

# Quality Enhancement Grant Scheme

**Progress Report**
**Project No. : 3030900**

 Project Period : From July 2010 (month/year) to December 2010 (month/year)

**Part A**

 Project Title : Comprehensive Career Guidance and Support Services for AD Students

 Name of Grantee : Community College of City University

 Project Period : From August 2009 (month/year) to July 2011 (month/year)

**Part B**

Please use separate A4-size sheets to report the progress with regard to the following aspects:

1. Types and brief descriptions of Project activities held/completed during the reporting period (*the information may be presented in the form of a table*).
2. The dates, time, venues and number of participants / beneficiaries of Project activities held, and resources (e.g. equipment, manpower) used for the implementation of Project activities;
3. Project milestone(s) and deliverables attained at the end of the reporting period and evidence showing the attainment of milestones and deliverables.
4. The percentage, in terms of key tasks, of the Project completed at the end of each reporting period.
5. Project variation\*, if any, during the reporting period, together with details and justifications



Signature:

Organization Chop:

 Name of Authorized Person: Ms Jennifer Ng

 Name of Grantee: Community College of  
 Organization: City University (CCCU)

Position of Authorized

 Person: Principal of CCCU

Date:

11 FEB 2011

\* A separate written application should be submitted to the Grantor for prior written approval.

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This report gives an update on the progress of the Project, Comprehensive Career Guidance and Support Services for AD Students, over the six-month period from July to December 2010, that is, Phase III of the Project. On top of the regular services provided for students and parents, the focus of this Phase is to extend the career guidance services beyond the Community College of City University community to other AD providers.

## ***Promotion of the services of the Personal and Career Development (PACD) Centre***

To prepare for the new academic year, the PACD Centre had trained up a group of PACD ambassadors and liaised with different Divisions of CCCU in the summer months, July and August 2010. Upon the commencement of the academic year, the teachers who are also Personality Dimensions Level I Facilitators worked hand-in-hand with student ambassadors to promote the PACD services to new-coming students. The effect of such promotion efforts was evidenced by the surging number of students who took the Personality Dimensions (PD) Assessment in September 2010.

In addition, a promotional video introducing the PACD services was produced and shown to the freshmen during the orientation sessions or at the beginning of the semester. The video has already been uploaded to the Parents' Website to publicize the Centre to the parents of CCCU students and the general public.

To support the revamping of the QEGS web-site, materials used and developed for the Project were submitted to QEGS Secretariat in September 2010. They are now available at the QEGS web-site for those interested. As a result, more enquiries on the Project were received from the general public and teachers of AD providers.

## **1. Project activities held/completed during the reporting period**

<b>Dates, time and venues</b>	<b>Brief descriptions of activities and resources used for implementing the Project</b>	<b>Number and types of participants (if applicable)</b>
3 Dec 2010 1500 – 1630 LT-11 City University of Hong Kong, Kowloon Tong Campus	<b><u>Teachers' Forum</u></b> With the view of reaching out to as many AD providers as feasible, a poster advertising the Teachers' Forum has been designed, and copies were sent together with the invitation letters to invite the participation of AD teachers to the Heads of AD providers well before hand. E-invitations were also sent to the Personality Dimensions Level I Facilitators who were trained in August 2010 to ensure that the Forum would be well publicized.	37 participants from 10 AD providers, including Dean, Program Leaders, teachers, and career advisors or counselors, etc.

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<p>19 &amp; 20 Aug 2010 0930 – 1800</p> <p>24 Aug 2010 1400 - 1800</p> <p>City University of Hong Kong, Kowloon Tong Campus</p>	<p>The Forum had attracted 37 participants from 10 AD providers, whose positions ranged from Dean to Program Leaders to frontline teachers. Some participants carried dual roles as teachers and career advisors or counselors. The participants' diverse positions, backgrounds and experiences reflected that academic staff at different levels are keen at enhancing their knowledge and skills in student work.</p> <p>More than 85% of the participants found the Forum informative and facilitating, and had stimulated their interest to promote personal and/or career development among students in their own institutions. Some commended that the Project had successfully reached out to the less motivated but influential target group – the teachers. Some left their personal contacts, hoping to attend seminars or workshops of similar nature.</p> <p>(Appendix I – Photos and the poster of the Teachers' Forum)</p> <p><b><u>Personality Dimensions (PD) Level I Facilitators Qualifying Course</u></b></p> <p>The 2<sup>nd</sup> Qualifying Course which trained teachers to be PD Level I Facilitators and qualified them to deliver PD assessments and PACD seminars/workshops for students and parents was held in August 2010. As part of the recruitment exercise, invitation letters were sent to the senior management of AD providers to invite them to recommend teaching staff of their institution to join the Course. The response was enthusiastic and the Course was over-subscribed. Finally, twenty participants from 5 different post-secondary institutions were recruited to the Course.</p> <p>All the participating teachers involved actively in the two-and-a-half day training and were highly satisfied with the content and quality of the training. Some of the quotes were:</p> <p><i>"The activities were colorful and attractive. They gave me lots of energy."</i></p> <p><i>"I liked the self-exploration process in working with people of different colors."</i></p> <p><i>"The trainer is excellent, very professional with sophisticated skills."</i></p>	<p>20 teachers or teachers/counselors from 5 AD providers</p>
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<p>Coaching sessions: 17 Sept 2010 1230 – 1400 15 Dec 2010 1200 – 1400</p> <p>City University of Hong Kong, Kowloon Tong Campus</p> <p>Live supervision sessions (please refer to Appendix III)</p>	<p><i>She brought out essentials of the program."</i></p> <p>After attaining the qualification of PD Level I Facilitators, all the newly qualified Facilitators were invited to observe the delivery of PACD seminars/workshops and PD workshops to CCCU students led by experienced Facilitators. Some were stimulated to initiate similar activities at their home Institution. For example, three participants planned to set up PD workshops at their Institution and would start off the first workshop in January 2011. (Appendix II – Photos of the Qualifying Course)</p> <p><b><u>Coaching Sessions and Live Supervision</u></b></p> <p>To facilitate the professional development of the PD Level I Facilitators and to enhance the quality of the PACD services to CCCU students and their parents, about 40 life supervision sessions and two coaching sessions were conducted by the Centre Manager and the Project Supervisor respectively.</p> <p>Immediate feedback and life demonstration were delivered in life supervision sessions. The Facilitators commented the feedback and guidance provided were useful.</p> <p>Specific themes and platforms were selected for the coaching sessions. The first one was the Workshop on Personal Plan Development, which was a new Initiative in the 2<sup>nd</sup> project year. The participating Facilitators valued the sharing of thoughts and Ideas, and the advices on skills improvements. The second coaching session was to strengthen the use of Personality Dimensions in leading PACD workshops. The participating Facilitators enjoyed the process and were inspired by the dynamic idea of blending PD with the themes of various PACD seminars/workshops.</p> <p>New tool kits for delivering PD workshops were purchased for enriching learning of and providing reference training materials for PD Level I Facilitators. (Appendix III – Activity reports on coaching sessions and live supervision sessions)</p>	<p>Coaching sessions: 15 PD Level I Facilitators had joined the two coaching sessions. The two sessions lasted for 4.5 hours.</p> <p>Live supervision sessions were held for qualified PD Level I Facilitators.</p>
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<p>From 19 July 2010 to 29 Dec 2010 (Please refer to Appendix IV)</p>	<p><b><u>Personality Dimensions (PD) Assessments</u></b></p> <p>Over 1,500 students have received PD assessment since the start of the new academic year, which has almost reached the target of the 2<sup>nd</sup> project year. Thirty-six students used the remaining online quota for their assessments. (Appendix IV – Activity report on PD assessments)</p>	<p>1,556 AD students of Community College of City University</p>
<p>From 30 Aug 2010 to 22 Dec 2010 (Please refer to Appendix V)</p>	<p><b><u>PACD Seminars/workshops for students</u></b></p> <p>A new theme, the Personal Plan Development workshop, was introduced in this Phase in addition to the usual themes on 'University Learning and I', 'Group Project Management', 'Stress Management' and 'Career Planning'. The Personal Plan Development workshop aims to assist students in developing their individualized development plan with reference to the results of their PD assessment for the two-year AD studies. A record book was developed for setting objectives, and working plans and recording gains and learning in the process.</p> <p>The freshmen were more attracted by the Personal Plan Development and Group Project Management workshops while the graduating students had greater interest in further studies and career development. To provide hands-on experience for students, rehearsals on interviewing skills, writing resume and personal statements were included in the Career Planning workshops. (Appendix V – Activity report on PACD seminars/workshops)</p>	<p>3,857 AD students of Community College of City University</p>
<p>From 19 July 2010 to 29 Dec 2010 Kowloon Tong Campus or Telford Annex</p>	<p><b><u>Personality Dimensions (PD) Workshops</u></b></p> <p>PD workshop is one of the highlights of the Project. Eight workshops with a total of 185 participants were held by the Facilitators during the period with excellent feedback from participating students. (Appendix VI – Activity report on PD workshops and related photos)</p>	<p>184 AD students of Community College of City University</p>

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<p>18 July 2010 1615 – 1715 1800 – 1900 Kowloon Tong Campus</p>	<p><b><u>PACD Seminars for parents</u></b></p> <p>Four seminars were provided for parents of CCCU students with 143 participants. The seminars facilitated parents to understand the changing thinking and behavior patterns and needs of their young adult children's when studying at post-secondary level, as well as their children's future development paths.</p> <p>The Parents' Web-page (<a href="http://www.cityu.edu.hk/cccu/pacd.htm">http://www.cityu.edu.hk/cccu/pacd.htm</a>) was launched in the new academic year. With the updated information and reports on PACD services, the web-page helped bridging the Project team with the parents and the general public. Activities to stimulate parents' involvement in the Project would be introduced in the coming months through the web-page.</p>	<p>143 parents of AD students of Community College of City University</p>
<p>19 Nov 2010 1730 - 1750 22 Dec 2010 1100 - 1230 29 Dec 2010 1030 - 1130 30 Dec 2010 1430 – 1515 Kowloon Tong Campus</p>	<p><b><u>Individual Counseling Service</u></b></p> <p>The Centre Manager continued to offer counseling sessions to students with personal needs.</p> <p>(Appendix VII – Participants' Evaluation and Feedback on Key Task Activities)</p>	<p>Five AD students of Community College of City University</p>

\* Evidence showing the attainment of milestones scheduled for completion during the reporting period should be attached (e.g. photos, learning materials, webpage screens, promotion leaflets / posters, relevant reports, etc.).

- Appendix I – Photos and the poster of the Teachers' Forum
- Appendix II – Photos of the Personality Dimensions Level I Facilitators Qualifying Course
- Appendix III – Activity reports on coaching sessions and live supervision sessions
- Appendix IV – Activity report on PD assessments
- Appendix V – Activity report of PACD seminars/workshops
- Appendix VI – Activity report on PD workshops and photos
- Appendix VII – Participants' evaluation and feedback on key tasks activities

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## 2. The percentage, in terms of key tasks, of the project completed at the end of the reporting period

Milestones scheduled for completion during the reporting period **	% attained	Remarks	
The first half of the second Project year (Phase III):  1. Personality Dimensions (PD) assessments  2. Personal Plan Development Sessions  3. Personal and Career Development Seminars  4. Personality Dimensions Workshops  5. Individualized Services  6. Parent seminars  7. Experience Sharing Forum  8. One year training and coaching programmes <ul style="list-style-type: none"> <li>• 2 PD certifying training courses for 40 participants</li> <li>• 4 post-course coaching sessions + live supervision sessions</li> </ul>		Deliverables completed in Phase III	Attained % of the Project at the end of Phase III
	100%	1,556 students	99%
	100%	1,396 students	93%
	100%	2,461 participants	95%
	100%	148 participants	87%
	100%	5 headcounts*	65%
	100%	143 participants	160%
	100%	37 teachers	123%
	100%	1 PD certifying course; 20 participants	64%
100%	2 sessions; 58.5 hrs of live supervision	125%; 101.5 hrs of live supervision	
<b>Overall Project</b>	<b>85%</b>		
<b>** Please seek prior approval from the QEGS Secretariat if the project milestones cannot be completed at the end of the reporting period.</b>			
<ul style="list-style-type: none"> <li>• Appendix VIII – Key Tasks Attainment Report (Phase I to Phase III)</li> </ul>			

\* Based on last year's experience, students will be more active to seek individualized services in the second half of the academic year.

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9. Project variation (a separate written application should be submitted to the QEGS Secretariat for prior written approval.)

Descriptions of variations (e.g. change of the project scope or duration, deferral of completion date, relocation of an amount exceeding 10% between items of expenditures in the budget)	Date of approval sought from QEGS Secretariat
Clarifications on use of budget have been sought but there was no project variation in the period.	

10. Financial position as at the end date of the reporting period

Expenditure items	Approved budget (a)	Committed or actual expenditure (b)	Balance (a) - (b)
a. Manpower	1,738,137	734,124.68	1,004,012.32
b. Equipment / facilities	136,400	43,663.70	92,736.30
c. Services	194,800	173,346.75	21,453.25
d. General expenses	76,000	23,026.46	52,973.54
e. Others	40,000	-	40,000.00
<b>Total</b>	2,185,337	974,161.59	1,211,175.41
<b>Project Income (if any)</b>			16,151
<b>Total Balance</b>			1,227,326.41