

## Part C Project Overview

Project Title (in English):

**Student Counselling Services and Personal Development Centre**

Project Title (in Chinese):

學生輔導服務及個人發展中心

### Executive Summary

*(Please provide, within this page, an executive summary of the project.)*

The provision of counselling support services for students has been commonly acknowledged as an integral part of quality education. As a major local self-financed sub-degree education provider, our Community College embraces the value of counselling in our mission of nurturing students' learning and personal development. Though CCCU recognizes the benefits of the provision of professional counselling services to students, the existing provision has not been coordinated in a holistic approach due to the absence of a dedicated office. The College has been managing counselling requests by referring students to external counselling service providers, which can hardly satisfy the demand of the students. Therefore CCCU has planned to start the current Project to centralize its efforts through a dedicated centre (*Student Counselling Services and Personal Development Centre*) to enhance the provision and effectiveness of personal counselling services and mental health awareness education to all students.

### Key roles of Student Counselling Services and Personal Development Centre

Through the establishment of Student Counselling Services and Personal Development Centre, the following activities and services will be offered:

- 1) Conducting meetings with teaching staff to identify common emotional distress experienced by mainstream associate degree students and students with special needs (i.e., SEN, NCS students, etc.)
- 2) Providing free group and individual counselling services to all students (by the in-house professionally trained counsellor and external service providers)
- 3) Organizing workshops and activities to a) raise students' awareness of mental health issues, b) educate students about prevention of mental illnesses and c) foster an inclusive and caring community on campus
- 4) Developing a Peer Counselling Programme – training for students to provide elementary guidance on mental health knowledge and stress management skills to fellow students and offer peer support to those in need
- 5) Designing an official webpage for the Student Counselling Services and Personal Development Centre on the College's website. Such webpage includes information about all services provided by the Centre and resources relating to mental health issues

### Impact on CCCU's Students

By providing a variety of counselling support services and personal development advice, it is estimated that the College's Associate Degree and top-up Degree students will benefit. Depending on the activities they participate in, students will be able to:

- 1) Communicate effectively with teaching staff and peers after common psychological problems experienced by students are well-identified and addressed by the Centre.
- 2) Receive direct assistance as well as professional advice from free group or personal counselling services to resolve personal problems and emotional distress, explore personal attributes and strengths and develop coping abilities.
- 3) Identify possible symptoms of mental illness by accessing informative online resources concerning counselling services and mental health issues. This enables students to seek help at an early stage.
- 4) Develop a positive mindset and learning attitude; enhance personal growth and pursue their studies in optimal conditions.
- 5) Gain gratifying and useful experience as they acquire mental health knowledge and peer helping skills via training / workshops and participation in Peer Counselling Programme.
- 6) Recognize the importance of an inclusive and caring environment and play a part in maintaining an accepting attitude toward emotionally vulnerable students including SEN and NCS students

#### **Part D Problems Identified**

*(Please provide your assessments to the problems / needs identified.)*

In higher education, the learning process is the main concern and focus of the students, their family members, the teachers and the various stakeholders. Through providing appropriate teaching and learning activities and other extra-curricular learning opportunities, the institution facilitates students' achievement of learning outcomes. However, educators are increasingly aware of the impact of students' mental health / problems on their learning performance (Febrilla, Warokka & Abdullah, 2011).

Transition to higher education is a movement that involves a lot of stress and challenge. While some students are able to experience this transition as a challenge to personal growth, some students lack the personal and social resources to overcome the difficulties. They may become overwhelmed by the changes and vulnerable to emotional maladjustment and problems such as depression and anxiety. All these emotions can have important impact on students' learning and achievement. Emotional problems distract the students' attention, undermine their motivation to learn, weaken the choice of learning strategies and disrupt their self-regulation of learning (Pekrun, 2014). In addition, emotions play an important part in shaping students' identity, their personality development, psychological health and physical health.

The literature has identified a number of at-risk factors that contribute to the students' learning and emotional problems (e.g. Horton, 2015). In the context of CCCU, we have found that the following three groups of students in our College are at higher risks.

- (i) Students Identified as Psychologically/Mentally Ill Students (about 100 in CCCU)
- (ii) Students with Special Educational Needs (SEN) (about 40 in CCCU)
- (iii) Non-Cantonese Speaking (NCS) students (about 350 in CCCU)

### Students identified as Psychologically/Mentally Ill

In the current academic year, we have about 4% of the student population suffering from psychological/mental illnesses. Despite the small proportion, there is a degree of urgency in counselling these students since, as Froeschle & Meyers (2004) point out, these “students’ unmet mental health needs can be a significant obstacle to their academic, career and social/emotional development and even compromise school safety”. These students need professional counselling and even clinical psychological services. With early identification intervention, their further psychological issues can be alleviated and their academic performance will therefore not suffer.

### Students with Special Educational Needs (SEN)

SEN Students suffer significant impairment or difficulty in learning or adjustment to school. In the current year, the range of Special Educational Needs (SEN) found among our students encompasses :

- Specific learning difficulties
- Intellectual disabilities
- Autism spectrum disorders
- Attention deficit / hyperactivity disorder
- Physical disability
- Visual impairment
- Hearing impairment
- Speech and language impairment
- Others

As some overseas studies show, the college completion rate for students with learning disabilities is significantly lower than that in the general population (Cortiella & Horowitz, 2014). This reflects that SEN students need extra help to overcome their difficulties in order to benefit from the study programmes.

### Non-Cantonese Speaking (NCS) Students

We have a body of non-local students who may be encountering difficulties in their studies due to their inability to communicate in the local dialect. Not only do these NCS students suffer the loss of the benefit of peer support, but they are also likely to encounter problems in forming assignment project groups with local students. In the current year, the non-local students in CCCU include some 100 students from mainland China and more than 250 Southeast Asian students.

In addition, though the mainstream students (about 2,000) in CCCU may be at a lower risk than the three groups mentioned above, they are still vulnerable to emotional issues affecting their learning due to their sub-degree status.

### Mainstream Associate Degree Students

Studying in an associate degree programme may not be the first priority of many students and

their family members. In our daily conversation with the students and in certain focus group meetings to listen to their concerns, we heard frequent comments like this:

- *“My parents think that it is useless to study for an associate degree. I feel a lot of pressure from them.”*
- *“I don’t know what I can do after completing the associate degree programme. Society does not seem to recognize this qualification. This undermines my motivation to study.”*
- *“I feel inferior because my cousins are all studying degree programmes. I do not know if I have a future.”*
- *“I am not well-prepared for the study. My English is weak, and I do not know how to overcome the difficulties.”*
- *“I take this associate degree programme as a stepping stone, but do not know what the next step will be.”*

These comments reflect the realities of most mainstream associate degree students. Though the students are interested to study in the programme, their own uncertainty about the future, the social pressure originating from their families, the attitudes towards sub-degree programmes by people in society all arouse negative emotions in our students. These all have negative impact on the learning motivation and performance of the students.

We can anticipate that the students in need of counselling service will continue to increase in the coming years because of the following reasons:

- The number of students suffering mental problems has been on the rise. In 2015/16, 22 students committed suicide and eight of whom were at university. This could be just the tip of the iceberg as a large number of students may be suffering subclinical mental illnesses. In the 2015/16 academic year, 920 students at Chinese University of Hong Kong sought help from the university’s counselling team (SCMP, 2016). The CU counselling team emphasized that the number of students in need are much more, as it does not reflect the full scale of cases with depression or other anxiety disorders which go undetected.
- The number of SEN students has been on the rise. While in 2009-2010, there were only 13,720 primary and 8,000 secondary school students with SEN, there were 17,390 and 16,440 primary and secondary school students with SEN in 2013-2014 (Subcommittee on Integrated Education, Panel on Education, 2014). If these students can manage to progress to tertiary education, it is highly probable that most of them will be in the sub-degree sector.
- The number of NCS students at CCCU has been on the rise. We witnessed a substantial increase of students from mainland China or with non-local ethnic origins applying for our associate degree programmes, from tenths in 2014-15 to more than 300 in 2016/17. We expect that the trends will continue in the coming years.

## References

- Cortiella, C., & Horowitz, S. H. (2014). *The state of learning disabilities: Facts, trends and emerging issues* (3<sup>rd</sup> ed.). New York: National Center for Learning Disabilities.
- Febrilla, I., Warokka, A., & Abdullah, H. H. (2011). University students' emotional state and academic performance: New insights of managing complex cognitive. *Journal of e-Learning and Higher Education*, 2011, 1-15.
- Froeschle, J., & Moyer, M. (2004). Just cut it out: Legal and ethical challenges in counseling students who self-mutilate. *Professional School Counseling*, 7, 231-235.
- Horton, J. (2015). Identifying at-risk factors that affect college student success. *International Journal of Process Education*, 7(1), 83-101.
- Pekrun, R. (2014). *Emotions and Learning*. Geneva, Switzerland: International Academy of Education.
- South China Morning Post. (2016, August 1). *Focus on Hong Kong students' mental health – call for more awareness and assistance*.
- Subcommittee on Integrated Education, Panel on Education (2014, September). *Report*. Legislative Council of the Hong Kong Special Administrative Region.

## Part E Project Objectives and Deliverables

Measurable Objectives	How it can be achieved
1. 30% of total students will acquire mental health knowledge and self/peer helping skills	1) Peer Counselling Programme (Mental Health First Aid Course, peer counselling skills training sessions, team-building event, Mental Health Awareness Day) 2) Mental health promotion seminars 3) Time and stress management workshops 4) Interpersonal communication skills workshop 5) Psychological Assessment Workshops
2. Identify the mental health status of CCCU students	1) General Health Questionnaire
3. The following students will benefit from counselling services and other customized activities: - 90% of total students with identified psychological illness	1) Group or individual counselling sessions by full-time counsellor or part-time clinical psychologist 2) Personal enrichment & cultural exchange activities

<ul style="list-style-type: none"> <li>- 90% of total SEN students</li> <li>- 90% of total NCS students</li> </ul>	<p>3) Sharing sessions for parents of SEN / NCS / mentally ill students</p>
<p>4. 100% of total students can access informative online resources concerning counselling services and mental health issues</p>	<ul style="list-style-type: none"> <li>1) A Student Counselling Services &amp; Personal Development Centre webpage</li> <li>2) Online self-help resources</li> </ul>
<p>5. 70% of total teaching staff will acquire mental health knowledge and counselling skills</p>	<ul style="list-style-type: none"> <li>1) Staff counselling skills seminars / workshops</li> <li>2) Staff sharing sessions</li> </ul>

<p><b>Project Deliverables</b>  <i>(Please list out all the deliverables to be achieved and how they can be shared with, if possible, other institutions.)</i></p>	
<p><b>Deliverables</b></p>	<p><b>Sharing mechanism</b></p>
<p>1. The Student Counselling Services and Personal Development Centre established</p>	<p>Announcement on College website</p>
<p>2. A Centre webpage</p>	<p>Sharing on College website</p>
<p>3. 8 Staff counselling skills seminars / workshops</p>	<p>N/A</p>
<p>4. 4 time management and stress management workshops;            4 Interpersonal communication skills workshop;            4 Mental health promotion seminars</p>	<p>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.</p>
<p>5. 2 Peer Counselling Programmes</p> <ul style="list-style-type: none"> <li>- Mental Health First Aid Course</li> <li>- Peer counselling skills training sessions</li> <li>- Team building event</li> <li>- Mental Health Awareness Day</li> </ul>	<p>Programme events and activities highlights will be shared on College website</p>
<p>6. 4 Staff sharing sessions            2 Parents sharing sessions</p>	<p>N/A</p>

7.	8 personal enrichment and cultural exchange activities	Events highlights will be shared on College website.
8.	4 Psychological Assessment Workshops	N/A

*(Please indicate the information that can be uploaded onto relevant EDB websites during and after the project period.)*

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. Furthermore, the College will upload activities snapshots on its website for public view.

### **Beneficiaries**

Expected type and number of beneficiaries of the project	<b>2,000 - 2,500 CCCU Students</b>
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*(Please provide justification to support the above estimation and explain how they can be benefited from the project.)*

In the Project plan, the themes of services for the counselling centre to meet the four categories of students' counselling needs in this College are elaborated below:

#### **(a) Counselling Services for Identified Psychological/Mentally Ill Students (~4%)**

Students with identified psychological or mental illnesses require specialist counselling, usually by registered Clinical Psychologist. The College has been providing these students with individual counselling from external services subscribed by the College. One of the aims of the Project is to provide this service with an in-house professional counsellor so that the College can maintain better co-ordination as well as convenience for students. Since the severity of the mental illnesses of these students vary, and the number of these cases may exceed the capacity of the Student Counselor employed under this Project, the College would subscribe to external clinical psychological services to satisfy the needs.

#### **(b) Counselling Services for SEN Students (~2%)**

Counselling support and equipment support for SEN students are based on individual needs according to the type and extent of their impairment. In the initial plan, support services along the following lines are expected of the counselling centre:

- Information service on campus facilities and services
- Learning aids / equipment for loan

- Workshop on peer interpersonal skills
- Examination and study skills
- Peer counselling programme
- School-parents co-operation workshops for assisting SEN students' learning
- Holistic planning for facilitating SEN students' learning and daily life
- Further education planning service for SEN students
- Information and advice on prizes, awards and scholarships for SEN students
- Formation of SEN students' mutual support activities
- Sponsoring academic research on SEN students' learning needs

**(c) Counselling Services for NCS Students (16%)**

To help Non-Cantonese Speaking students overcome their learning difficulties and school life adjustment problems, the counsellors will be expected to organize programmes and services to facilitate their communication with their local peers and integrate into the local community as soon as possible:

- (i) Cantonese lessons for non-Cantonese speaking students
- (ii) Interpersonal communication workshop
- (iii) Cultural exchange workshop
- (iv) Peer mentoring scheme
- (v) Personal enrichment activities requiring both local and non-local student participants, e.g., terrarium workshops, cooking classes

**(d) Counselling Services for the General Majority Students (64%)**

Undoubtedly, individual counselling is the basic requirement to help students. Besides counselling, a remedial measure, our College management expects that it may be even more effective to adopt a preventive approach through educational programmes to reduce the chance of problems occurring in students. Accordingly, we expect the new counselling centre will proactively organize short educational programmes to promote the psychological and emotional well-being of our students. Again, we shall engage the expertise of the professional counsellors to refine the list of appropriate programmes to offer our students. In our initial plan, we expect the list to cover the following themes:

- (i) Raising awareness of mental health and prevention of mental illness
- (ii) Study and examination skills
- (iii) Emotional/psychological distress handling techniques
- (iv) Personal development (e.g., exploring potentials, nurturing adaptabilities, etc.)
- (v) Study and emotional pressure handling skills
- (vi) Time and stress management skills
- (vii) Interpersonal communication skills

- (viii) Peer counselling programme (trainings / workshops about personal growth, mental health first aid, helping theories and skills, support for SEN students)
- (ix) Self-help corners / access to online resources
- (x) Recreational activities for physically handicapped students

With those services, it is expected that the new counselling centre will be able to meet the counselling needs of 2,000-2,500 student population of the College in all four categories of counselling needs.

<b>Implementation Schedule</b>		
<i>(Please list out the implementation schedule and key milestones to be achieved on a half-yearly basis.)</i>		
Estimated start date of the project (month/year)		September 2017
Estimated end date of the project (month/year)		August 2019
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	<ol style="list-style-type: none"> <li>1) Recruit project team members</li> <li>2) Purchase computer equipment for team members</li> <li>3) Conduct the General Health Questionnaire to all CCCU students</li> <li>4) Design webpage for the Student Counselling Services and Personal Development Centre on CCCU website</li> <li>5) Develop and compile online self-help resources</li> <li>6) Meet with Student counsellor and teaching staff to understand manpower need</li> <li>7) Organize workshops for teaching staff and students <ul style="list-style-type: none"> <li>• 2 Staff counselling skills seminars</li> <li>• 1 time management and stress management workshop</li> <li>• 1 Interpersonal communication skills workshop</li> <li>• 1 Mental health promotion seminar</li> <li>• 1 Staff sharing session</li> <li>• 2 personal enrichment and cultural exchange activities</li> <li>• 1 Psychological Assessment Workshop</li> </ul> </li> <li>8) Promote the Peer Counselling Programme and recruit participants</li> <li>9) Organize activities for enrolled student peer counsellors <ul style="list-style-type: none"> <li>• Mental Health First Aid Course</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Project team set up</li> <li>• Project webpage completed</li> <li>• Posters for the project put up</li> <li>• Training materials prepared and published</li> <li>• Evaluate the perceived effectiveness of the workshops through questionnaire to participants</li> <li>• Monitor the number of participants for each of the workshops organized</li> <li>• Convene Project Implementation Team meeting to review the progress and formulate improvement measures</li> <li>• Prepare Project progress report</li> </ul>

	<ul style="list-style-type: none"> <li>• 2 Peer counselling skills training sessions</li> </ul> <p>10) Upload snapshots of activities on to the College's website</p>	
7-12	<ul style="list-style-type: none"> <li>• Organize workshops for students</li> <li>• 2 Staff counselling skills seminars</li> <li>• 1 time management and stress management workshop</li> <li>• 1 Interpersonal communication skills workshop</li> <li>• 1 Mental health promotion seminar</li> <li>• 1 Staff sharing session</li> <li>• 2 personal enrichment and cultural exchange activities</li> <li>• 1 Psychological Assessment Workshop</li> <li>• 1 Parents Sharing Session</li> </ul> <p>2) Organize activities for enrolled peer counsellors</p> <ol style="list-style-type: none"> <li>a. 2 Peer counselling skills training sessions</li> <li>b. Team-building event</li> <li>c. Mental Health Awareness Day</li> </ol> <p>3) Upload snapshots of activities on to the College's website</p>	<ul style="list-style-type: none"> <li>• Evaluate the perceived effectiveness of the workshops organized through questionnaire to participants</li> <li>• Monitor the number of participants for each of the workshops organized</li> <li>• Update College's website with Student Counselling Services and Personal Development Centre activities</li> <li>• Convene Project Implementation Team meeting to review the progress and formulate improvement measures</li> <li>• Prepare project progress report</li> </ul>
13-18	<p>1) Conduct the Student Health Questionnaire to all CCCU students</p> <p>1) Organize workshops for teaching staff and students</p> <ul style="list-style-type: none"> <li>• 2 Staff counselling skills seminars</li> <li>• 1 time management and stress management workshop</li> <li>• 1 Interpersonal communication skills workshop</li> <li>• 1 Mental health promotion seminar</li> <li>• 1 Staff sharing session</li> <li>• 2 personal enrichment and cultural exchange activities</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the perceived effectiveness of the workshops organized through questionnaire to participants</li> <li>• Monitor the number of participants for each of the workshops organized</li> <li>• Update College's website with Student Counselling Services and Personal Development Centre activities</li> <li>• Convene Project Implementation Team meeting to review the progress and formulate improvement measures</li> <li>• Prepare project progress report</li> </ul>

	<ul style="list-style-type: none"> <li>• 1 Psychological Assessment Workshop</li> </ul> <p>2) Organize activities for enrolled peer counsellors</p> <ul style="list-style-type: none"> <li>• 2 Peer counselling skills training sessions</li> <li>• Mental Health First Aid Course</li> </ul> <p>3) Upload snapshots of activities on to the College's website</p>	
19-24	<p>2) Organize workshops for students</p> <ul style="list-style-type: none"> <li>• 2 Staff counselling skills seminars</li> <li>• 1 time management and stress management workshop</li> <li>• 1 Interpersonal communication skills workshop</li> <li>• 1 Mental health promotion seminar</li> <li>• 1 Staff sharing session</li> <li>• 2 personal enrichment and cultural exchange activities</li> <li>• 1 Psychological Assessment Workshop</li> <li>• 1 Parents Sharing Session</li> </ul> <p>2) Organize activities for enrolled peer counsellors</p> <ul style="list-style-type: none"> <li>• 2 Peer counselling skills training sessions</li> <li>• Team-building event</li> <li>• Mental Health Awareness Day</li> </ul> <p>3) Upload snapshots of activities on to the College's website</p>	<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of the workshops organized through questionnaire to participants</li> <li>• Monitor the number of participants for each of the workshops organized</li> <li>• Update College's website with Student Counselling Services and Personal Development Centre activities</li> <li>• Convene Project Implementation Team meeting to review the progress and conduct overall review of the project</li> <li>• Prepare project progress report</li> </ul>
After Month 24	<p>1) Organize information sharing session for external parties</p> <p>2) Publish report on the College's website</p>	<ul style="list-style-type: none"> <li>• Report publishing</li> <li>• Information sharing session organized</li> </ul>

**Publicity Plan**

*(Please describe all the publicity activities to be organized and materials to be produced to acknowledge the support of Quality Enhancement Support Scheme. Please suitably reflect the publicity activities as key milestones in the implementation schedule above.)*

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.

<b>Part F Cash Flow and Budget</b>				
<b>Project Expenditure</b>				
	<b>Amount in HK\$</b>			
<b>Period</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Manpower	\$522,000	\$522,000	\$0	\$1,044,000
Equipment / Facilities	\$6,000	\$0	\$0	\$6,000
Services	\$421,800	\$421,800	\$0	\$843,600
General Expenses	\$28,000	\$48,000	\$0	\$76,000
Others (e.g. auditor's fee)	\$0	\$29,550	\$0	\$29,550
<b>Total</b>	<b>\$977,800</b>	<b>\$1,021,350</b>	<b>\$0</b>	<b>\$1,999,150</b>
<b>Project Income (if any, e.g. fees received)</b>				
	<b>Amount in HK\$</b>			
<b>Period</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
	Nil	Nil	N/A	N/A
<b>Total</b>				
<i>(Please provide a detailed breakdown of the project budget by completing the following Excel file.)</i>				
Grant Sought under the Quality Enhancement Support Scheme			\$1,999,150	
Funding from the Applicant			N/A	
Funding from Other Sources			N/A	
<b>Total Project Value</b>			<b>\$1,999,150</b>	
<i>(Please specify the amount to be funded by each funding source (e.g. donations, contributions from applicant / its parent organisation) and whether the funding has been secured. If not, please provide the plan to obtain the funding.)</i>				
<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• The Director of Quality Assurance who will be responsible for the evaluation of this project</li> <li>• 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</li> <li>• Project coordinator who will provide overall project management and oversee project reporting</li> </ul>				

- 1 Student Services Coordinator (paid by CCCU) who will provide assistance to the Project coordinator in providing project management and reporting support

*(Please provide the duty lists of manpower to be funded by this project.)*

Post	Duties
1 Student Counsellor (Full-time)	Provides group and individual counselling services and advice to teaching staff and students; organizes mental health-related seminars and workshops
1 Counselling Consultant (Half-time)	Provides supervision for the Student Counsellor. In the supervision session, the Student Counsellor may discuss his/her use of counselling methods and challenges he/she faces with the counselling consultant

**Project Sustainability**

*(Please estimate the amount of recurrent expenditure and describe how you will commit the resources to ensure sustainability of the project. Please put supplementary information (e.g. proof of financial support) at appendix.)*

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 full-time and half-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 counselling services and personal development programmes to students.