Project Overview	
Project CARATS **(Careers Advisory Resources & Training Services)**	就業輔導及培訓服務中心計劃（以提供學生工作實習支援）

Executive Summary

Background

Workforce readiness and employability of youths in Hong Kong has become a significant social concern. This applies to not only secondary school leavers but Associate Degree (AD) students as well. Providing career-related experience in the educational programme is a concept encompassing a range of activities to prepare students for the workforce and therefore improve their employability upon graduation. Though CCCU realizes the benefits of the provision of career-related experience to students, its provision has not been concerted and well-coordinated due to the absence of a dedicated office. With limited resources, the current provision can hardly satisfy the demand of the students. Hence CCCU seeks to consolidate and coordinate its efforts through a dedicated office (Project CARATS office) to enhance the provision and effectiveness of career advisory and training services and support to students.

Key roles of the Project CARATS office

Through the establishment of Project CARATS office, the following activities and services will be provided:

(1) Conducting workshops / meetings with teaching staff to identify areas of need for placement and training teaching staff to source internship opportunities for students.

(2) Organising career talks and company visits to provide insights into real work environment.

(3) Coordinating and sourcing work shadowing / internship opportunities (both inside and outside Hong Kong) and facilitating the matching of students across CCCU against these opportunities. This includes a design of a webpage about internship/career related information on the College's website.

(4) Carrying out pre-placement soft skills training including job searching skills, CV and cover letter writing, interview skills, mock interview, personal grooming, business & social etiquette, time management, stress management. Training materials will be developed.

(5) Providing oversight and guidance during the students' internship period and, if necessary, counselling on work related stress and interpersonal relationship issues.

(6) Coordinating post-internship evaluation and reflection with students, employers and teaching staff.

Impact on CCCU's Students

By providing the career-related learning opportunities and support training, it is estimated that 2,000 AD and top-up Degree students at CCCU will benefit. Depending on the activities they participate, students will be able to:

(1) Develop positive attitudes towards work and acquire appropriate work attitudes and ethics

(2) Acquire job searching skills conducive to higher employability

(3) Develop basic job knowledge and job application skills that enhance their employability. Obtain a broader knowledge and realistic understanding of the workplace in the relevant industry

(4) Align their perception and expectations of the status, nature, characteristics and requirements of the jobs with those of the prospective employers better.

(5) Reflect on their interest in the industry and the job and find a closer match better.

(6) Develop and enhance personal attributes, including enhanced confidence, self-image, self-discipline, communication skills and presentation of self.

(7) Work well with different types of people

Problems Identified

Employability of youths in Hong Kong has become a significant social concern. Between November 2014 and January 2015, the unemployment rate for youths aged 19-24 stood at 8.5% (ISD, 2015), more than a double of the city's overall rate. According to the Grant Thornton International Business Report in 2013, the most common reasons that employers were dissatisfied with young people as employees included their poor attitudes, low motivation, poor interpersonal skills, poor discipline, poor communication skills and lack of skills required for role. On the other hand, a study by the Hong Kong Federation of Youth Groups (2013) revealed that young people have not paid adequate attention to the attitudes and ethics demanded in the workplace. They also do not understand their own personality and abilities and lack employment goals. If they do not receive guidance to develop these soft skills, many of them will not be able to meet the expectation of the employers, despite their academic qualifications.

Surely, having gone through two more years of education, Associate Degree (AD) students should command higher employability ratings than ordinary secondary school leavers. According to a survey commissioned by the Education Bureau (Oracle AddedValue, 2010), AD graduates' performance could generally meet employers' required standard. They received fairly good ratings in their work attitudes and inter-personal skills. However, since the inception of the Diploma in Secondary Education in 2012, AD students are generally one year younger. Many of them do not have clear career goals and their life experience is often even more limited. As reflected by their teachers, their understanding of the working world is much weaker than those A-level students, and likewise their social skills and career-related attitudes.

Yip (2004) rightly pointed out that **career-related experience (CRE)** should be an important dimension in the curriculum reform of Hong Kong secondary education. CRE aims to enable students to learn about the working world and their respective careers through a variety of coherent and coordinated learning activities. In our opinion, CRE is not only useful for students at senior secondary levels; sub-degree and even degree students will also benefit from CRE to enhance their employability.

Career-related experiences consist of four possible levels (Yip, 2004). Organised into a pyramid format, with deep learning at the top, CRE categories include real work experience (work attachment or placement), career-related learning in mediated real-life experience (e.g. work shadowing), career-related learning beyond the classroom (talks, visits and business mentors), and career-related learning in the classrooms (e.g., life-skills sessions).

In CCCU, although all programmes leaders are strongly encouraged to organize career-related learning activities beyond the classroom for their students, which may take the forms of invited talks and company visits, only three programmes have formally included an attachment or fieldwork component (160 hours or more) in its curriculum to expose their students to real work experience. Recognising the importance of career-related experience, since 2004 CCCU has organized a career exposure programme for its students during the summer. In 2015, 48 students were placed in 11 organizations as interns on the career exposure programme – this represents less than 1% of CCCU's student population. Compared with the population of 6,000 students, the work internship opportunity we have been able to offer have fallen far short of the

demand. Owing to the absence of a dedicated office, CCCU does not have the manpower or resources to set up a system to source internship places and coordinate these activities. We therefore propose to seek resources to embark on Project CARATS (Career Advisory Resources and Training Services) so as to improve the employability of CCCU's students, and subsequently enhance the quality of the future workforce for Hong Kong in the long run.

References

Grant Thornton. (2013). *Incentives beyond the money – a key to win the war for young talents*.

Hong Kong Federation of Youth Groups (2013). *A study on employment difficulties and the way out for young people*. Hong Kong: Author.

Information Services Department. (2015, July 3). *At School, At Work*. Retrieved 12 July 2016 from: http://www.news.gov.hk/tc/categories/school_work/html/2015/03/20150307_213138.shtml

Oracle AddedValue. (2010). *Survey on opinions of employers on major aspects of performance of sub-degree graduates in year 2006*. Hong Kong. Education Bureau.

Yip, S. Y. W. (2004). *Thoughts on career-related experience in the curriculum reform*. Hong Kong: Education Bureau.

Project Objectives and Deliverables	
Measurable Objectives	**How it can be achieved**
1. 1,000 students will acquire knowledge about real life work experience	• Relevant Company visits • Industry specific career talks
2. 1,000 students will acquire work-related soft skills and social skills	• Personal grooming sessions • Business & social etiquette workshops • Time management and stress management workshops
3. 1,000 students will acquire job searching skills	• Job searching skills workshops • CV and cover letter writing training • Interview skills and mock interview workshops
4. 800 students will acquire career-related experience through work shadowing or work attachment	• Designing a placement webpage • Pre-experience briefing workshops • Provide oversight, guidance and coaching throughout the placement period • Post-experience sharing workshops

Project Deliverables	
Deliverables	**Sharing mechanism**
1. The Project CARATS office established	Announcement on College website
2. A placement webpage	Sharing on College website
3. 8 company visits	N/A
4. 20 career talks	N/A
5. 4 Personal grooming sessions; 4 Business & social etiquette workshops; 4 Time management and stress management workshops	Key learning points will be shared on College website. The sessions will be video-taped and short video clips will be uploaded to College website.
6. 4 Job searching skills workshops; 4 CV and cover letter writing training; 4 Interview skills and mock interview workshops	Key learning points will be shared on College website. The sessions will be video-taped and short video clips will be uploaded to College website.
7. 8 pre-experience briefing workshops	N/A
8. 400 work shadowing opportunities (each lasting for one or two days)	N/A
9. 400 internship opportunities (each lasting for four to eight weeks)	N/A
10. 12 post-experience debriefing workshops	Sharing on College website
The College will provide periodic reports on this Project that can be uploaded to EDB websites for sharing with other institutions. Sharing sessions can also be arranged at the completion of this Project to share experience with other institutions. Also, the College will upload activities snapshots on its website for public view.	

Beneficiaries	
Expected type and number of beneficiaries of the project	**2,000 AD and top-up degree students**

The talks, visits, workshops and training sessions will be open to all Associate Degree and top-up Degree students of CCCU. In 2016, the College has around 6,300 students who are expected to benefit from this Project. Through active promotion and teachers' encouragement, we are confident that 30% of the student population will take part in at least one of the activities and benefit from the project.

<u>Explanation</u>

The various career-related learning in the classroom (personal grooming sessions, social etiquette workshops, time management and stress management workshops, job search skills workshops etc.) will introduce the knowledge to students and help them enhance their personal attributes. In these sessions, students will participate actively, interact with the trainer and perform exercise tasks. Students will benefit in the following ways:

(1) develop enhanced personal effectiveness including self-discipline, communication skills and presentation of self
(2) acquire job searching skills conducive to higher employability

The company visits and career talks are beyond the classroom activities and expose students to the working world. Students will be provided career-related knowledge directly from practitioners, which may add, extend or modify their existing mind-set about the industry or the nature of work. As a result of the activities, students will be able to

(1) obtain a broader knowledge of the industry
(2) reconstruct their image and perception of the nature, characteristics and status of the jobs

Depending on the time a student is prepared to commit, he or she can join a job shadowing (one or two days) or a longer duration internship programme. Students will be screened and matched to opportunities as far as possible. Job Shadowing brings students to a work setting for an up-close look at a practitioner at work. Through exposure to the role model (vicarious learning), they will be able to

(1) acquire a direct understanding of a specific industry and job category
(2) reflect on their interest in the industry and the job

In internship, students will carry out tasks in a supported environment for an extended period of time. Through experiential learning and with the guidance provided by the teachers in debriefing, students will have a taste of real work and develop the qualities necessary for employment in the industry. On the whole, students will be able to:

(1) develop positive attitude towards work – perseverance, respect for others, responsibility and commitment, appropriate work attributes and ethics
(2) develop basic job knowledge and skills that enhance their employability
(3) work well with different types of people – supervisors, team-mates and customers

Implementation Schedule	
Estimated start date of the project (month/year)	September 2016
Estimated end date of the project (month/year)	August 2018
Project duration (months)	24 months

Month	Key milestones	
	In terms of project activities and deliverables	**In terms of monitoring and evaluation**

1-6	1) Recruit project team members
	2) Purchase computer equipment for team members
	3) Purchase video recording equipment for mock interview workshops
	4) Design webpage for the Project on CCCU website
	5) Develop training materials for
	  a. Job searching skills workshops
	  b. Pre-experience briefing
	  c. Post-experience debriefing
	6) Meet with teaching staff and industry players to understand manpower need
	7) Coordinate and sourcing job shadowing and placement opportunities for students
	8) Organise workshops for students
	  a. 2 company visits
	  b. 4 career talks
	  c. 1 time management and stress management workshop
	  d. 1 job searching skill workshop
	  e. 1 CV and cover letter writing workshop
		• Project team set up
		• Project webpage completed
		• Posters for the project put up
		• Training materials prepared and published
		• Evaluate the perceived effectiveness of the workshops through questionnaire to participants
		• Monitor the number of participants for each of the workshops organised
		• Convene Project Implementation Team meeting to review the progress and formulate improvement measures
		• Prepare Project progress report

7-12	1) Organise workshops for students
	  a. 2 company visits
	  b. 4 career talks
	  c. 1 personal grooming workshop
	  d. 1 business and social etiquette workshop
	  e. 1 time management and stress management workshop
	  f. 1 job searching skill workshop
	  g. 1 CV and cover letter writing workshop
	  h. 2 mock interview workshops
	2) Match students to available placement and job
		• Evaluate the perceived effectiveness of the workshops organised through questionnaire to participants
		• Monitor the number of participants for each of the workshops organised
		• Update College's website with Project CARATS activities

Month	Key milestones	
	In terms of project activities and deliverables	**In terms of monitoring and evaluation**
	shadowing opportunities a. 2 pre-experience briefing workshops b. students taking up job shadowing and internship c. 4 post-experience debriefing workshops 3) Upload snapshots of activities on to the College's website	• Convene Project Implementation Team meeting to review the progress and formulate improvement measures • Prepare project progress report

13-18	1) Coordinate and source placements and job shadowing opportunities
	2) Organise workshops for students
	   a. 2 company visits
	   b. 4 career talks
	   c. 1 time management and stress management workshop
	   d. 1 personal grooming workshop
	   e. 1 business and social etiquette workshop
	   f. 1 job searching skill workshop
	   a. 1 CV and cover letter writing workshop
	3) Match students to available placement and job shadowing opportunities
	   a. 2 pre-experience briefing workshops
	   b. students taking up job shadowing and internship
	   c. 4 post-experience debriefing workshops
		• Evaluate the perceived effectiveness of the workshops organised through questionnaire to participants
		• Monitor the number of participants for each of the workshops organised
		• Update College's website with Project CARATS activities
		• Convene Project Implementation Team meeting to review the progress and formulate improvement measures
		• Prepare project progress report

19-24	1) Coordinate and source placements and job shadowing opportunities
	2) Organise workshops for students
	   a. 2 company visits
	   b. 4 career talks
	   c. 1 personal grooming workshop
	   d. 1 business and social etiquette workshop
	   e. 1 time management and stress management workshop
	   f. 1 job searching skill workshop
	   g. 1 CV and cover letter writing workshop
	   h. 2 mock interview workshops
	3) Match students to available placement and job
		• Evaluate the effectiveness of the workshops organised through questionnaire to participants
		• Monitor the number of participants for each of the workshops organised
		• Update College's website with Project CARATS activities
		• Convene Project Implementation Team meeting to review the

Month	Key milestones	
	In terms of project activities and deliverables	**In terms of monitoring and evaluation**
	shadowing opportunities a. 2 pre-experience briefing workshops b. students taking up job shadowing and internship c. 4 post-experience debriefing workshops	progress and conduct overall review of the project • Prepare project progress report
After Month 24	1) Organise information sharing session for external parties 2) Publish report on the College's website	• Report publishing • Information sharing session organised

Publicity Plan
The College will acknowledge the support of Quality Enhancement Support Scheme (QESS) in training materials, correspondence and promotion materials (e.g. posters, email announcement, webpages) developed through this Project. In all workshops and talk sessions, acknowledgement of the support from QESS will be made. A final report will also be published on the College's website.

Cash Flow and Budget				
Project Expenditure				

	Amount in HK$			
Period	**Year 1**	**Year 2**	**Year 3**	**Total**
Manpower	720,000	756,000	0	1,476,000
Equipment / Facilities	30,000	0	0	30,000
Services	36,000	40,000	0	76,000
General Expenses	4,000	24,000	0	28,000
Others (e.g. auditor's fee)	0	24,150	0	24,150
Total	790,000	844,150	0	1,634,150

Project Income *(if any, e.g. fees received)*

	Amount in HK$			
Period	**Year 1**	**Year 2**	**Year 3**	**Total**
	Nil	Nil	N/A	N/A
Total				

Grant Sought under the Quality Enhancement Support Scheme	1,634,150
Funding from the Applicant	
Funding from Other Sources	
Total Project Value	1,634,150

The College will provide leadership to oversee this project and will assist with the development of the Project page on the College's website at the College's costs.

In the provision of leadership and oversight support at the College's own cost, the College will be committing the following manpower to facilitate this project:

- Leadership of the four Divisions of the College who will be responsible for facilitating the formation of work teams, providing advice on activities and monitoring implementation of the project
- The Director of Quality Assurance who will be responsible for the evaluation of this project
- Executive Officers of the four Divisions of the College who will assist the Director of Quality Assurance to collect data for project evaluation and to keep record
- Project coordinator who will provide overall project management and oversee project reporting
- Project contact person who will provide assistance to the Project coordinator in providing project management and reporting support

Post	Duties
Career Coordinator	Coordinate placements (Hong Kong focused) and other Project activities. Offer counselling services to students as necessary.
Career Coordinator	Coordinate placements (both Hong Kong and outside Hong Kong) and other Project activities

Project Sustainability

CCCU will commit the time and effort of some of its full-time staff, both academic and administrative as indicated above, as well as its resources, such as office space for the part-time and temporary full-time staff thus employed to work on the project. These hidden costs will all be absorbed by CCCU.

When the project is completed, the materials will still be useful for the future cohorts of students. CCCU will encourage its staff to bank on the groundwork laid and organize coordinated events to offer career advisory and training services to the students.