

4 Guide on activity arrangement

4.1 Guidelines on arranging half-day career visits

Mentorship Alliance provides half-day career visits for NCS students to visit different facilities, learn about relevant knowledge and experience through interactions with practitioners, and to understand the daily operation of the organisation. In this regard, students will be able to draw a relation between their life aspirations, and their future studies and career development.

4.1.1 Objectives

- To help NCS students explore different study and career pathways
- To help NCS students explore the actual work environment and understand the appointment requirements.

4.1.2 Duration

Every half-day career visit lasts for 4 hours in total, which includes:

1. Transportation
2. Activity (Suggested duration: between 1.5 and 2 hours)

The school and the Mentorship Alliance organisation can negotiate and adjust the activity duration basing upon the lesson time and rundown of the visits.

4.1.3 Suggested workflow

Stage	Goals	Time	Content	
			External work (Communication with the Mentorship Alliance)	Internal work (Administration)
1.	Collecting students' options	4 months before the career visit	N/A	<ul style="list-style-type: none">● Collect options from the participating students● Conclude the top 5 options from students
2.	Deliberation on partnership	3 months before the career visit	<ul style="list-style-type: none">● Send invitation to the organisations via email● Propose partnership plan● Exchange views with the organisations and propose the date and time of career visit to understand the expectations of	N/A

			the organisations.	
3.	Internal discussion	2 months before the career visit	N/A	<ul style="list-style-type: none"> ● Discuss with relevant teaching staff about the coordination and the manpower deployment
4.	Confirmation of basic activity details	1 month before the career visit	<ul style="list-style-type: none"> ● Discuss with the organisation representatives and confirm the basic activity details: <ul style="list-style-type: none"> • Date • Arrangement (School-based/ joint-school based) • Number of visitors • Medium of instruction 	<ul style="list-style-type: none"> ● Contact tour bus companies ● Purchase insurance ● Distribute and collect school circulars
5.	Discussion on activity rundown and content		<ul style="list-style-type: none"> ● Discuss with the organisation representative on the appropriateness of the proposed activity rundown and content 	<ul style="list-style-type: none"> ● Propose initial activity rundown, design appropriate activity and discuss the manpower ratio with staff participants
6.	Collection of information from the Mentorship Alliance	2 weeks before the career visit	<ul style="list-style-type: none"> ● Collect relevant information from the organisation <ul style="list-style-type: none"> • Background of the organisation • Background of the staff responsible for sharing • Department information ● Submit relevant documents to the organisation <ul style="list-style-type: none"> • Number and background of participants • Personal information and documents 	N/A
7.	Confirmation of activity rundown and details		<ul style="list-style-type: none"> ● Confirm activity rundown <ul style="list-style-type: none"> • Content • Manpower deployment and resource arrangement • Other details (E.g. Traffic arrangement, meeting location, etc.) 	
8.	Confirmation of the activity arrangement	1 week before career visit	<ul style="list-style-type: none"> ● Confirm the activity arrangement with the organisation representative. ● Exchange information and contact of the main contact person on the activity day with the organisation 	<ul style="list-style-type: none"> ● Organise briefing session <ul style="list-style-type: none"> • Introduce the rundown of the career visit to students
9.	Guidance and coordination	On the day of career visit	<ul style="list-style-type: none"> ● Guide and assist students to engage in the activity ● Review with students after the visit 	N/A
10.	Evaluation and Feedback	Within 2 weeks after career visit	<ul style="list-style-type: none"> ● Exchange feedbacks and activity records with the organisation (e.g. evaluation survey and activity photos, etc.) 	<ul style="list-style-type: none"> ● Collect opinions and suggestions for improvement from the participating staff. ● Consolidate students' learning outcomes from the visit

1. Collecting preferences

Four months prior to the career visit (or earlier), Industrial Classification 2.0 (please refer to Annex 1) can be distributed to students to select their five most favourable industrial classes. After concluding the five most popular industry classes among students, teachers may provide the result to Mentorship Alliance organisations for invitation purpose.

2. Deliberation on Partnership

Three months before the career visit, teachers should send invitation letters, through email or by post, to the selected Mentorship Alliance organisations. Upon receipt of confirmation, teachers-in-charge may proceed with planning the partnership programme with the Mentorship Alliance organisations. To understand the organisations' expectations and reach an agreement, both parties can exchange their opinions and propose the date and time of the career visit. If there is no reply from the Mentorship Alliance organisations two weeks after the invitation is sent, teachers-in-charge are advised to contact the relevant organisations. Teachers need to confirm if the organisations accept the invitation and should explain further on the invitation letter sent if necessary.

3. Internal discussion

Two months before the career visit, teachers-in-charge should present the proposed date and time of the visit (e.g. other learning experience session), the assignment of responsibilities and manpower deployment to other members from the Career Guidance Team. The expectations and opinions from the Mentorship Alliance organisations should also be included for discussion.

4. Confirmation of basic activity details

One month before the career visit, teachers-in-charge and Mentorship Alliance organisations should discuss and finalise the basic details of the activity, which includes activity date, time, arrangement (school-based / joint school-based), number of visitors and medium of instruction. Additionally, teachers-in-charge also have the responsibilities to contact the tour bus companies, confirm on the shuttle service arrangement and purchase insurance for students. Upon the confirmation of the above -stated details, teachers should distribute school circulars to obtain parents' consensus over the career visits.

5. Discussion of activity rundown and content

Stage 5 should proceed in parallel with stage 4. Teachers-in-charge shall initially propose an activity rundown, appropriate activities and teacher-student manpower ratio (e.g. 1 teacher with 10 students) with the staff involved. After this, the proposal should be brought to Mentorship Alliance organisation representatives for discussion on whether the rundown and content are suitable for the participants. To enrich students' learning experience, the activity must include basic sessions and at least one "highlight session". Please refer to Annex 2 for the rundown sample of a half-day career visit.

Please refer to the following arrangement for the activity rundown:

Time Allocation Activity Session	More time should be allocated	Less time should be allocated
Basic session	<ul style="list-style-type: none"> ● Visiting workplaces/ facilities 	<ul style="list-style-type: none"> ● Introduction of the department/ organisation ● Q&A Session ● Debriefing after visit
Highlight session	<ul style="list-style-type: none"> ● Mentors' sharing session ● Role-play ● Demonstration ● Mock work experience 	

For designing the activity content, please refer to the sessions as follows:

- **Basic session**

Basic session refers to the following sessions that should be provided to the participants for a half-day career visit to fulfil the goals of visits.

(a) ***Introduction of the department/ organisation***

- Background of the organisation
- The internal structure of the department/ organisation
- Appointment requirements of various positions (or junior position)
- Career pathway

(b) ***Visiting workplaces/ facilities***

- Office
- Other special workplaces (e.g. workplace of aircraft maintenance engineer)
- Practice/Training facilities

(c) ***Q&A Session***

- Students should be encouraged and given sufficient time to raise questions to the mentors so that they can acquire other information in addition to the visit (e.g. mentors' interview experience and their experience of working with colleagues).

(d) ***Debriefing after visit***

- Before the activity takes place, mentors and teachers can agree on including a short debriefing session after the visit at the visited venues. The debriefing can be put forward by various means, such as conversations, survey etc., to understand students' opinions and learning outcomes (levels of satisfaction). The result can be taken as a reference for organising similar activities in the future.

● ***Highlight session***

Highlight sessions means any important sessions that the organisers, having regard to the venue and manpower capacity provided by the organisation, should include as the climax of the career visit to fulfill the goal of the activity.

(a) ***Mentors' Sharing***

- Mentors can share their work experience, work stories and challenges with students in a seminar or small groups

(b) ***Role-play***

- Students will be given a scenario where the mentors have personally experienced/ may come across in an actual work environment. They are required to produce a solution in groups and perform a roleplay (e.g. management of theme park, amusement ride operators, visitor, etc.). The task encourages students to think and apply different methods to solve the challenges at work.

(c) ***Demonstration***

- Students will be able to learn from demonstration on site.

(d) *Mock work experience*

- With the help from the staff, students can get hands-on experience on simple work tasks (e.g. students can work as a room attendant and try making the bed when visiting hotel rooms)

6. *Collection of information about the Mentorship Alliance organisation and provision of details about the visit via email*

Two weeks before the career visit, the teachers should collect information from the Mentorship Alliance organisation, including background information of the organisation and the speakers, setting of sharing session and information of the related department. Such information will be useful for teachers to prepare student with the briefing session. Meanwhile, the teacher-in-charge should send relevant information to the organisation by email, including the number of visitors, background of students (e.g. class and mostly used language), personal information and documents (if necessary).

7. *Confirmation of activity rundown and details*

Stage 7 should proceed in parallel with stage 6. Teachers-in-charge and the teachers involved should confirm and understand the arrangement and points to be noted, such as the activity rundown, content, manpower, resource arrangement and other details (e.g. traffic arrangement, meeting location, etc.).

8. *Confirmation of the activity arrangement*

A week before from career visit, teachers-in-charge shall confirm the activity arrangement with the representative of the Mentorship Alliance organisation and exchange the information and contact of the main contact person. Moreover, the teachers-in-charge should organise a student briefing session, which proceeds in parallel with Stage 8, and the content should include:

- Introducing the rundown of career visit.
- Introducing the basic information about the visited organisation (e.g. background, job nature and industrial class)
- Points to note (e.g. dress code and attitude).
- Encouraging student to prepare questions for the mentors

- Introduction of the organisation and the activity worksheet (please refer to Annex 3 for sample worksheet).

9. Guidance and coordination

On the day of career visit, teachers-in-charge should keep close contact with the contact person of the organisation. In case of any emergency, please inform the contact person immediately (e.g. a drastic change in the number of student participants) for making prompt adjustment. In addition, teachers-in-charge and participating teachers should travel to the visited venue by tour bus with students. Teachers should contact the contact person before reaching the destination. Teachers are advised to take a group photo for the students and representatives from the organisation upon arrival. During the visit, teachers should encourage students to raise questions and actively engage in the activity. They can also provide assistances to students to complete the worksheet if necessary. As the activity comes to the end, teachers-in-charge should immediately call for a debriefing with the students to consolidate their learnings and collect their opinions.

10. Evaluation and Feedback

Teachers-in-charge should conduct evaluation with the Mentorship Alliance organisation, teachers and students involved and obtain their feedback within two weeks after the career visit.

- **Mentorship Alliance organisation**

The teachers-in-charge shall send an evaluation survey to the contact person of Mentorship Alliance organisation via email and exchange feedback and activity record (e.g. evaluation questionnaires and activity photos) within two weeks after the visit. Meanwhile, teachers-in-charge and the organisation can explore the opportunities of providing work experience activities.

- **Teachers concerned**

Evaluation with other concerned teachers on the arrangement, rundown, suggestions for improvement, students' participation and learning outcomes can serve

as reference for planning other work experience activities in the future.

- **Student participants**

Teachers are suggested to use a variety of media and tools (e.g. event photos, products, students' impression of the visit) to review the rundown and content of the visit with the students in class. An in-depth discussion and sharing will also facilitate students' understanding of the relevant industry, and inspire on their study/ career planning. Additionally, teachers can make use of the activity records (e.g. photos) and students' impression of the visit for promotion and motivate other students in participating the programme in the future.

4.1.4 Options other than career visits

Career visits for students may not be suitable for certain industries due to their uniqueness and safety concerns (e.g. engineers may need to work at construction sites). Nevertheless, teachers-in-charge can invite representatives from Mentorship Alliance organisations to host a sharing session at school. Speakers can share with students on topics such as work environment, basic appointment requirements, personal work experience, anecdotes, as well as the hardship and joy at work. The students can thus draw on the sharing in deciding the direction of their study/career development.

Upon completion of secondary education, some of the NCS students may continue their studies. Teachers-in-charge are suggested to arrange visits to tertiary institutions so that students can have a better understanding of the multiple study pathways and the relationships between curriculum and career. (For example, if one is planning to follow the healthcare discipline, apart from studying a bachelor's degree, one can also study registered courses in a variety of tertiary institutions.) Students can therefore have a clear goal for their life planning. The following sessions can be arranged for visits to tertiary institutions:

- Visiting facilities in the institutions
- Hosting study seminars for students to know about the appointment requirements of different academic disciplines at different institutions
- Arranging Taster Programme for students to have some hands-on experience in the field of study through activity (e.g. inviting tutors from fashion design institutions to teach basic textile cutting and simple sewing)

- Sharing by tertiary students on the difficulties and challenges encountered during their learning processes

4.1.5 Assessment

- **Attendance**

To evaluate whether the arrangement, such as the date, time and location, is appropriate for students to attend the activity, teachers-in-charge should take a record of their attendance and reasons for absence at the end of the career visit.

- **Evaluation survey**

Through conducting an evaluation survey, teachers-in-charge can collect feedback on the objectives, content, rundown and relevance to the subjects from the participants and Mentorship Alliance organisations.

- **Teacher's observation**

From the observation of the teachers on-site, they can have a better understanding of students' performance and responses during career visits (e.g. level of involvement).

- **Debriefing session**

The participants are encouraged to share their views on the activity rundown and content after the career visits. They can review and conclude their learning outcomes on four aspects including experience, feeling, insight and aspiration. In the meantime, teachers-in-charge can adopt various approaches (e.g. drawing mind map) to sum up the learning outcomes of career visits with students in groups.

- **Evaluation meeting**

Evaluation with teachers-in-charge on the arrangement, rundown, suggestions for improvement, students' participation and learning outcome can serve as a reference for planning other career visits in the future.

4.1.6 Points to note

- ***Selection of Mentorship Alliance organisations***

Apart from students' top 5 choices of industries, teachers can take the previous experience of the respective Mentorship Alliance organisation into consideration. Organisations with experience in arranging career visits for NCS students are more

familiar with the arrangement and design of the activity. They can conduct more information sessions that closely relate to the relevant industry. If the organisation is located near the school, it will be less likely to affect the schedule or result in a rush schedule due to the travelling time needed.

- ***Invitation letter***

To maintain contact with Mentorship Alliance organisations, teachers should include the following information, such as information of contact person, proposed date and time of the activity, in an invitation letter (refer to the sample letter in Annex V) after collecting their list of preferences (Stage 1). Invitation letters should be sent to different Mentorship Alliance organisations via email to explore the opportunity of arranging half-day career visits.

- ***Purchase of insurance***

Please refer to the guideline of “School Safety and Insurance” on EDB’s website.

- ***Manpower ratio***

According to the experience of the project team, the recommended teacher-student ratio is 1:10 when confirming the activity content and details with relevant teachers (Stage 8). If there are more than 10 student participants, they should be divided into two groups. Each group should be led by one teacher for support and post-activity discussion so that students can have a deeper understanding.

- ***Scheduling of career visits***

During the deliberation on the Partnership Programme with the Mentorship Alliance organisation (Stage 2), teachers-in-charge should consider the opening hours of respective organisations while discussing the date and time of visit (Taking Government departments and the majority of the private sector as an example, their working days usually lie on weekdays). Besides, other teachers involved (e.g. class teachers and subject teachers) should be well-coordinated to facilitate the manpower deployment and encourage students’ participation.

- ***Student identity documents***

Some Mentorship Alliance organisations are located in closed / restricted areas (e.g. Government Flying Service). To arrange career visits, all visitors must submit their

identification documents. In the light of the experience of the organisations which participated in the programme, NCS students mostly consisted of local NCS students and students on short term visits (such as exchange students and refugees). For any students who are assigned to the above-mentioned organisations, the teachers-in-charge may deliberate with the contact person of the organisations on the relevant arrangements. If some of the students cannot participate in the activity, teachers-in-charge must explain the situation to the students concerned and make appropriate arrangements. Or, relevant organisations can be invited to the schools for sharing.

- ***Special arrangement***

Teachers-in-charge should consult Mentorship Alliance to decide on the special arrangements under adverse weather conditions in advance and pay close attention to the weather on the day of work experience activities.

- ***Establishment of the “Mentorship Alliance” network***

After the career visits, the teachers-in-charge may establish a “Mentorship Alliance” network to facilitate the planning of visits in the future. Suitable organisations could be selected from the network when arranging work experience activities. Since the contact person of the organisations may change from time to time, teachers-in-charge should maintain communication with the organisations through, for example, a regular invitation to them for participation in school activities.

4.2 One-day/two half-days work experience

Mentorship Alliance provides opportunities for hands-on work experience for the NCS students to have a taste on the work requirements of different industries. Through the interaction with the practitioners, students can have a deeper understanding of the industry. The practitioners can also provide guidance to the students and encourage them to prepare for their future study and career in the long run.

4.2.1 Objectives

- To let NCS students experience the workplace environment and gain relevant knowledge
- To encourage life planning at an early stage

4.2.2 Duration

Work experiences could be arranged as follows:

1. One-day work experience (Suggested duration: 8 hours)
2. Two half-days work experience (Suggested duration: 4 hours)

The actual activity duration is subject to the negotiation and adjustment between the school and the Mentorship Alliance based on the lesson time and the content of work experience.

4.2.3 Suggested workflow

Stage	Goals	Timeline	Activity	
			External work (Communication with Mentorship Alliance)	Internal work (Administration)
1.	Deliberation on Partnership	3 months before the Work Experience Day	<ul style="list-style-type: none"> ● Send invitation letters to the organisations via email ● Propose a partnership programme with the organisations ● Exchange views with the organisations and propose the date and time of Work Experience Day to understand the expectations of the organisations 	N/A
2.	Internal discussion	2 months before the Work Experience Day	N/A	<ul style="list-style-type: none"> ● Discussion on coordination and manpower deployment with relevant teaching staff
3.	Confirmation of the basic details of the activity day	1 month before the Work Experience Day	<ul style="list-style-type: none"> ● Discussion and confirmation of the basic details of the activity day with the organisations <ul style="list-style-type: none"> • Date • Duration (One-day/two half-days) • Medium of instruction • Quota for participants 	N/A
4.	Discussion on activity rundown and content		<ul style="list-style-type: none"> ● Discussion with the organisation representative on the appropriateness of the proposed activity rundown and content 	<ul style="list-style-type: none"> ● Proposing activity rundown and the relevance of the content with teaching staff who may participate in the activity
5.	Collection of information from the Mentorship Alliance organisation		<ul style="list-style-type: none"> ● Collection of relevant information from the organisation <ul style="list-style-type: none"> • Background of the organisation • Background of the staff responsible for the sharing • Information of the department 	N/A
6.	Dissemination of information on work experience activity		N/A	<ul style="list-style-type: none"> ● Prioritise students' preference
7.	Matching	3 weeks before the Work Experience Day	N/A	<ul style="list-style-type: none"> ● Matching students with different organisations for work experience ● Interview with students and confirmation of the arrangement

8.	Distribution of school circulars (parents' letters)		N/A	<ul style="list-style-type: none"> ● Distribution and collection of school circulars to obtain consent from parents for participating in extracurricular activities ● Contacting parents ● Purchase of insurance
9.	Confirmation of activity content and details	2 weeks before the Work Experience Day	<ul style="list-style-type: none"> ● Confirmation of activity rundown <ul style="list-style-type: none"> • Content • Name list and application form ● Arrangement of training/ briefing <ul style="list-style-type: none"> • Arranging the organisation representative to participate in cultural exploration training or briefing session 	<ul style="list-style-type: none"> ● Issue Notice to Students <ul style="list-style-type: none"> • Reminder of the arrangement and points to note regarding the work experience for students
10.	Confirmation of activity rundown	1 week before the Work Experience Day	<ul style="list-style-type: none"> ● Confirmation on the arrangement with the organisation representative ● Exchange the information and correspondence of the contact persons of the activity day from both parties 	<ul style="list-style-type: none"> ● Arrangement of briefing sessions for students <ul style="list-style-type: none"> • Briefing on the arrangement and points to note regarding the work experience for students
11.	Coordination and support	On the Work Experience Day	<ul style="list-style-type: none"> ● Leading the students to the destination ● Maintaining communication with the contact person from the organisations 	N/A
12.	Evaluation and feedback	Within 2 weeks after the Work Experience Day	<ul style="list-style-type: none"> ● Exchanging feedback and activity records with the organisation (e.g. evaluation survey, activity photos, etc.) 	<ul style="list-style-type: none"> ● Collection of comments and suggestions for improvement from the staff participants ● Consolidation of students' learning outcomes after the visit

1. Deliberation on Partnership Programme

Three months prior to the Work Experience Day, teachers-in-charge should refer to students' preference of industries collected earlier and send invitation, through e-mail or by mail, to the selected Mentorship Alliance bodies. Upon receipt of confirmation, teachers-in-charge may proceed with planning the partnership programme with the Mentorship Alliance organisations. To understand the organisations' expectations and reach an agreement, both parties could exchange their opinions and propose the date and time of work experience activity. If there is no reply from the Mentorship Alliance organisations two weeks after the invitation is sent, teachers-in-charge are advised to contact the relevant bodies to learn about their preference and provide them with information on the project.

2. Internal Discussion

Two months before the Work Experience Day, teachers-in-charge should present and discuss the proposed date and time, the assignment of responsibilities and arrangement of manpower with other members from the Career Guidance Team. The expectation and opinions from the Mentorship Alliance organisations should also be included for discussion.

3. Confirmation on details of activity day

One month prior to the Work Experience Day, teachers-in-charge and the responsible Mentorship Alliance organisations should discuss and confirm the details of the activity day, including the date, time, duration (one full day/ two half days), quota for such activity and medium of instruction.

4. Discussion of activity rundown and content

Stage 4 should proceed in parallel with stage 3. Teachers-in-charge and other teachers involved are advised to outline the rundown of activity and design appropriate activities. Towards this end, the ideas could be brought to the representative of Mentorship Alliance organisations to evaluate whether the proposed rundown and activity are suitable for students. The sessions to be included in the activity are

recommended as follows:

- **Introduction**
 - Introduction of the organisation
 - Introduction of the mentor
 - Rundown of work experience
 - Basic code of practice and points to note
- **Work Experience**
 - Provide sufficient instructions and demonstration
 - Work arrangement for students
- **Conclusion of Work Experience Day**
 - Mentors can conduct a short conclusion session at the end of the Work Experience Day. This serves to understand students' opinions and learning outcome (students' satisfaction level), as well as to collect their feedback on the activity arrangement for reference in planning future work experience activity.

5. Collection of information from Mentorship Alliance organisation

With regard to the preparation of student briefing session and parent letters, teachers-in-charge should collect relevant information from the Mentorship Alliance organisation one month before the Work Experience Day. Such information includes the background information of the organisation and sharing speaker, setting of the sharing session and information of the related department.

6. Dissemination of Information on Work Experience Activity

Teachers-in-charge are required to list out the information of work experience in a form, which includes the name and nature of the organisation participating in the work experience programme, date, time, location, job description, and students' role, duties and dress code. Students should submit their options of the five most favourable work experience in order of their preference so that the teachers can match their preference to

the work experience activity accordingly.

7. Matching

Teachers-in-charge should complete the arrangement of matching three weeks before the Work Experience Day, with reference to:

- Students' picks of the top five industries in "Industrial Classification 2.0"
- Students' preference and order of work experience according to the work experience form
- Students' elective subjects

Students are assigned to a designated work experience activity according to the above considerations. This will enable them to apply their knowledge to the work. After the initial matching, teachers-in-charge should arrange an interview with the student to explain the job details and get to know about their preference. In the meantime, students are required to fill out "Work Experience Application Form" (Annex 4) as an alternative of a resume. Teachers-in-charge should send students' application forms to the corresponding organisations.

8. Distribution of Parent Letters

After stage 7, teachers-in-charge should prepare a parent letter to obtain parents' consent on their children's participation in extra-curricular activities. If the parents object to such arrangement, the teachers-in-charge can reach out to the parent concerned to explain and clarify on the activity arrangement. In addition to confirming the arrangement of work experience activity, teachers-in-charge are obliged to purchase insurance for students (please refer to "Guide on School Safety and Insurance" on EDB website).

9. Confirmation on the Activity Content and Details

Two weeks prior to the Work Experience Day, teachers-in-charge and the representative from the Mentorship Alliance organisation should confirm the content

and details of the activity as below.

- **Confirmation on the rundown**
 - including details of the work experience activity, sending students name list and their application forms via email, and arranging a briefing session to provide the mentors with a holistic understanding of the students

- **Arrangement of training/ briefing session**
 - teachers-in-charge are advised to invite the representative of the organisation to attend any of the following events to foster their understanding on students' characteristics
 - (a) ***Briefing session with mentors***
 - specific explanation on students' cultural background and characteristics, and points to note to advise the mentors on how to properly support the students
 - (b) ***School Open Day***
 - mentors are advised to attend the school open day to meet the students concerned in person and to understand their expectations
 - (c) ***Meeting with students***
 - Meetings can be arranged for students and mentors before the Work Experience Day to address their expectations. Instructors could take the opportunity to provide an overview on the work experience so that students could be prepared
 - (d) ***Seeking for assistance from non-profitable organisation***
 - Teachers may invite Non-Chinese Speaking group to provide cultural exploration training for the instructors. To optimise the arrangement of instructors, the training should elaborate on the features of NCS community and points-to-note

- **Issuing notice to students**

- Teachers-in-charge should issue a notice to students two weeks prior to the Work Experience Day to remind students of the activity details, for example, the name and nature of organisation, date, time, location (with map), transportation, job description, and students' role, job duties and dress code, instructors and contact of teachers-in-charge.

10. Confirmation of the arrangement

One week before the Work Experience Day takes place, the teachers-in-charge have the responsibility to confirm the activity arrangement with the representative from the Mentorship Alliance organisation, and to exchange the information and contact of the main contact person on the day of visit. For the purpose of record, teachers may ask the mentors to take pictures of the students during the work experience activity.

11. Coordination and Support

On the Work Experience Day, the teachers-in-charge should contact the students to confirm their attendance and provide support where necessary. Good communication should also be maintained with the mentors to understand students' progress of work experience. For any absentee, the teachers-in-charge should immediately notify the relevant organisation/ mentor for making prompt adjustment. To support students in junior classes (for example, secondary four or below), a school representative, such as a teaching assistant, can be assigned to gather the students and take them to the destination.

12. Evaluation and feedback

Teachers-in-charge should conduct evaluation with the Mentorship Alliance organisations, teachers and students involved and obtain their feedback within two weeks after the Work Experience Day.

● *Mentorship Alliance Organisation*

Teachers-in-charge should send an evaluation questionnaire to the contact persons of Mentorship Alliance organisations via email and exchange feedback and activity record (e.g. evaluation questionnaire, event photos etc.) within 2 weeks after the activity.

- ***Teachers concerned***

Evaluation with other teachers involved on the arrangement, rundown, suggestions for improvement, students' participation and learning outcome can serve as reference for planning other work experience in the future.

- ***Student participants***

Teachers are suggested to use a variety of media and tools (such as: event photos, products, students' impression of the visit, mind map) to review the rundown and content with the students in the class. An in-depth discussion and sharing will also facilitate students' understanding of the relevant industry, and inspire on their study/ career planning. Additionally, teachers can make use of the activity records (e.g. photos) and students' reflection of the visit for promotion to motivate other students in participating in the programme.

4.2.4 Assessment approaches

- **Attendance**

With an aim to evaluate whether the arrangement, such as the date, time and location, is appropriate for students to attend the activity, teachers-in-charge should take record of student attendance and reasons of absence at the end of the activity.

- **Evaluation Questionnaire**

With the use of the evaluation questionnaire, teachers-in-charge are able to obtain the feedback on the objectives, content, rundown and relevance to the subjects from the participants and Mentorship Alliance organisations.

- **Debriefing session**

Individual meetings with students after the end of work experience provide an opportunity for students to review and consolidate their learning outcomes. In parallel, teachers-in-charge can adopt various approaches (e.g. drawing mind map) to evaluate their experience and encourage sharing with their peers.

- **Evaluation meeting**

Evaluation with teachers-in-charge on the arrangement, rundown, suggestions for improvement, students' participation and learning outcome can serve as reference for

planning other career visits in the future.

4.2.5 Points to note

- **Selection of Mentorship Alliance organisations**

Apart from students' top 5 choices of industries, teachers can take the previous experience and locations of the respective Mentorship Alliance organisations into consideration. Organisations with experience in arranging work experience activity for NCS students are more familiar with the arrangement and design of the activity, as well as student support. Thus they are able to conduct more information sessions that closely relate to the current situation of relevant industry. If the organisation is located near the school, students will be less likely to refuse participating in the programme due to a more expensive travel expense.

- **Invitation Letter**

For the purpose of maintaining contact with Mentorship Alliance organisations, teachers should include the following information, such as information of contact person, proposed date and time of the activity, in an invitation letter (refer to the sample letter in annex V). The letter can be sent to the persons in charge of different organisations to explore the opportunity of arranging work experience activity.

- **Purchase of Insurance**

Please refer to the guide on “School Safety and Insurance” on EDB website

- **Scheduling of Work Experience Activity**

During stage 1, (i.e. deliberation on partnership programme with the Mentorship Alliance organisations), teachers-in-charge should consider the opening hours of respective organisations for visits while discussing on the date and time of work experience activity. Taking government departments and the majority of private sector as an example, their working days usually lie on weekdays. Besides, other teachers involved (e.g. class teachers, subject teachers) should be well-coordinated to facilitate the manpower deployment and encourage students' participation.

- **Communication with NCS parents**

Considering that students need to travel to the destination by themselves, NCS

parents may have concerns over their children's, especially their daughter's safety. In addition to providing school circulars (or parents' letters), teachers-in-charge should maintain good communication with the parents and clarify on the arrangement and support before the day of work experience activity. On the day of event, the teachers should also provide support to NCS students (e.g. to ensure that the student has arrived at the destination safely) so that the parents can be made at ease to support their children to participate in the work experience activity.

- **Student identity documents**

Some Mentorship Alliance organisations are located in closed / restricted areas. All visitors must submit their identity documents. Referring to the past experience of the organisations which participated in the programme, NCS students mostly consisted of local NCS students and students on short term visits (such as exchange students and refugees). For any students who are assigned to the above-mentioned organisations, the teachers-in-charge can deliberate with the contact person of the organisations on the relevant arrangements and, if some students cannot participate in the activity, the teacher must explain the situation to the students concerned and make appropriate arrangements.

- **Special Arrangement**

Teachers-in-charge should consult with Mentorship Alliance organisations to decide on the special arrangements under adverse weather conditions in advance and pay close attention to the weather on the day of work experience.

- **Establishing “Mentorship Alliance” Network**

After the work experience, teachers-in-charge may establish a “Mentorship Alliance” network to facilitate the planning of visits in the future. Since the contact person of the organisations may change from time to time, teachers-in-charge should maintain communication with the organisations by means of, for example, regular invitation to them for participation in school activities.

- **Subsidy**

For one full-day work experience activity, students need to afford a lunch outside the campus and a relatively more expensive travel expense. As far as the matter is concerned, the school is advised to offer subsidies to students as an incentive.