

香港生涯發展自評基準 (社區版)

Hong Kong Benchmarks for Career and Life Development (Community) Checklist

非政府機構先導自評計劃

Pilot Test for NGOs

填寫機構名稱 Name of Organization:

填寫服務單位名稱 Name of Service Unit:

填寫人員姓名及職級 Name & Rank of Personnel:

填寫日期 Date of Completion:

Benchmark 1 A Stable and Visible Career and Life Development Policy ¹					
The agency/service unit with the Youth Career and Life Development Service ("the agency/service unit" hereinafter) should have a stable and visible policy on career and life development to govern its action plan and programme development. Such a policy and programme should be regularly evaluated and should be known and understood by youth, social workers and youth service practitioners, parents, corporate partners and relevant stakeholders.					
Benchmark Criteria	Agency Evaluation Questions	Emerging	Partially Achieved	Fully Achieved	Evidence to Support Judgement (e.g. documents, records)
Criterion 1.1 The agency/service unit should have a stable career and life development policy.	1. Is there an agency's/service unit's policy on career and life development (CLD) with a clear outline on the overarching strategy for programme development and details of an action plan?				
	2. Does the agency's/service unit's CLD policy have the explicit support of senior leaders at managerial and supervisory grades of the agency?				
	3. Has the agency's/service unit assigned staffing ² , designated CLD units/teams and a recurrent budget ³ to support work on CLD? Remarks: If the agency is providing service to school, the designated person should be mindful of school CLD policy (e.g. CLAP HK School Benchmarks) and make sure that school CLD team and social workers share common vision and avoid double work in CLD interventions to students.				
	4. Has the agency/service unit viewed the following stakeholders as resources to support and sustain the CLD programmes? <u>Yes/No</u> <ul style="list-style-type: none"> • Youth and their peers • Tutor • Other service units or social workers within the agency • Parents • Community partners • School partners (schools/higher education institutions) • Government bureaus • Corporate Partners • Other (Please specify) 				
	5. Is there a designated infrastructure ⁴ (e.g. resource room, an equivalent space or facility), tools & materials to facilitate the implementation of CLD programmes and provide up-to-date multiple pathways information?				
Criterion 1.2 The agency/service unit should regularly review its career and life development policy.	6. Does the agency/service unit review the CLD policy regularly? How regular will it be?				
	7. Does the agency/service unit update its action plan annually?				
Criterion 1.3 The career and life development policy and programme should be made visible to and understood by all stakeholders whose feedback should be considered.	8. Does the agency/service unit share the current CLD policies and programmes with the following stakeholders? <u>Yes/No</u> <ul style="list-style-type: none"> • Youth and their peers • Tutor • Other service units or social workers within the agency • Parents • Community partners • School partners (schools/higher education institutions) • Government bureaus • Corporate Partners • Other (Please specify) 				
	9. Does the agency/service unit regularly collect and consider feedback from the following stakeholders? <u>Yes/No</u> <ul style="list-style-type: none"> • Youth and their peers • Tutor • Other service units or social workers within the agency • Parents • Community partners • School partners (schools/higher education institutions) • Government bureaus • Corporate Partners • Other (Please specify) 				

Glossary

1. An agency's/service unit's policy on CLD refers to the philosophy of that agency/service unit on youth's CLD service intervention which defines the guidance provided and actions taken to foster youth's CLD and smoothen their school-to-work transition. The CLD policy may include the mission and vision statements, strategic objectives, business and development plan, annual work focus and budget and staffing plan related to facilitating youth's school-to-work transition.
2. Assigned staffing refers to the labour force deployed in incorporating the CLD lens in the service delivery including individual case management, CLD groups and programmes, advocacy campaigns and networking work. The organisational structure of the designated CLD team, the qualification of and the professional CLD training provided for assigned staffing are critical factors reflecting the stability of the CLD policy of one's agency/service unit.
3. A recurrent budget refers to the repeated budget from an agency/service unit for at least 3 consecutive years in launching youth's CLD services
4. Infrastructure refers to a CLD resource room or activity space, while CLD facilities can be interpreted as CLD-related digital resources such as data platforms, websites and resource hubs which provide youth with information on self-understanding, multiple pathways and various opportunity structures to facilitate their CLD journeys.

An Example of Good Practice - The agency/service unit has a set of systematic, youth-centric and sustainable CLD policies rooted in CLAP@JC's key principles and intervention frameworks, which should be regularly reviewed and shared with various stakeholders for their feedback on strengthening youth's CLD competencies. CLAP@JC's key principles and intervention frameworks include:

- i. Adoption of CLAP@JC's Youth Development and Intervention Framework (YDIF) in agency's/service unit's CLD policy, especially the following four pillars of intervention: Engagement, Self-understanding, Career and Pathway Exploration and Career Planning and Management;
- ii. Adoption of Strength-based approach: Break through the traditional deficit-oriented crisis intervention approach focusing on one's incapability and personal weaknesses in the agency's /service unit's CLD policy;
- iii. Adoption of youth-centric intervention into agency's/service unit's policy: Bring in youth voice and respect individual differences and informed decisions;
- iv. Incorporation of the Expanded Notion of Work (ENOW): Redefine successes and talents in the agency's/service unit's CLD policy to achieve a paradigm shift, taking account of both paid and unpaid work experiences, stressing the importance of personal meaning in their achievements and recognising one's values, attitudes, skills and knowledge (VASK) acquired in their experiences to be treated as one's talents;
- v. The agency's/service unit's CLD policy aims to liaise and establish a cross-sectoral capacity for internal service units and external community partners working together to address challenges on youth's school-to-work transition. For example, a referral mechanism is purposefully established to create a youth-enabling environment to smoothen youth's school-to-work transition;
- vi. Adoption of CLAP@JC's practice guidelines and manuals: Establish policies in the agency/service unit to encourage CLD practitioners to utilise relevant resources such as CLAP@JC's Practice Guidelines for Interest-based CLP Intervention, CLAP@JC's Practice Guidelines for Workplace Learning and CLAP@JC's Life Design.

Benchmark 2 Professional Competencies and Leadership					
CLD leading team/leader ¹ is equipped with core competences in leadership, management, networking and coordination to lead trained workers to implement the full spectrum of CLD-related programmes.					
Benchmark Criteria	Agency Evaluation Questions	Emerging	Partially Achieved	Fully Achieved	Evidence to Support Judgement (e.g. documents, records)
Criterion 2.1 Under the support and involvement of specific senior management (e.g. director and deputy director), the CLD leading team/leader is equipped with leadership, management, networking and coordination competencies to oversee the design and delivery of CLD-related programmes.	1. Can the CLD leading team/leader demonstrate the leadership competence through:				
	a) Preparing, implementing, and evaluating the CLD annual plan?				
	b) Leading the internal stakeholders ⁴ to deliver the CLD annual plan?				
	c) Leading/Co-leading a cross-unit committee to continuously report to, and communicate with senior management on CLD services, demonstrating alignments with benchmarks?				
	d) Reviewing or augmenting The CLD team composition regularly to enable the whole-agency approach in CLD?				
	2. Can the CLD leading team/leader demonstrate the management competence through:				
	a) Managing the staffing, division of work and budget within the CLD Team?				
	b) Monitoring regularly and supporting CLD team members and frontline non-engaged youth (NEY) service workers on the implementation and evaluation of the CLD annual plan and programmes?				
	3. Can the CLD leading team/leader demonstrate networking and coordination competence by maintaining and expanding existing networks with the stakeholders below to get their buy-in:				
	a) Other frontline NEY service workers to embrace the CLD lens and adopt an Ecosystem-based Navigation-oriented approach to support CLD programmes effectively?				
b) Employers, community partners, school partners, government departments, university partners and parents?					
Criterion 2.2 All CLD team ¹ members participate in continuing professional development relating to their roles.	4. Does the CLD leading team/leader receive continuing professional development on core competencies in leadership, management, networking and coordination once a year (e.g. Professional Development Programme for Managerial Staff organised by CLAP@JC)?				
	5. Do all CLD team members participate in continuing professional development on core competencies⁵ at least once per year?				
	6. Have at least half of the CLD team members received initial training on CLD facilitation (e.g. completed the capacity building programmes offered by CLAP@JC or equivalent courses which are awarded a certificate)?				
Criterion 2.3 The agency provides time, space and tangible support (e.g., endorsement, time-off, continuing professional development) for empowering workers' distributed leadership ³ to co-work for career and life development services in light of enabling the whole-agency approach.	7. Does the CLD team have at least an induction to orient new team members (e.g., through conducting an orientation meeting, providing induction resource kits or delivering peer-to-peer mentorship), to cultivate shared values and exchange strategies?				
	8. Does the agency arrange an annual sharing meeting for all workers to share good practices on CLD services and provide professional development opportunities for workers to enhance their career-related knowledge and competencies related to their distributed leadership or roles whichever is appropriate?				
	9. Does the agency promote professional sharing of CLD services through participating in at least one external sharing session per year outside the agency (e.g. seminars, good practice sessions, and conferences organised by CLAP@JC)?				

Glossary

1. The CLD leading team/leader may be the service head, service supervisor, service leader and unit-in-charge of an agency. The composition/responsible person may vary across agencies.
2. The CLD team may consist of the CLD leading team/leader, designated CLD workers, frontline NEY service workers, administrative support staff and IT/media coordinators. The actual composition may vary across agencies.
3. Distributed leadership in the CLD context broadly refers to the adoption of the whole-agency approach in which the leadership density lessened from the 'power centre', CLD leading team/leader and senior management level such as the director and service head in particular, and spreads towards other professional teams within the agency. This approach type is particularly useful in breaking down silo among different teams when implementing CLD-related initiatives, through the effective management, leadership and coordinating of the CLD leading team/leader.
4. Internal stakeholders: Refer to NEY, parents and agency workers
5. Ecosystem-based Navigation-oriented Career and Life Development (CLD) Competencies Framework is the guiding principle of CLAP@JC Community Intervention strategies. Youth service practitioners are expected to incorporate the four core elements, which are Engagement, Self-Understanding, Career & Pathway Exploration and Planning & Career Management, into the design and delivery of CLD services and solicit support from different stakeholders to maximise the resources, opportunities and networks accessible to the service users. The ultimate goal is to create a youth-enabling environment where youth are equipped with the competencies to sustain their meaningful engagement with the world of work.
6. Core competencies related to CLD practitioners may consist of:
 - i. Ethical and professional behaviour: Recognise the importance of ethical principles in working with NEY, reflect on personal values and exercise social work's core values and behaviours in case management
 - ii. Social diversity: Recognise the cultural, social and racial characteristics of NEY
 - iii. Meaningful engagement: Understand the challenges and success factors for meaningful engagement with NEY and implement effective approaches for co-creating meaningful engagement with NEY
 - iv. Navigation in opportunity structures: Acquire competence in the use of web-based platforms to navigate the ecosystem and opportunity structures to enhance navigation skills of NEY
 - v. Family collaboration: Explore the family context of NEY, conduct family assessment and offer family engagement to activate NEY and their families along the career and life journey
 - vi. Community partnerships: Facilitate the connection between NEY and stakeholders using different intervention strategies and tools to deliver quality support to NEY
 - vii. Supportive measures and social policies: Understand and critically examine existing supportive measures and social policies that can help NEY integrate into the labour market
 - viii. Evidence-based practice: Use evidence-based practices, design data monitoring plans and management systems, and translate research evidence to improve practices and policies
 - ix. Career and life perspective: Acquire knowledge and skills of CLD theories, models, intervention strategies and tools and incorporate the career and life perspective into NEY services
 - x. School-community connection: Coordinate with existing or potential stakeholders, school partners in particular, to foster a strong school-community connection (e.g. setting a referral mechanism) by enhancing the information exchange and exploring cooperation opportunities from different aspects. This is to ensure that the CLD needs of school dropouts and youth at high risk of dropping out of school can be fully supported when needed.

Benchmark 3 Learning from Multiple Pathways Information

Youth should have access to the latest information about multiple pathways¹ to inform their career and life decisions and act accordingly.

Benchmark Criteria	Agency Evaluation Questions	Emerging	Partially Achieved	Fully Achieved	Evidence to Support Judgement (e.g. documents, records)
<p>Criterion 3.1 Youth should have access to trustworthy information on multiple pathways including study information and options, paid and unpaid work opportunities for holistic exploration.</p>	<p>1. Do youth service practitioners provide guidance for youth to search and process the most updated multiple pathways information to make a wise choice for their future?</p>				
<p>Criterion 3.2 The agency/service unit should provide support and training to guide youth to search, select and adopt suitable information on exploring multiple pathways and making informed choices according to their career and life development needs and competencies.</p>	<p>2. Does the agency/service unit provide support and training to motivate youth's participation in career and life development journeys?</p>				
	<p>3. Does the agency/service unit provide support and training to enhance youth's self-understanding?</p>				
	<p>4. Can the agency/service unit provide at least three types of diversified CLD programmes (including but not limited to drama performance/ dancing performance/ drawing/ arts & crafts/ sports/ e-sports/ information technology/ photography/ cooking/ beverage mixing/ pet grooming etc.) for youth to identify their interests and strengths and explore multiple pathways?</p>				
<p>Criterion 3.3 Youth could make sense of the latest information of multiple pathways obtained from various platforms through a reflection on their needs, interests and abilities to make informed choices and act on their decisions.</p>	<p>5. More than 70% of youth are successful in obtaining multiple pathways information to consider their educational and occupational choices after going through CLD intervention.</p>				

Glossary

1. Multiple pathways refer to the diverse options available for youth to pursue including but not limited to academic pathways, career pathways, leisure life, and Expanded Notion of Work (ENOW) experiences.

Benchmark 4		Address the Needs of Each Individual			
Career and life development programmes should be customised based on the needs of every youth, especially the needs of Special Target Groups, with the consideration of diversity and equality throughout.					
Benchmark Criteria	Agency Evaluation Questions	Emerging	Partially Achieved	Fully Achieved	Evidence to Support Judgement (e.g. documents, records)
Criterion 4.1 The agency/service unit should customise their CLD programmes according to the specific needs of Special Target Groups and should make respective adjustments or modifications according to youth's unique circumstances.	1. Does the agency/service unit formulate specific CLD plans for Special Target Groups (STGs) (e.g. young mothers, youth-at-risk, ethnic minority youth, institutionalised youth, hidden youth etc.)?				
	a) Does the agency/service unit provide personalised advice and support to STGs?				
	b) Does the agency provide debriefing after activities to challenge stereotypical thinking and foster an enabling CLD environment for STGs?				
Criterion 4.2 The agency/service unit should facilitate youth to discover their interests and needs towards making informed choices and empower them to transform to action.	2. Does the agency/service unit provide CLD exploration programmes (including individual assessment) and CLD tools which inspire youth to identify their needs, interests, and strengths for making informed choices?				
Criterion 4.3 The agency/service unit should provide CLD tools and materials to support youth to explore CLD journey according to their interests and needs.	3. Does the agency/service unit provide youth with CLD tools for self-reflection (e.g. strengths, interests, VASK) and building their profiles (e.g. CV360°, career roadmap) to plan and manage their life journeys?				

Benchmark 5 Youth Engagement and Co-creation

Youth should be the owners of their career and life development (CLD). The agency/service unit should engage and facilitate them to be active participants in co-creating their CLD programmes.

Benchmark Criteria	Agency Evaluation Questions	Emerging	Partially Achieved	Fully Achieved	Evidence to Support Judgement (e.g. documents, records)
Criterion 5.1 The agency/service unit should establish an effective mechanism ¹ to engage youth ² with support from the agency/service unit's personnel, adults and peers.	1. Are there any effective mechanisms and supportive measures ³ to facilitate youth participation in taking joint actions with the personnel, other adults and peers on CLD practices in the agency/service unit?				
Criterion 5.2 Youth are enabled to extend connections and collaborations with adults (e.g. mentors, serious leisure devotees, parents etc.) and peers on CLD, through participating in various forms of CLD activities.	2. Is there at least one programme on CLD each year co-created by youth?				
	3. Does the agency/service unit provide youth with opportunities to extend connections with adults (e.g. mentors in mentorship programmes) and peers on CLD?				
	4. Does the agency/service unit fulfil either one of the conditions below?				
	a) Is there any document to record youth's initiatives/ideas and action plans on CLD programmes?				
	b) Is there any channel for youth to inform the agency/service units of their wishes and needs to co-create programmes (e.g. through developing communication channels, allocating human resources for follow-ups, documenting youth's ideas)?				
	c) Does the agency/ service unit respond to youth's wishes and needs on CLD programmes?				

Glossary

- An effective mechanism should include 2 main aims:
 - to ascertain a youth-adult partnership
 - to maintain bottom-up participation
- Youth refers to the individuals who participate in the CLD services in the agency/service unit and /or who participate in the experimental group of CLAP@JC's beneficiaries for CLAP@JC Resources NGOs and Network NGOs.
- Supportive measures refer to those provided by the agency/service unit to youth and/or social workers such as the creation of time and space, capacity building and access to resources and networks, allowing youth to explore, connect, and co-create with adults (social workers). Facilitating youth to apply for the Youth-led Funding Scheme to actualise their career and life goals, as well as developing communication platforms/channels between youth and the agency/service unit's personnel/other adults/peers, could be some good examples.

An Example of Good Practice

- Level 1 "Know" - Youth are informed of the mechanism through which they can provide ideas on co-creating the programmes.
- Level 2 "Ideate" - Youth are invited to participate in the ideation of the CLD programmes, give suggestions and express their preferences.
- Level 3 "Participate" - Youth are invited to take part as tutors/guests in the implementation of CLD services, e.g. leading a game.
- Level 4 "Execute and Co-create" - Youth participate in the ideation, resource allocation, programme design and launching process of CLD services.

Benchmark 6 Career and Life Guidance for Developing Career Roadmaps

Every youth² should receive personal guidance for identifying life goals, making their career roadmaps¹, whenever significant education or career choices are being made.

Benchmark Criteria	Agency Evaluation Questions	Emerging	Partially Achieved	Fully Achieved	Evidence to Support Judgement (e.g. documents, records)
Criterion 6.1 Each youth should receive at least four personal guidance session(s) ³ from trained Career and Life Development (CLD) practitioners ⁴ for developing career roadmaps while receiving CLD services.	1. Is the personal guidance session for exploring the life goal of the agency/service unit conducted by CLD practitioners?				
	2. Is the personal guidance session for developing the career roadmap of the agency/service unit conducted by trained CLD practitioners?				
	3. Does each youth receive at least one personal guidance session on the choice of educational and career pathways?				
	4. Does each youth receive at least one personal guidance session before the termination of CLD services?				
Criterion 6.2 Individual action plans outlining personal life goals and career roadmap are co-created with youth after the personal guidance session(s). The plan should be reviewed and tracked by both the youth and the CLD practitioners/social workers regularly.	5. Are personal life goals and career roadmaps identified and created during personal guidance sessions?				
	6. Do youth review and update their personal action plans with trained CLD practitioners/social workers at least once per year?				
	7. To continuously maintain youth's progress in personal guidance, does the agency/service unit establish a record-keeping system, which is accessible by both youth and CLD practitioners/social workers?				
Criterion 6.3 Personal guidance for developing career roadmap should enrich youth's profiles by discovering their competencies, interests, values, attitudes, skills, knowledge (VASK) and Expanded Notion of Work (ENOW) ⁵ .	8. To what extent does personal guidance enrich youth's personal profiles? * () *				
	9. To what extent does personal guidance help youth articulate their Values, Attitudes, Skills and Knowledge (VASK)? * () *				
	10. To what extent does personal guidance help youth connect their personal profiles to further development, and extend youth's understanding of Expanded Notion of Work (ENOW) experience, which will enable youth to make informed choices? * () *				

* Please indicate the choice on a scale from 1 (not at all helpful) to 5 (extremely helpful). 2 or below is "not achieved", 3 is "partially achieved" and "fully achieved" is 4 or above.

Glossary

- A career roadmap refers to a plan of an individual youth for actualising a goal in his/her career development journey.
 - Youth refer to individuals who participate in the experimental group of CLAP@JC.
 - Annual review and final review as the last chance for personal guidance sessions.
 - Trained CLD practitioners/social workers refer to frontline workers who have completed CLD related professional training# (e.g. which are recorded in the Social Workers Registration Board and/or awarded a certificate/attendance proof). Trained CLD practitioners should be equipped with skills on (i) conducting and debriefing career assessment analyses, (ii) obtaining market information, (iii) co-creating career exploration and roadmap formulation and (iv) debriefing workplace learning.
- # Recognised training programmes include CLAP 1.0 professional development programmes, CLAP 2.0 training courses (e.g. offered by Generation or CUHK. Those offered by CUHK include Professional Development Programme for Managerial Staff, Advanced Certificate Programme in Career and Life Development Services for Non-engaged Youth, Facilitating Career and Life Development for Non-engaged Youth: Introduction of Youth Development and Intervention Framework, as well as Three-day Training on Career and Life Development Services for Non-engaged Youth), or equivalent agency-based in-house training with the above 4 core training elements.
- The Expanded Notion of Work (ENOW) refers to paid and unpaid work experiences in the development of an individual's values, attitudes, skills and knowledge (VASK) which are transferrable in the world of work. More information is available at the CV360[®] User Guidelines (p.10-13) https://clap.hk/wp-content/uploads/2021/01/CV360_Eng_cover_Online.pdf.
 - In terms of the self-improvement process, the agency/service unit is encouraged to set its own interim target (%) if appropriate and predict the time frame to achieve the BM standards.

Benchmark 7 Linking Youth Service Plans to Career and Life Development

Youth service practitioners should link regular activities and service plans¹ to career and life development. Youth service practitioners should highlight the relevance² of personal growth and development for a wide range of future career and life pursuits.

Benchmark Criteria	Agency Evaluation Questions	Emerging	Partially Achieved	Fully Achieved	Evidence to Support Judgement (e.g. documents, records)
<p>Criterion 7.1 Youth service practitioners should incorporate career and life development elements³ and practices into regular activities and service plans based on the social environment and the needs of youth to equip youth with career and life development competencies.</p>	<p>1. Does the agency/service unit incorporate career and life development (CLD) concepts and practices into regular activities and service plans, such as incorporating elements of self-understanding into interest classes, highlighting the importance of multiple pathways and transferable skills in company visits? CLD elements should be presented through different services, such as: voluntary services, leadership training, interest-based programmes, skill enhancement courses, services for Special Target Groups (STGs), uniformed groups, personal guidance and counselling.</p>				
<p>Criterion 7.2 The career and life development elements should be presented through different activities. The elements of career and life development and workplace learning⁴ should be embedded in frontline services to enhance youth's connection with the community and their understanding of work and career, including essential/adult skills⁵ and pathways of career and life development.</p>	<p>2. Are youth provided with at least one career readiness-related CLD learning activity (e.g. 'unpaid' and 'paid' work) to equip youth with essential/adult skills and career exploration competence?</p>				
	<p>3. Have the concepts of career roadmap or workplace learning (including but not limited to the competencies and skills needed for the workplace and career development paths) been incorporated into the activities?</p>				
	<p>4. Are workplace/community resources connected (e.g. mentors/community partners) in the activities to facilitate youth's understanding of labour market, multiple pathways, qualifications needed and relevant training programmes?</p>				

Glossary

1. Regular activities and service plans: voluntary services, leadership training, interest-based programmes, skill enhancement courses, services for STGs, uniformed groups, personal guidance and counselling.
 - i. Provide CLD learning activities such as online information on further studies and workplaces, workshops and personal career counselling.
 - ii. Incorporate CLD elements into different activities such as voluntary services, leadership training, interest-based programmes, skill enhancement courses, services for STGs, uniformed groups, personal guidance and counselling.
 - iii. Provide personal guidance and counselling for further studies and employment, such as help in preparing CV360⁶.
 - iv. Build a support network, such as mentorship programme.
2. Relevance: Various learning experiences related to career-readiness (e.g. 'unpaid' and 'paid' work experiences) could facilitate the personal growth and development of youth, equipping them with competence and skills that are transferable to future career and life roles.
3. CLD elements include:
 - i. Self-understanding (personal interests, traits, skills and values), pathway exploration and career management (prioritise one's career and life goals and formulate action plan)
 - ii. Concepts of further studies and employment or the Expanded Notion of Work (ENOW), e.g. serious leisure development.
4. Elements of CLD and workplace learning include the exploration of multiple pathways, qualifications framework and relevant courses and service-learning activities of CLD, such as workplace visits, talks, workshops and job tasting).
5. Essential/Adult skills: An international assessment of adult competencies (e.g. communication, teamwork, problem-solving) by OECD measured some key skills in society and how they are used at work and home in the 21st century. More details are available at: https://www.oecd-ilibrary.org/education/skills-matter_1f029d8f-en.
6. Career-readiness: career exploration, self-understanding, future work plans and career decision intentions

Benchmark 8 | **Meaningful Encounters with the Workplace¹**

Youth could have multiple opportunities to learn from employers and employees about work, employment and the Values, Attitudes, Skills and Knowledge (VASK) that are valued in the workplace. Youth could also have first-hand experiences of the workplace to help them gain job opportunities and expand their networks.

Benchmark Criteria	Agency Evaluation Questions	Emerging	Partially Achieved	Fully Achieved	Evidence to Support Judgement (e.g. documents, records)
Criterion 8.1 The agency/service unit should provide youth with at least two workplace learning ² opportunities (one for Level 1 and one for Level 2/3) that allow them to gain an understanding of the real workplace and their degree of adaptation to different working environments. Workplace learning includes: Level 1: Company visits Level 2: Job tasting Level 3: Internships	1. Does the agency/service unit offer: a. at least one company visit and; b. at least one job tasting/ internship opportunity for each youth to understand workplace standards? # [Percentage of youth who have completed at least two workplace learning opportunities (one for Level 1 and one for Level 2/3)] ()				
	2. Does the agency/service unit have debriefing or follow-up with youth to relate their experience in workplace learning ² to their career and life goals or action plans?				
Criterion 8.2 Youth are provided with opportunities to interact and learn from employers/employees to understand workplace values, attitudes, skills and knowledge (VASK).	3. Does the agency/service unit introduce youth's characteristics and their career and life development (CLD) needs (e.g. concepts of Expanded Notion of Work (ENOW) and Values, Attitudes, Skills and Knowledge (VASK) etc.) to employers so that employers can provide a more ideal learning environment to youth to facilitate their workplace learning?				
	4. Do youth have opportunities to interact with and learn from employees or employer from the workplace?				
	5. Does the agency/service unit use various tools in debriefing sessions to facilitate their reflection and learning (e.g. CV360 [®] and exercises) as well as summarising their workplace learning experiences through their personal portfolio?				

Glossary

1. A meaningful encounter in the workplace refers to youth having opportunities to learn and reflect on what work is like or what it takes to be successful in the workplace through interactions with employers and employees.
2. Workplace learning refers to interactions with employers and employees, e.g. interviewing employees, trial-run business, interviewing and sharing of serious leisure devotees. A one-to-one mentorship programme that matches youth to experienced mentors. Youth could build a relationship of mutual trust, thereby strengthening youth's network, allowing them to gain workplace wisdom and information on multiple pathways, providing more opportunities for their CLD.

Benchmark 9 Meaningful Encounters with Further Education Opportunities					
Youths could understand the full range of progression opportunities available to them, including local and overseas academic and vocational pathways, such as higher education, Vocational and Professional Education and Training (VPET) ² , working holiday and further education opportunities.					
Benchmark Criteria	Agency Evaluation Questions	Emerging	Partially Achieved	Fully Achieved	Evidence to Support Judgement (e.g. documents, records)
Criterion 9.1 Youth could experience meaningful visits or tours related to further and higher education institutions (e.g. tertiary and VPET institutions), including information day, talks or trial classes offered by institutions, based on their needs.	1. Does the agency/service unit inform, encourage and guide youth to access the latest information on further and higher education through organising career and life development (CLD) guidance programmes (such as CLD lessons/activities and career expos)?				
Criterion 9.2 Youth have direct meetings/interactions with relevant stakeholders to learn about study options at a personal level (e.g. their learning experiences, back-to-school experience, personal struggles and ways of handling difficulties and career development opportunities).	2. Do youth experience meaningful visits or tours to further and higher education institutions?				
	3. Do youth have opportunities to interact with CLD practitioners when they decide to go back to school or participate in professional training?				
	4. Does the agency/service unit help youth relate the mentioned interactions with their reflection and goals to CLD (e.g. through reflective journals)?				

Glossary

1. Grasp information on continuing education and opportunities for continuing development: Allow youth to learn and reflect on what further and higher education and re-entering education are like.
2. Vocational and Professional Education and Training (VPET); For details, please refer to the Review Report of the Task Force on Promotion of Vocational and Professional Education (2020).

Benchmark 10		Parent Engagement and Support			
The agency/service unit should engage parents through various forms of formal and informal interaction so that parents have access to quality information on multiple pathways and become positive agents and collaborative partners in providing support to youth's career and life development.					
Benchmark Criteria	Agency Evaluation Questions	Emerging	Partially Achieved	Fully Achieved	Evidence to Support Judgement (e.g. documents, records)
Criterion 10.1 The agency/service unit should have a systematic parent engagement plan to develop parents' understanding of their roles in empowering youth's career and life development. The agency/service unit should encourage interactions with parents on career and life development-related affairs.	1. Does the agency/service unit have designated staff or working group to coordinate parent engagement concerning career and life development (CLD) including communication with parents?				
	2. Does the agency/service unit provide parent service to foster an environment of mutual support and learning for parents to understand challenges faced by youth in their CLD and how to support youth to break through stereotypical thinking, achieve their aspirations and establish a positive career identity?				
Criterion 10.2 The agency/service unit should have a mechanism or channel to inform, encourage, and guide parents on how to access and use quality information on multiple pathways such as websites to support youth.	3. Does the agency/service unit provide parents with information on multiple pathways and support parents to deal with various challenges in youth's CLD?				

Yes/No (BM1)

Yes

No