school performance/achievements records submitted by students.	School may allow students to input OEAs on their own, and then validate their inputs one by one; or school may use the data structure provided by the JUPAS Office to submit data from the whole form of students in one single file. For the later practice, school just guides students to select records from the existing data collection platform (e.g., e-Class, myProfile, WebSAMS) and convert the data to the required format.
Deadline of submission (key deadlines only)	No deadline for a school-based document. However, if school prefers to submit students’ SLPs to JUPAS Office as a supportive document, the deadline is Feb 2012 for the first NAS cohort.	<ul style="list-style-type: none"> ● 9 Jan 2012 for students’ input; ● 3 Feb 2012 for uploading of OEA by schools/students; ● 28 Feb 2012 for submission of school reference report; ● 13 April 2012 for verification of supporting documents of Other Qualifications (<i>if applicable</i>) by schools/students; ● 31 Mar 2012 for submission of full SLP by students (<i>optional</i>)
Template	Please refer to the template excerpted from OLE/SLP website in this Chapter.	Please refer to the template of data input and workflow of data preparation process provided by the JUPAS Office, also available in this Chapter.



TEMPLATE OF JUPAS APPLICATION: OEA AND ADDITIONAL INFORMATION TO BE SUPPLIED BY STUDENTS

FOR SCHOOLS UPLOADING PART I ONLY

- My Application Status
- Application Information
- My Workspace
- My Programme Choices
- Withdraw Application
- My Declaration
- Offer Result
- Help

Prior Education
Other Academic Results
Applied Learning
Music Qualification

Alternative Chinese Language
Disability
OEA

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Save

Other Experiences and Achievements in Competitions / Activities

Please click "Save" before you exit from this page, otherwise you may lose all the information you have entered in this page.

Please view messages, if any, in the Remark box at the end of this page.

Deadline for Submission: DD MM YYYY
 You should make reference to your own SLP when completing this form.
 You can type any word relating to the activity (e.g. sports, etc.).
 If you are not able to find the appropriate award / activity from the drop-down box, you can still choose "Others" and enter the relevant information in the box provided.

Activity:

Category: Community Service / Career-related Experiences / ... / Others

Year of Participation / Award: From -Please select - to -Please select -

Role: -Please select -

Attended as School Activity? No

Was this an award-bearing activity? Yes No

Nature of Participation: -Please select -

Achievement / Award: -Please select -

Add

Part I Attended as School Activities

Category	Activity	Nature of Participation	Role	Achievement/Award	From	To

Please confirm the above **Part I** information by checking this box:

(Please note that no further change can be made after checking this confirm box and "Submit")

If you wish to make further change(s) to the above information, please arrange with your school for the necessary amendment(s)

Submit

Part II Attended as Non-school Activities

Category	Activity	Nature of Participation	Role	Achievement/Award	From	To

Additional Information

Please describe in not more than 300 words (in either English or Chinese) an interest or experience that has been particularly meaningful to you, or has affected your personal growth and life goals.

Save

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For Schools Uploading Part I and II

Prior Education
Other Academic Results
Applied Learning
Music Qualifications

Alternative Chinese Language
Disability
OEA

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Other Experiences and Achievements in Competitions / Activities

i Please view messages, if any, in the Remark box at the end of this page.

Part I Attended as School Activities

Category	Activity	Nature of Participation	Role	Achievement/Award	From	To

Part II Attended as Non-school Activities

Category	Activity	Nature of Participation	Role	Achievement/Award	From	To

Additional Information

Please describe in not more than 300 words (in either English or Chinese) an interest or experience that has been particularly meaningful to you, or has affected your personal growth and life goals.

Please confirm ALL the above information in Part I **AND** Part II **AND** Additional Information by checking this box:

(Please note that no further change can be made after checking this confirm box and "Submit")

If you wish to make further change(s) to the above information in Part I and/or Part II and/or Additional Information please arrange with your school for the necessary amendment(s)

Submit

(tentative template supplied by JUPAS Office; used with permission)

Schools can opt **ONE** of the following upload mechanism:

Options	To Be Uploaded by Schools	To Be Completed by Students
1	<ul style="list-style-type: none"> ● Part I : School Activities ● Part II : Non-school Activities ● Additional Information 	N/A
2	<ul style="list-style-type: none"> ● Part I : School Activities ● Part II : Non-school Activities 	◆ Additional Information
3	<ul style="list-style-type: none"> ● Part I : School Activities 	<ul style="list-style-type: none"> ◆ Part II : Non-school Activities ◆ Additional Information
4	<ul style="list-style-type: none"> ● Part I : School Activities ● Additional Information 	◆ Part II : Non-school Activities
5	N/A	<ul style="list-style-type: none"> ◆ Part I : School Activities ◆ Part II : Non-school Activities ◆ Additional Information



TEMPLATE OF SCHOOL REFERENCE REPORT FOR JUPAS APPLICATION

Home Message Box Logout
Welcome ADMIN School (School Admin) 8 Mar 2011 17:14

- School Profile
- Account Management
- Student Info Management
- Maintain Student List
- Alternative Chinese Language Qualifications
- School Principal's Nominations
- Batch Reference Report
- Verify Supporting Document
- My Account
- Help
- Download Area
- My Declaration

DEFG Bbb Ddd (aabbcc)

Application No.:
Admissions Exercise: JUPAS 3-year curriculum for 2011 admission

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Personal Information Prior Education Other Academic Results Applied Learning

Music Qualifications Alternative Chinese Disability Self Recommendation Portfolio

School Principal's Nominations **Reference Report**

Reference Report

Under the provision of the Personal Data (Privacy) Ordinance, information contained in this report will be shown to the applicant upon request.

Personal and General Abilities

From your knowledge of the applicant and, where appropriate, in comparison with other S6 candidates in your school, please rate the applicant on the following attributes by ticking the appropriate boxes against such attributes below.

	Excellent	Good	Average	Below Average	Unable to Judge
Ability to communicate	<input type="radio"/>				
Ability to work with others	<input type="radio"/>				
Analytical power	<input type="radio"/>				
Conduct	<input type="radio"/>				
Creativity	<input type="radio"/>				
Independence of mind	<input type="radio"/>				
Industriousness	<input type="radio"/>				
Initiative	<input type="radio"/>				
Leadership	<input type="radio"/>				
Maturity	<input type="radio"/>				
Perseverance	<input type="radio"/>				
Sense of responsibility	<input type="radio"/>				
Overall Evaluation	<input type="radio"/>				

Academic Performance in School

The following information is based on the latest results obtained in:

S5 S6

From your knowledge of the applicant and, where appropriate, in comparison with other S6 candidates in your school, please give an overall rating to the applicant by ticking the appropriate box against each subject as listed below

Subjects	Percentile (Position in Form)				
	Top 10%	11% - 25%	26% - 50%	51% - 75%	Bottom 25%
English Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chinese Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics (Compulsory)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics (Extended)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liberal Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Language - Please select -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electives - Please select -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electives - Please select -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electives - Please select -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electives - Please select -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Rating				
Excellent	Very Good	Good	Average	Below Average
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				

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Supplementary Information from Principal *(only if necessary)*

Please provide information on event(s) that may adversely affect your student's application (such as sickness, accident, family problem). Please note that the JUPAS Office / Institutions may ask the applicant to produce documentation as proof and support if considered appropriate.

TO BE CONFIRMED BY SCHOOL PRINCIPAL:

Please confirm the above Reference Report by checking this box:

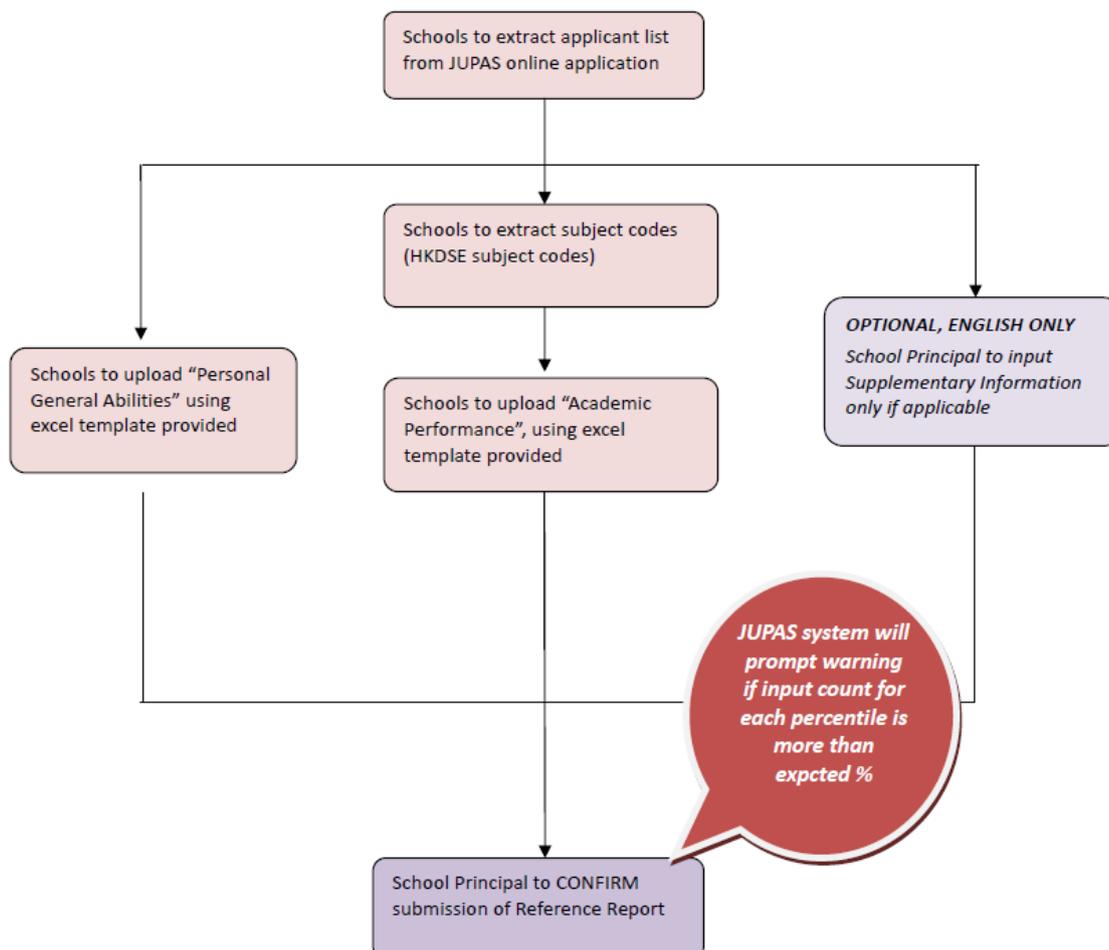
(Please note that no further change can be made after checking this confirm box and "Submit")

(Tentative templates by JUPAS Office; used with permission)

WORKFLOW ON SUBMISSION OF DATA FROM SCHOOL FOR JUPAS APPLICATION

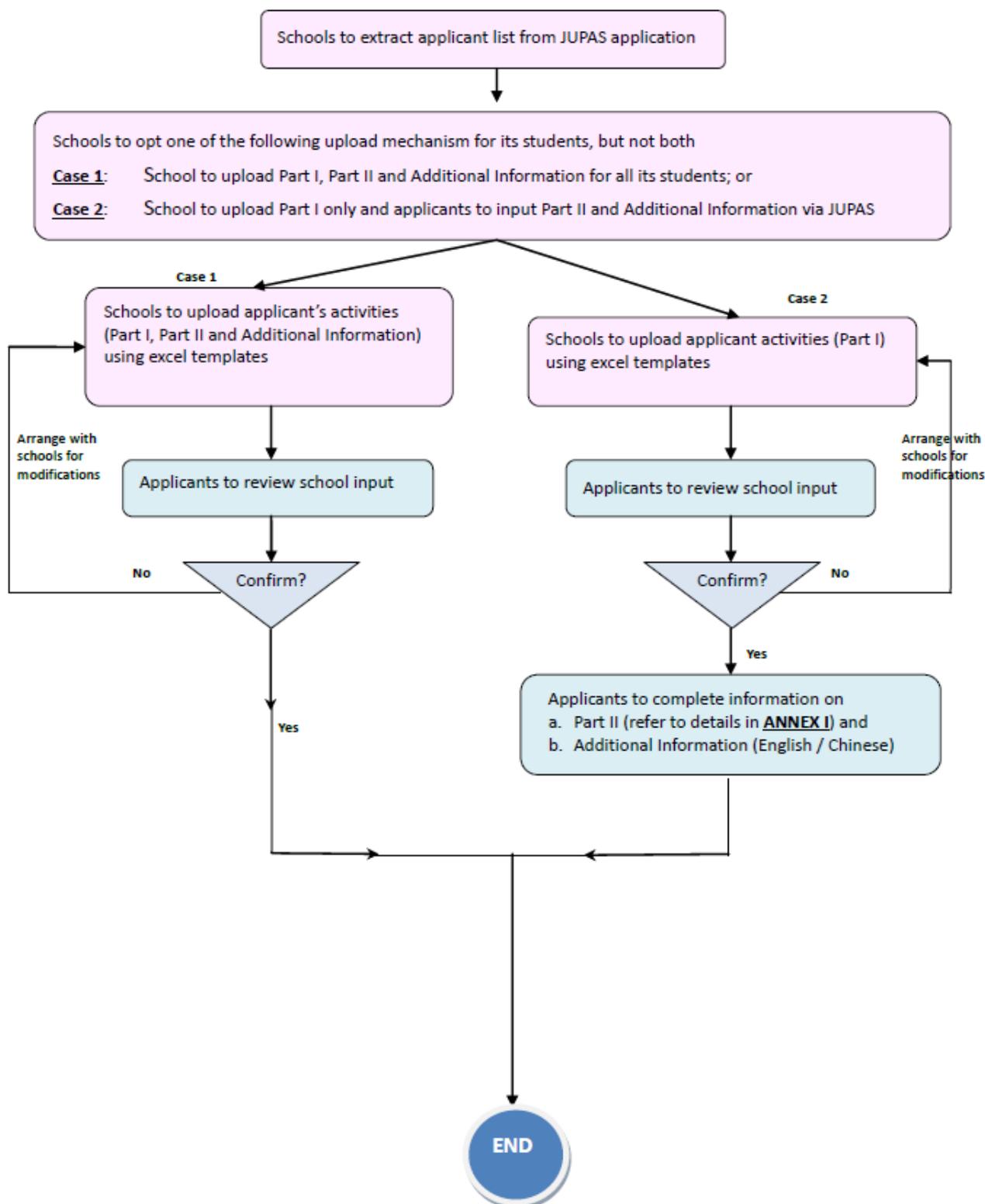
(workflow from JUPAS Office, as of 18-3-2011; used with permission)

Input of Reference Report including Academic Performance by School



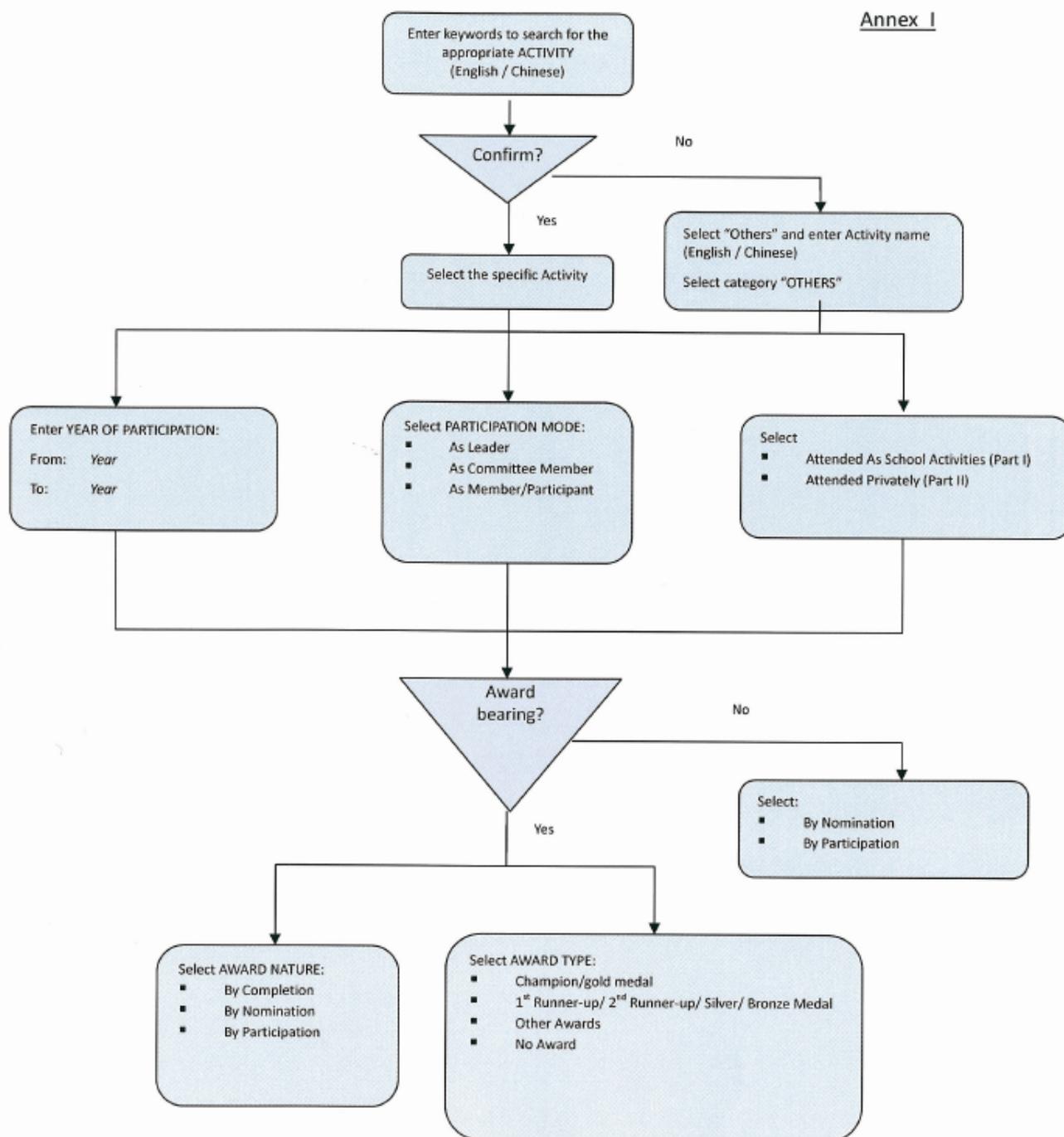


Input of Other Experience and Achievements by schools and applicants





Annex I



Note : Submission of full SLP to JUPAS is optional.

Students who wish to submit their full SLP may do so *either* via the JUPAS online application system (*i.e.* upload in pdf format) on or before the submission deadline of 31 March 2012 *or* to individual programme when they are invited for interviews.



TEMPLATE OF SLP

學生學習概覽例子 Example of Student Learning Profile

發出日期 Date of Issue: 31-07-2012

學生資料 Student Particulars

學生姓名: Student Name:	陳小恆 CHAN Siu-hang, Michael	身份證號碼: ID No.:	R000101(2)
出生日期: Date of Birth:	01-10-1994	性別: Sex:	男 Male
學校名稱: School Name:	香港學校 Hong Kong School	學校編號: School Code:	54321
入學日期: Date of Admission:	1-9-2006		
學校地址: School Address:	新界大埔洋涌村 Pun Chung Village, Tai Po, N.T.		
學校電話: School Phone:	(852) 26563446		

(For this part, there are three optional formats in the existing WebSAMS for school's choice, which are presented by 'Marks', 'Grades', 'both Marks & Grades')

校內學科成績
Academic Performance in School

科目 Subject	滿分 Full Mark	2011-2012 中六 S.6		2010-2011 中五 S.5		2009-2010 中四 S.4		主要作品名稱 Name of Key Projects
		校內表現 Mark /Performance in School	滿分 Full Mark	校內表現 Mark /Performance in School	滿分 Full Mark	校內表現 Mark /Performance in School	滿分 Full Mark	
中國語文 Chinese Language	300	200	300	175	300	(100)		
英國語文 English Language	300	190	300	180	300	160		
數學 Mathematics	100	90	100	95	100	95		
通識教育 Liberal Studies	100	80	100	(45)	100	65	獨立專題探究:發展中國家的 環保科技 IES Assignment: Environmental Protection Technology in Developing Countries	
生物 Biology	100	90	100	85	100	60		
健康管理與社會關 懷 Health Management and Social Care	100	85	100	85	100	85	香港公眾健康—疾病監察 Public Health Project on Disease Surveillance in Hong Kong	



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 在教師和社區機構專家的指導下，學生組成小組去策劃社會服務。組織工作包括計劃、與社區機構聯絡及評估服務。這項活動的目的是為提升學生承擔重要責任的能力及學習的素質（例如解決問題的能力、創意和責任感）。 Students organise their own Community Service in small groups, under supervision of teachers and experts from community agencies. Tasks include planning, liaising with community agencies as well as evaluating their service. The programme is designed to empower students with key responsibilities and enhance their quality of learning (e.g. problem solving, creativity and responsibility).	2009-2010	組長 Group leader	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
企業計劃 Company Programme 透過企業計劃，在義務管理顧問的指導下，學生成立一個公司。					

* 本部分除介紹相關的活動項目內容外，也可簡略地描述學生透過參與該活動項目所發展得來的知識、共通能力、價值觀及態度。
 Apart from explaining what the programme is about, the description also shows briefly what knowledge, generic skills, values and attitudes would be developed through the experience.

**有需要時可提供 獎項 / 證書文憑 / 成就 作證明。
 Evidence of awards/ certifications/ achievements listed is available for submission when required

備註：上表只展示了學生在高中階段主要的學習經歷，並不需要徹底地列出所有曾參與過的經歷。
 Remarks: The above list, which does not mean to be exhaustive, merely illustrates the 'key' learning experiences acquired by the student throughout the senior secondary years.

校內頒發的主要獎項及成就

List of Awards and Major Achievements Issued by the School

年份 Year	獎項及成就 Awards and Achievements	備註 Remarks
2010	李氏數學獎 Mrs. Lee Mathematics Award	



校外的表現 / 獎項 Performance / Awards Gained Outside School				
<p>學生可向學校提供一一些在高中階段曾參與過而並非由學校舉辦的學習活動資料。學校不須確認學生的參與資料。在有需要時，學生將會負責向相關人士提供適當證明。</p> <p>For learning programmes not organised by the school during the senior secondary education period, students may provide information to the school. It is <u>not</u> necessary for the school to validate such information. Students will be responsible for providing evidence to relevant people whenever requested.</p>				
活動項目(及簡介) Programmes (with description)	學年 School Year	參與角色 Role of Participation	主辦機構 Organisation	獎項 / 證書文憑 / 成就* (如有) Awards / Certifications / Achievements* (if any)
英國皇家音樂學院鋼琴試 Associated Board of the Royal Schools of Music, Piano Examination	2010-2011	考生 Candidate	香港考試及評核局 Hong Kong Examinations and Assessment Authority	英國皇家音樂學院，八級鋼琴 Associated Board of the Royal Schools of Music, Piano Examination, Grade 8
英國皇家音樂學院聯合委員會術科考試及樂理考試，為本港最為人熟悉的音樂考試 The ABRSM examinations are the most popular music examinations in Hong Kong				
雅禮國際英語測試 International English Language Testing System	2011-2012	考生 Candidate	English for International Opportunity	達到英國大學入學水平 Achieved UK and Australian universities enrolment standard
雅禮國際英語測試原則是為母語並非英語的人士，測定及認證英文能力的考試。 The International English Language Testing System has been developed for non-native English speakers all over the world in order to evaluate and certify their English-language proficiency.				

*有需要時可提供 獎項 / 證書文憑 / 成就 作證明
Evidence of awards/ certifications/ achievements listed is available for submission when required

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

(以 1000 字內之英文 或 1600 字內之中文撰寫本部分)
(No more than 1000 words in English or 1600 words in Chinese)

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，學生可簡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個人發展。

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、觀察力及對人的需要更加敏銳。因著這些正面的經驗，我有更多寫作的題材及設計的意念，我的溝通能力和社交技巧也改善了。除了在學習上的得益，我也發展了著重紀律及關愛別人的性格，比較起童年時以自我為中心的態度，我對自己的強項和限制，及對個人的抱負都了解多了。

在高中參與的活動中，我印象最深刻的是文化藝術義工計劃。透過這項活動，我接觸到很多有關藝術及文化的內容，透過藝術作品了解人們如何看待生命，了解他們認為甚麼是最有價值的事物，我有機會與不同文化背景的義工繪畫醫院的牆壁，因著我們不同的背景，適切的溝通是十分重要的，這能促進我們彼此之間的協作。我發現不論種族、文化、年齡及背景，愛及關心是最大的推動力叫人甘心樂意地付出，為社會謀福祉。

我希望將來可投身服務行業，幫助有需要的人。無論我將身處哪一個工作崗位，我已下定決心以愛心服務人羣，為社會締造更美好的將來。……

I enjoy getting along with people very much. I was a boy scout at junior secondary level. I liked meeting people and solving problems through community service. The experience enriched my learning and exerted a positive impact on my study. In an Art for Community project, as a team of teenagers, we made proposals for the district office.

(Template found on EDB website at <http://cd1.edb.hkedcity.net/cd/lwl/ole/SLP/sample/SLPB.pdf> ; used with permission)



A whole-school Approach in Preparing Students for Successful Transition

The NEED for a whole-school approach

Readers who have gone through the requirements, templates and workflow of SLP and JUPAS Application package may be well aware the complexity and the heightening workload to be shouldered by teachers and administrators. The HKACMGM has the following suggestions regarding the two major projects related to transition:

- **Plan Ahead:** Considering the massive loads of data to be manipulated and verified, the numbers of teachers may get involved (class teachers, subject teachers...etc.), school leaders need to plan ahead about the internal workflow and practices in school. The first step may be to get all staff in school informed about the details of the two projects, so as to build the awareness of different personnel in school, understanding the fact that majority of staff may have a role to play.
- **Choose a Smart Data Support System:** Both projects require data collection and/or selection from students' activity/achievement/academic performance records. Collecting-selecting-matching-verifying-compiling of OLE/OEA data, which diversifies profoundly among students, should be carefully managed. Most schools have an existing system for collection of OLE/achievement data. To minimize workload of teachers, and to safeguard accuracy of data, schools should consider how different outputs (one for SLP, one for JUPAS application...etc.) can be generated from a single data collection system, so that students/teachers only need to input an item once.
- **Define Roles of Different Personnel Involved:** Whether a school is going to set up an ad hoc committee to handle the two projects is a highly contextualized decision. Nonetheless, various personnel involved should have a clear and mutual understanding on their roles and deadlines to follow! A vice-principal may be overseeing the progress and interflow of data of the two projects; the career mistress/master and teachers definitely have key roles to play in terms of guidance and administrative matters; class teachers probably need to give comments on school recommendation forms; representatives from the Extra-curricular Activities Committee/ OLE Committee may play a role in data verification; subject teachers need to consider how to define the overall rating on academic performance (which should be subjective!); clerical and administrative support is crucial; and a key person who shouldn't be missed – the IT Coordinator who manages data, compiles them, and works directly with service provider, if any, on the data transfer process.

The following are examples on internal workflow of schools to tackle with the two projects.

Case 1: Workflow for the Preparation of SLP and JUPAS Application (from Carmel Secondary School)

Time Frame	Target	Role of Students	Role of Admin Personnel	Role of other teachers	Role of Career Teachers	Roles of Class Teachers
Jan 2011	Amendment of students' activity records in MyProfile		Revision and amendment of records			
	Draft of design of school-based SLP template		Setting up of an ad hoc committee to draft and submit proposal to SIC and staff meeting			
Feb 2011	Trial test of data collection system with revisions adaptive to JUPAS requirement: <ul style="list-style-type: none"> ● Use and coding of Activity List ● Incorporation of OEA selection function ● Incorporation of Reference Report data ● Formulation of data input workflow on collecting and sorting data 		Testing and coordination with personnel from service provider; liaison with external organizations			
Mar 2011	Finalization of the import/export function of various data structures		Conducts final testing and authorization of related personnel in use of data system			
	Introducing the SLP/JUPAS workflow to all staff and students		Explain and demonstrate the workflow to students and teachers			
	Complete OLE input up to first term 2010-11	Data input by students	Data input; IT coordinator oversees the management of student data	ALL related teachers provide records of S.5 students' OLE;		
Apr 2011	Students complete career assessment(s) and conduct the trial selection of (1) OEA, and (2) OLE for SLP;	Engage in briefing and completion of assessments and selection procedures according to guidelines	IT coordinator oversees the IT support during the process		Provide coaching and guidance to students on interpretation of assessment results and selection of OEA and OLE	Conduct career exploration activities in Class Teacher Periods
	Output of 1 st SLP draft (with data up to Mar 2011) for follow-ups	Checking data and reporting errors	IT coordinator is in-charge of the output process			Distribution and collection of documents
	Preparation of the first draft of self account based on the SLP draft and reflections	Engage in career and life planning activities in Life Camp and acquire skills and strategies in writing			Plan and deliver career planning program in Life Camp, including strategies in writing	Assist in debriefing of activities in Life Camp



Time Frame	Target	Role of Students	Role of Admin Personnel	Role of other teachers	Role of Career Teachers	Roles of Class Teachers
May 2011	Finalization of SLP design		Approval from school management committee and collection of staff's view in staff meeting			
	Submission of 1 st draft SLP	Students submit their drafts to career teachers			Plan and conduct group sharing sessions for peer review	Be given a copy of students' work and have follow-ups if necessary
Jun 2011	Processing of data for academic performance		IT coordinator and staff responsible for WebSAMS oversee the procedures	Data passed to all teachers as reference		
Jul 2011	Input of OLE records for 2 nd term of 2010-11	Data inputs by students	Completes inputs from other teachers	Teacher provide data to admin staff for data input		
	Output of 2 nd draft of SLP for follow-ups	Check and report errors; Engage in career and life planning activities on reflections;	IT coordinator oversees the management of student data; Admin staff amends all errors reported by the end of July	Subject panels determine the cut score for ranking in academic report for JUPAS	Conduct program to help students review their SLP and conduct further career exploration activities in preparation of JUPAS	Participate in program/activities run by career teachers
	Writing up personal statement and Additional Information as an exercise	Utilize various resources to construct one's personal statement			Feedback on draft of personal statement from students	
Sep 2011	Submission of 2 nd draft of Personal Statement and Additional Information	Submission of the 2 nd draft		Eng. Teachers mark the scripts		
	Input of OLE data from Jul-Aug 2011	Input by students				
Oct 2011	Processing of JUPAS application	Attend briefing sessions; input of required personal data to JUPAS account	IT coordinator provides data on academic performance; the Principal inputs supplementary information, if any	Subject teachers input data of academic ranking of individual students;		Input data of Personal and General Ability
Nov 2011		Decide on program priority lists; selection of OEA from MyProfile;			Conduct group and individual counselling	
			Ad hoc group assists in compilation and checking of JUPAS application related data			



Time Frame	Target	Role of Students	Role of Admin Personnel	Role of other teachers	Role of Career Teachers	Roles of Class Teachers
	Finalization of Additional Information and Personal Statement	Update the Additional Information and input data			Return scripts to students and conduct debriefing sessions	
Dec 2011	Final input of OLE records	Input by students	Input by admin staff	Teachers provide records for input		
	Final revision and Confirmation of OEA records	Amendment of OEA due to additional OLEs				
Jan 2012	Confirmation of all JUPAS application related data and submission of data files to JUPAS office		Confirmation by the Principal, upon recommendation from the ad hoc group			
	Submission of JUPAS application (9 January 2012)		IT coordinator submits the compiled data files to JUPAS		Career mistress confirms all applications	
Feb 2012	Production of SLP	Update and submit the Personal Statement; selection of OLEs from MyProfile; checking data and report errors	Ad hoc group assists in compilation and checking of SLP data and output; Confirmation by KT			



Case 2 (from SKH Li Ping Secondary School)

校本學習概覽計劃 (Student Learning Profile)

施行方法

級別	目標	負責組別/老師							
		學生	Academic	DC	ECA	IT	Careers	班主任	校務處
中一	1. 培養學生自我管理 儲存個人紀錄習慣 2. 完善學生全人發展報告	1. 輸入個人資料	學校檔案 - 安排下學期閱讀課每班至少有一次與班主任到 MMLC 入資料	學校檔案 - 中一迎新日向家長及學生講解 SLP - 手冊內 - 準備獎懲紀錄及考勤紀錄	學校檔案 - 準備活動紀錄交與 Michelle	學校檔案 - 每年從 Websams 匯入學校檔案資料	學校檔案 - 協助準備活動紀錄 - 家長晚會 (向初中及中四家長介紹 SLP)	學校檔案 - 鼓勵學生輸入資料	- Office 向新生收取\$40 - 協助整理學生資料 - 協助準備活動紀錄 - 協助準備推薦信、離校證明及 testimonials 等學校文件
中二		2. 輸入校外課外活動、比賽得獎紀錄等資料	- 家長晚會 (向初中及中四家長介紹 SLP) 學習概覽 - 寫作之星 - 閱讀獎勵計劃	- ECA 老師準備得獎紀錄並提醒同學輸入資料 - ECA 老師校外活動審閱學生輸入資料	- 教導學生使用 e-portfolio(中一至中三課堂、中四其他時間，至少每年一次) - Teachers' Training - 技術支援	- 協助學生檢視學習成果及訂定目標 - 設計輸入資料表	- 每年為學生作學習檢視 - 審閱學生輸入資料 - 協助學生檢視學習成果及訂定目標		
中三	3. 每年個人學習檢視	4. 完成初中反思文章	學習概覽 中文科協助中三學生完成初中反思文章			協助中三學生完成初中反思文章			
中四		- 輸入校外課外活動、比賽等得獎紀錄資料	學習概覽 - 寫作之星 - 閱讀獎勵計劃			活動協助學生檢視學習成果及訂定目標			
中五			學習概覽 - 寫作之星 - 閱讀獎勵計劃						
中六		5. 完成初中反思文章	學習概覽 中文或英文科協助中六學生完成高中反思文章			協助學生燒錄光碟	- 準備 testimonials - 協助中六學生完成初中反思文章		

