

<b>Project Overview</b>	
Project Title (in English): Enhancement and Assessment of Students' Sustainable Life Skills (Phase I)	Project Title (in Chinese): 「學生持續發展能力」提升與評估 (第一階段)
<b>Executive Summary</b>	
<p>In the past decades, Hong Kong Shue Yan University (HKSYU) has established a reputation for providing its students with a well-rounded educational experience. In 2012, the Commission of Youth (COY) worked with the Business, Economic and Public Policy Research Centre (BEPP) of HKSYU to conduct studies on the competitiveness of youths in Hong Kong. The term 'sustainability' has been used in defining 'competitiveness' to encompass the various personal characteristics of youths that support their capacity to work independently toward sustainable life skills under uncertain societal circumstances. This collaborative effort resulted in the construction of an evidence-based, valid and reliable set of indicators for understanding the major elements that support young people's life skill sustainability in Hong Kong. The published research document can be downloaded from the Commission of Youth Website; the indicators of sustainable life skills are provided in Appendix 1. According to the preliminary results of a September 2015 pilot study, among the various indicators, students have particular need for improvement in the areas of 'adaptability to future changes', 'basic skills competence', 'psychological features', and 'regular soft power'.</p> <p>Leveraging the COY research and taking into account the findings of other studies, the first purpose of this project is to construct a new and unique framework to assess students' sustainable life skills to grow and develop a database of information for further analysis. Whereas the COY framework was not specialised for SYU undergraduates, this new framework, which is exclusively for HKSYU students, is designed to comprehensively assess the students' needs. HKSYU will thus be able to identify students' strengths and weaknesses, which will be useful in enabling student services to target their essential needs. The second purpose of this project is to develop a set of interventions to enhance student sustainable life skills by focusing on the four areas identified by a previous pilot study. HKSYU's Office of Student Affairs (OSA) has decades of experience in providing psychological services and organising student development programmes. It has now been invited by BEPP to develop the interventions in this project. Their effectiveness will be evaluated, which will provide insights for future enhancement of student services. Furthermore, this project may serve as the foundation for future development of other research that may include industrial studies of sustainable life skills and inter-institutional intervention programmes. The Enhancement and Assessment of Students' Sustainable Life Skills (Phase I) has five objectives:</p> <ul style="list-style-type: none"><li>• To leverage previous research to design and construct a new and unique framework with which to measure student sustainable life skills and its growth at HKSYU;</li><li>• To develop a database on student sustainable life skills</li><li>• To develop a comprehensive intervention programme that includes but is not limited to</li></ul>	

1) self-understanding and emotion management workshops; 2) experiential activities, 3) a personal growth course; and 4) individual vocational counselling services

- To integrate these interventions into a long-range plan for a comprehensive whole-person development programme for HKSYU students.
- To improve the expertise of existing personnel through staff training and, thus, the quality of student services.

The research is expected to commence in September 2016 and will last for two years. Over 5,000 students are likely to benefit from the results of the study.

### **Problems Identified**

With increasing numbers of students participating in and graduating from Hong Kong's expanding tertiary educational system in the past two decades, HKSYU (or 'the University') is concerned about the competitiveness and future employability of its students. As the essence of competitiveness concerns the attainment of the goal of 'sustainable life skill development', the University will require an effective and comprehensive evaluation tool to understand the sustainable life skills of its students. The purpose of this tool is to assess students' sustainable life skills in various areas, focusing on their strengths and weaknesses. Understanding these aspects will allow HKSYU to determine the direction of student services in terms of content, quality and effectiveness to better assist students' personal development. Presently, there is no formal and reliable tool by which HKSYU can understand and address students' non-academic development or sustainable life skills.

In the past 10 years, the number of freshmen at the University has increased by more than 80%,<sup>1</sup> increasing the need for a reliable assessment tool for understanding students' strengths and weaknesses and to enable HKSYU to deliver suitable and high-quality services to them. To achieve this objective, HKSYU has collaborated with two agencies: the Business, Economic and Public Policy Research Centre (BEPP), which has a solid research background, and the Office of Student Affairs (OSA), which has decades of experience in providing student services on campus to develop an effective, comprehensive, and evidence-based assessment tool that integrates research and practice. Following BEPP's successful identification of indicators of youth sustainability<sup>2</sup>, HKSYU can leverage the results of the previous research with COY to create its own framework and database to understand and enhance student sustainable life skills.

In its previous research, BEPP established seven indicators to measure youth competitiveness, which can be further developed and applied to university student sustainable life skills. On the basis of the research findings, the University can develop a new and unique framework for HKSYU as a comprehensive tool for measuring student sustainable life skills. Simultaneously, a database will be created that allows in-depth evaluation and analysis and fosters understanding of student needs. A pilot study that applied the slightly modified sustainable growth inventory—which also includes some new areas such as 'filial piety' and 'moral values'—was conducted by collecting data from HKSYU freshmen in September 2015. This preliminary result indicates that students have room for improvement in the areas of 'adaptability to future changes', 'basic skills competence', 'psychological features', and 'regular soft power'. This result justifies the University's need for a large-scale database,

and it contributes to assessment of the holistic picture of student sustainable life skills based on an empirical framework. This database will expand the University's capacity to effectively address students' essential needs. As the major agent providing student services for the University, the Office of Student Affairs will use the preliminary findings to develop interventions. The interventions will focus on students' non-academic aspects and will contribute to a well-rounded education experience at HKSJU.

<sup>1</sup>References:

Hong Kong Shue Yan University (2005). A Profile of New Students 2004/2005.

Hong Kong Shue Yan University (2015). A Profile of New Undergraduate Students 2014/2015.

<sup>2</sup>Reference:

Commission on Youth (2015). Study on the Youth Competiveness Indicator System in Hong Kong.

Retrieved from <http://www.coy.gov.hk/en/research/>

<b>Project Objectives and Deliverables</b>	
<b>Measurable Objectives</b>	<b>How it can be achieved</b>
1. To develop a new framework suitable for HKSJU students. Note: For the underlined items in this section, please refer to Appendix 1 for the terms defined and used in previous research.	Using the existing inventory of sustainable life skills devised in the COY study, the project team would establish a new and unique framework that is customised for HKSJU. The framework would serve as the basis for the establishment of a protocol for intervention services for students in need. In the course of establishing the protocol, the project team would continually revise the framework and the intervention services to optimise intervention effectiveness. In the interim, hypotheses would be developed and tested. The outcomes would be operationalised by the change in the inventory scores. We intend to investigate the effectiveness of the intervention in the first year. If the intervention is found to be effective, we will produce a manual of the series of interventions to create a protocol. Please refer to Appendix 2 for the research methodology.
2. To develop a database of key indicators of students' ability to grow and to evaluate the efficiency of student services	Collect data from students who are involved in OSA activities and from those who are not. These data will be input and analysed to form the database for setting up the baseline.
3. To measure students' individual growth in terms of sustainable life skills	Continuously collect data from students and generate individual reports to show the growth in sustainable life skills of each student, especially for those who join the intervention program. The individual changes in the scores will be operationalised as the effectiveness of the

	intervention services.
<p>4. To measure the intervention outcomes</p>	<p>Collect data from students who participate in each intervention to understand how each intervention enhances student. Qualitative (e.g. in-depth interview, focus group, etc.) and quantitative research methods (e.g questionnaires) will be utilised to achieve this objective.</p> <p>The aforementioned theoretical framework could be validated from the data collected at this stage. Once the theoretical framework has been validated, the intervention services can be customised for the students.</p>
<p>5. a. To facilitate students' self-awareness through the exploration of their personality, interests, career values, and future aspirations</p> <p>b. To enhance students' sustainable life skills regarding <u>regular soft power</u> with a specific focus on <u>thinking skills</u>, <u>learning ability</u>, and future performance in the workplace by facilitating self-knowledge in a vocational context.</p>	<p>Self-understanding workshops will be organised to achieve this objective. Evidence-based, valid and reliable assessment tools (such as MBTI and Self-Directed Search) will be administered. Following a psychoeducation session, counsellors will discuss the results with participants to enhance their self-knowledge. Counsellors will also guide students to seek a suitable vocational direction based on their personality characteristics, which are thought to be positively related to performance in the workplace in terms of thinking skills, ability and motivation to learn<sup>1</sup>.</p> <p><sup>1</sup> Reference: Holland, J. L. (1997). <i>Making vocational choices: A theory of vocational personalities and work environments</i>. Psychological Assessment Resources.</p>
<p>6. To enhance students' <u>psychological growth</u> with a specific focus on <u>emotional management</u></p>	<p>Emotional management workshops will be organised to achieve this objective. The concept of 'emotion regulation'<sup>2</sup> and its application will be introduced to participants through experiential activities and practice.</p> <p><sup>2</sup> Reference: Gross, J. (1998). The emerging field of emotion regulation: An integrative review. <i>Review of General Psychology</i>, 2(3), 271-299.</p>
<p>7. a. To enhance students' <u>basic skills competence</u> with a specific focus on <u>communication skills</u></p> <p>b. To enhance students' <u>regular soft power</u> by improving their ability to</p>	<p>Experiential activities that take place in a simulated adventure context will be organised to achieve this objective.</p> <p>Participants will engage in individual and group competitions to achieve goals assigned by the facilitator. The facilitator will inspire participants to reflect on and improve their communication skills and performance when working in teams.</p>

<p>work in teams.</p>	
<p>8. a. To improve students' <u>psychological profiles</u> with specific focuses on <u>resilience</u> and <u>emotional management</u> b. To enhance students' <u>basic skills competence</u> by improving their <u>communication skills</u></p>	<p>A personal growth course that will consist of 6–8 sessions of interrelated seminars will be organised to achieve the objective. With the support and cooperation of a consultant), a seminar will be conducted with a focus on enhancing participant sustainable life skills. The consultant will be invited to be the facilitator, and participants will engage in group discussion/sharing, roleplaying, experiential activities, and self-exploratory reflections on various topics about different aspects of personal development.</p> <p>Through the course, participants will:</p> <ul style="list-style-type: none"> <li>● Understand how they have dealt with challenges in the past and discover the internal strength that empowers them to be resistant and resilient to future adversity.</li> <li>● Learn practical skills in problem solving and handling negative emotions and stress by understanding a situation from various perspectives.</li> <li>● Foster interpersonal interaction and communication by engaging in group discussion and sharing sessions.</li> </ul>
<p>9. To enhance students' ability to grow through facilitating their awareness of their <u>adaptability to future change</u>, <u>inherent factors</u> and <u>regular soft power</u></p>	<p>Individual counselling focusing on vocation concern is suggested as a means to achieve this objective because the process involves the recollection of past experiences and in-depth reflection, which will be highly personal. Each participant is expected to participate in four to six individual counselling sessions. Counsellors will apply psychological assessment tools to facilitate participants' self-reflection on various dimensions of sustainable life skills. Through the reflective process, participants will be able to discover their internal resources and increase sustainable life skills by utilising their strengths and improving on their weaknesses. A clear career goal will also be determined, which will enhance their readiness to proceed to the next life stage.</p>
<p>10. To integrate the interventions into a long-range plan for a comprehensive whole-person development programme for HKSYU students</p>	<p>Staff training and consultation focusing on the design of interventions, counselling, and the application of assessment tools is suggested to achieve this objective. The staff's experience in implementing the interventions, together with the knowledge gained from the research results, will facilitate</p>

	the future development of the programme.
11. To improve the expertise of existing personnel and the quality of student services through staff training	Staff training and consultation focusing on the design of interventions, counselling, and the application of assessment tools is suggested to achieve this objective.
<b>Project Deliverables</b>	
<b>Deliverables</b>	<b>Sharing mechanism</b>
1. Providing a holistic picture of student sustainable life skills at HKSYU	The results of the sustainable life skills index at the individual level will be made available on HKSYU internal platforms such as Moodle and WebSims. The report can be made available each academic year to other institutions by subscription.
2. Organising activities to deliver sustainable life skills knowledge	BEPP will organise activities to deliver sustainable life skills knowledge to freshmen during orientation; other institutions can attend these activities by invitation
3. Publishing research and intervention journal articles in the fields of social science, education, and public policy	After completing the research, BEPP and OSA will publish the integrated intervention research and information in a journal. Other institutions can access the findings through information platforms.
4. Running a self-understanding workshop (four rounds in two academic years)	The effectiveness and the key beneficial elements of the intervention will be documented in the research findings, which will be further shared through publications, presentations at academic conferences, and online reports on the EDB website. Other institutes can access this material through the archives on the EDB website.
5. Running an emotion management workshop (four rounds in two academic years)	The effectiveness and the key beneficial elements of the intervention will be documented in the research findings, which will be further shared through publications, presentations at academic conferences, and online reports on the EDB website. Other institutes can access this material through the archives on the EDB website.
6. Running an experiential activity that uses a simulated adventure context	The effectiveness and the key beneficial elements of the intervention will be documented in the

<p>(four rounds in two academic years)</p>	<p>research findings, which will be further shared through publications, presentations at academic conferences, and online reports on the EDB website.</p> <p>Other institutes can access this material through the archives on the EDB website.</p>
<p>7. Running a personal growth course consisting of 6–8 sessions of inter-related seminars (four rounds in two academic years)</p>	<p>The effectiveness and the key beneficial elements of the intervention will be documented in the research findings, which will be further shared through publications, presentations at academic conferences, and online reports on the EDB website.</p> <p>Other institutes can access this material through the archives on the EDB website.</p>
<p>8. Providing individual vocational counselling services (around 180 sessions for 30 participants)</p>	<p>The effectiveness and the key beneficial elements of the intervention will be documented in the research findings, which will be further shared through publications, presentations at academic conferences, and online reports on the EDB website.</p> <p>Other institutes can access this material through the archives on the EDB website.</p>
<p>9. Testing and measuring the effectiveness of the intervention programme by OSA in promoting the sustainable life skills of university students</p>	<p>The effectiveness and the key beneficial elements of the intervention will be documented in the research findings, which will be further shared through publications, presentations at academic conferences, and online reports on the EDB website.</p> <p>Other institutes can access this material through the archives on the EDB website.</p>
<p>10. Developing the direction for future systematic and comprehensive evidence-based intervention programmes at universities to promote student sustainable life skills</p>	<p>The interventions will be further integrated, enriched and developed into a whole-person development programme organised by OSA. A large number of future students will share the benefits of this project by their participation in the programme.</p> <p>The intervention plans' major elements and administration procedures will be uploaded to the EDB website so that they can be shared with other institutes.</p>

<p>11. Training of and consultation with existing personnel to improve staff expertise and the quality of student services</p>	<p>The effectiveness and the key beneficial elements of the training and consultation will be documented in the research findings, which will be further shared through publications, presentations at academic conferences, and online reports on the EDB website so that they can be shared with other institutes.</p>
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The following information can be uploaded to the relevant EDB websites during the project period:

- Outlines of the research objectives
- Activity plans
- Evaluation reports on the activities, including student feedback on the research

**Beneficiaries**

<p>Expected type and number of beneficiaries of the project</p>	<ol style="list-style-type: none"> <li>1. The over 2,000 students who will fill out the inventory will benefit directly, acquiring higher self-awareness of sustainable life skills.</li> <li>2. A minimum of 120 participants who engage in the intervention will benefit directly.</li> <li>3. 4 members of the HKSJU staff will benefit directly.</li> <li>4. Over 5,000 students will benefit indirectly in the future.</li> </ol>
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1. Students involved in the intervention will be the direct beneficiaries of the project. Upon completion of the project, they will be expected to:
  - a. demonstrate an increase in sustainable life skills, particularly in the areas of adaptability to future change, basic skills competence, psychological features, and regular soft power;
  - b. establish a clear vocational direction.
2. Students who continuously fill out the inventory will understand the changes in sustainable life skills throughout the project period.
3. The four members of the HKSJU staff who will receive training and consultation in the project will benefit by gaining improvement in their ability to provide student services. This benefit will further multiply through the enhanced service continually provided to students in the future.
4. Following the completion of the project, as the project activities are further integrated, enriched and developed into a whole-person development programme organised by OSA, future students enrolling at HKSJU will benefit indirectly.

<b>Implementation Schedule</b>		
Estimated start date of the project (month/year)		SEP 2016
Estimated end date of the project (month/year)		AUG 2018
Project duration (months)		24 months
<b>Month</b>	<b>Key milestones</b>	
	<b>In terms of project activities and deliverables</b>	<b>In terms of monitoring and evaluation</b>
1–6 Sep 2016– Feb 2017	<ol style="list-style-type: none"> <li>1. Form project team and committee               <ol style="list-style-type: none"> <li>a. Employ project officer (PT) and counsellor (PT)</li> <li>b. Settle service agreement with consultant</li> <li>c. Allocate responsibilities among team members and finalise work plan</li> </ol> </li> <li>2. Refine sustainable growth inventory</li> <li>3. Develop database</li> <li>4. Collect freshman data</li> <li>5. Analyse the baseline result</li> <li>6. Finish staff training on personality assessment</li> <li>7. Begin training and consultation in vocational counselling (first half-year)</li> <li>8. Finish recruitment of participants (First batch)</li> <li>9. Conduct self-understanding workshops, emotional regulation workshop, and experiential activities</li> <li>10. Conduct the personal growth course</li> </ol>	<ol style="list-style-type: none"> <li>1. a. Select suitable applicants based on qualifications and experience in research and vocational counselling</li> <li>1. b. Select consultant with sufficient relevant experience and holding at least a master’s degree in accordance with industry standards</li> <li>1. c. Hold periodic evaluation meetings to review the allocation of responsibilities and work plan</li> <li>2. Employ statistical measures to check the validity of the inventory</li> <li>3. Use a checking process to avoid fundamental errors</li> <li>4. Monitor the data collection process on orientation day</li> <li>5. Supervise the data entry process to avoid input errors</li> <li>6. Have accreditation granted by the training agent of the personality assessment upon completion of training</li> <li>7. Periodically evaluate and revise the service agreement with the consultant</li> <li>8. Confirm the enrolment of the targeted number of participants with written consent</li> <li>9. Complete evaluations after the activities</li> <li>10. Complete evaluations after the courses</li> </ol>

	<ol style="list-style-type: none"> <li>11. Engage in individual vocational counselling sessions</li> <li>12. Collect data from students who engaged in vocational counselling sessions</li> </ol>	<ol style="list-style-type: none"> <li>11. Complete evaluations upon termination of the counselling service</li> <li>12. Hold periodic meetings to evaluate the data collection method</li> </ol>
<p>7–12 Mar 2017– Aug 2017</p>	<ol style="list-style-type: none"> <li>1. Conduct self-understanding workshops, emotional regulation workshops, and experiential activities</li> <li>2. Conduct the personal growth course</li> <li>3. Conduct all individual vocational counselling sessions</li> <li>4. Finish consultation and training in vocational counselling (second half-year)</li> <li>5. Collect data from students who engaged in self-understanding workshops, emotional regulation workshop, experiential activities, the personal growth course, and vocational counselling sessions</li> <li>6. Analyse the data</li> <li>7. Write the year-end report</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete evaluations after the activities</li> <li>2. Complete evaluations after the courses</li> <li>3. Complete evaluations upon termination of counselling service</li> <li>4. Periodically evaluate and revise the service agreement with the consultant</li> <li>5. Hold periodic meetings to evaluate the data collection method</li> <li>6. Supervise the data entry process to avoid input errors</li> <li>7. Have the project evaluation team conduct a review prior to submission</li> </ol>
<p>13–18 Sep 2017– Feb 2018</p>	<ol style="list-style-type: none"> <li>1. Finish recruitment of participants (second batch)</li> <li>2. Adjust the inventory based on the first-year result</li> <li>3. Collect freshman data</li> <li>4. Analyse the baseline result</li> <li>5. Conduct self-understanding workshops, emotional regulation workshops, and experiential activities</li> <li>6. Conduct the personal growth course</li> <li>7. Engage in individual vocational</li> </ol>	<ol style="list-style-type: none"> <li>1. Confirm the enrolment of the targeted number of participants with consent to join the interventions</li> <li>2. Monitor statistical measures to check the validity of the inventory</li> <li>3. Monitor the data collection process on orientation day</li> <li>4. Supervise the data entry process to avoid input errors</li> <li>5. Complete evaluation after the activities</li> <li>6. Complete evaluation after the courses</li> <li>7. Complete evaluation upon termination</li> </ol>

	<p>counselling sessions</p> <ol style="list-style-type: none"> <li>8. Finish consultation and training in vocational counselling (third half-year)</li> <li>9. Collect data from students engaged in self-understanding workshops, emotional regulation workshops, experiential activities, the personal growth course, and vocational counselling sessions</li> </ol>	<p>of the counselling service</p> <ol style="list-style-type: none"> <li>8. Periodically evaluate and revise the service agreement with consultant</li> <li>9. Hold periodic meetings to evaluate the data collection method</li> </ol>
<p>19–24 Mar 2018– Aug 2018</p>	<ol style="list-style-type: none"> <li>1. Conduct self-understanding workshops, emotional regulation workshops, and experiential activities</li> <li>2. Conduct the personal growth course</li> <li>3. Finish all individual vocational counselling sessions for participants and refer those who may need extra counselling services back to the counselling team or to other community services.</li> <li>4. Finish consultation and training in vocational counselling (fourth half-year)</li> <li>5. Collect data from students engaged in self-understanding workshops, emotional regulation workshops, experiential activities, the personal growth course, and vocational counselling sessions</li> <li>6. Analyse the data</li> <li>7. Write the year-end report</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete evaluation after the activities</li> <li>2. Complete evaluation after the courses</li> <li>3. Complete evaluation upon termination of counselling service</li> <li>4. Complete final evaluation with consultant</li> <li>5. Hold periodic meetings to evaluate the data collection method</li> <li>6. Supervise the data input process to avoid input errors</li> <li>7. Have the project evaluation team conduct a review prior to submission</li> </ol>

Publicity plan for the project:

- 1) To release the research results through public channels
- 2) To hang promotion banners around the campus
- 3) To post posters on notice boards
- 4) To provide project information on the OSA and BEPP websites
- 5) To promote the project to freshmen on Orientation Day
- 6) To promote project activities through electronic display boards and online social media platforms
- 7) To provide substantial incentives (e.g. restaurant gift cards, digital gift cards, gadgets) to students who participate in the project activities
- 8) To activate the school advisor scheme and encourage teachers to invite students in need to join the project activities

Cash Flow and Budget				
Project Expenditure (please revise according to the approved amount)				
	Amount in HK\$			
Period	Year 1	Year 2	Year 3	Total
Manpower	\$403,200	\$423,360		\$826,560
Equipment / Facilities	\$50,000	\$0		\$50,000
Services	\$316,000	\$184,000		\$500,000
General Expenses	\$7,500	\$0		\$7,500
Others (e.g. auditor's fee, contingency expenses)	\$20,760	\$35,760		\$56,520
<b>Total</b>	\$797,460	\$643,120		\$1,440,580
Project Income (if any, e.g. fees received)				
	Amount in HK\$			
Period	Year 1	Year 2	Year 3	Total
<b>Total</b>				
Grant Sought under the Quality Enhancement Support Scheme			\$1,440,580	
Funding from the Applicant			--	
Funding from Other Sources			--	
<b>Total Project Value</b>			<b>\$1,440,580</b>	
The cost of arranging consultation for reviewing the design and implementation of interventions will be absorbed by SYU.				

Post	Duties
Project Officer (PT)	<ul style="list-style-type: none"> <li>- Modify inventory</li> <li>- Develop a new unique framework</li> <li>- Continuously analyse inventory results</li> <li>- Write all reports</li> </ul>
Counsellor (PT)	<p>Implementation of the interventions will significantly increase the workload of existing counsellors. The additional demand on work will justify the employment of a part-time counsellor for the accomplishment of the following tasks:</p> <ul style="list-style-type: none"> <li>- Organise project activities (e.g. delivery of workshops, experiential activities, administration, and monitoring of self-growth courses)</li> <li>- Conduct a self-understanding workshop by applying assessment tools such as MBTI and Self-Directed Search</li> <li>- Provide individual counselling services, particularly in vocational orientation</li> <li>- Handle the relevant documentation for project activities and counselling sessions</li> <li>- Receive training and consultation</li> <li>- Participate in evaluating the project interventions</li> <li>- Handle administrative work for the project</li> </ul>

### **Project Sustainability**

1. A well-established database of student sustainable life skills will provide the University with a sufficient understanding of their needs, which will enable more effective service from institutional, departmental, group, and individual perspectives. The continuous collection of relevant data after setting up the database will allow the University to track students' growth. After establishing the HKSYU database in stage 1, the research will be further developed in the following areas:
  - The framework may be replicated in other tertiary institutions. The potential collaboration with other tertiary institutions in data collection will provide a broader understanding of the needs of students, which will enable more effective interventions. Currently, several institutions have shown interest in applying the youth sustainable life skills index to improve their student services. We intend to begin the project at HKSYU first. If the project is found to be effective, we may endeavour to replicate the project jointly with and in other institutes.
  - The newly constructed framework and database can be used to understand sustainable life skills in career development. We may invite alumni with over five years of working experience in different job types to fill out questionnaires developed based on the index. The responses may help HKSYU enhance its database to understand the specific characteristics regarding sustainable life skills that are prevalent in each job type. Students may formulate directions in career development with reference to their personal sustainable life skills profile and career sustainable life skills index.

2. As the project activities are further integrated, enriched and developed into a whole-person development programme organised by OSA after the accomplishment of the project, the experience gained by OSA through the implementation of interventions is expected to become the theoretical and practical foundation of the future programme.
3. In terms of staff continuity, the QESS-funded training and consultation received by current personnel will equip the staff with sufficient expertise and skills in enhancing student sustainable life skills. As the staff will continuously serve the University with the learned skills after the project is completed, the sustainable life skills of staff improvement through the project will be ensured.