II	**Project Information**	
Project Title (in English)		Project Title (in Chinese)
Scheme for Enhancing Holistic Development among Post-secondary Students		

A. Project Summary

(please provide an executive summary of the project proposal in no more than 500 words).

Established in 2001 under the auspices of The Hong Kong Polytechnic University (PolyU), Hong Kong Community College (HKCC) offers Associate Degree (AD) and Higher Diploma (HD) programs spanning arts, science, social sciences, business and a number of specialised areas for Form 7 graduates and a Pre-Associate Degree (Pre-AD) Programme for Form 5 graduates. With its goal in providing a solid foundation for further study and career development to its 6,000 students, HKCC offers quality sub-degree programs that meet the changing needs of society and prepare graduates for the labour market as well as their further studies.

Numerous literatures and research findings suggest that holistic development programs significantly contribute to learning as well as cognitive development. HKCC incorporate holistic development programs into higher education at the sub-degree level could form a platform for the students to aspire and develop their future goals.   An array of co-curricular activities and learning projects is indispensible for broadening other learning experiences of students. In line with this philosophy, the College is committed to developing the holistic development of students and promoting comprehensive learning experience to all its students during their college life.

The proposed scheme will greatly enhance the holistic development of HKCC students in various domains such as self-understanding, language proficiency, social responsibility, global outlook and life-long learning skills through five learning processes:

a. *Self-understanding and planning* – on-line application of psychometric assessment tools aim to provide a preliminary understanding of their strengths and weaknesses;
b. *Self-development* – a variety of co-curricular activities such as complementary courses, talks and workshops, trainings, and service and study tours to meet students' developmental needs;
c. *Self-initiated projects* (project-based learning experience) - self-initiated projects to facilitate students' initiatives to carry out projects either locally or internationally;
d. *Self-evaluation and Recognition* – personal portfolios to allow students to reflect their broadening experiences on a collection of artifacts along with the process of reflection and an award scheme to recognize their achievement of other learning experiences;
e. *Succession* – trained students acting as student development coaches to aid students in exploring suitable student development activities.

B. Project Objectives

(please identify the needs of the target recipients and explain how the project aims to address the needs).

The prime objective of this project is to develop the holistic development of students and promote comprehensive learning experience to all its students during their College life.

To be more specific, this project aims to

1. assist students to explore their own potential and strength by using systematic assessment tools;
2. extend the scope and scale of co-curricular activities and learning projects to enhance the learning experiences of students;
3. facilitate students to plan, achieve and reflect their progress in various attributes of holistic development;
4. encourage independent and self-initiated learning among students;
5. advocate students' reciprocal spirit of mutual help; and
6. explore how and to what extent other learning experiences could be enhanced by co-curricular courses, activities, and learning projects.

C. Outcomes and Deliverables of Project

(please include the expected number of target beneficiaries and explain how they will benefit from the project).

All full-time students of the College can be benefited from the proposed 3-year project to a great extent. The deliverables of the project and its expecting outcomes are as follows:

(1) On-line application of psychometric assessment tools

All freshmen are invited to undertake online psychometric assessment for preliminary understanding of their personality, strengths and weaknesses. By obtaining an individualized assessment result, each student can develop a personal profile and an awareness of which domains that require special attention. This process can motivate students to plan ahead for their own growth direction so as to striving for holistic development in his/her College life.

(2) Guided planning for holistic development

Personal coaches will be assigned to the freshmen to facilitate them in identifying their potential, needs and uniqueness while they develop holistic development plans of their College life which can best cater for their individual needs and aspirations.

(3) An array of enriched-learning co-curricular activities

The College will extend the scope and scale of co-curricular activities and learning projects to enhance comprehensiveness and diversity of students' learning opportunities. Activities are mainly divided into three types:

(i)   Complementary courses (structural courses beyond curricular learning covering the areas of Art and Culture, Business, Health care, Communication skills and foreign languages, Personal development, and/or Science and technology);

(ii)   Leadership training; and

(iii)   Talks and workshops such as career talk and personal development workshops.

This aims at providing a platform to foster students' holistic development on areas of positive self-image, problem-solving, language proficiency, life-long learning, social responsibility, social development, physical development and most important of all, cultivating a positive attitude and building up self-confidence towards their study and career.

(4) Training for Student Development Coaches

A group of student development coaches are recruited. They are senior students who benefited from this proposed scheme with positive attitudes and will be trained as role models to advocate the spirit of mutual help. Each coach will be given a guiding tool kit to walk through the path of holistic development with fellow students by aiding them to find suitable activities in the College.

(5) Personal portfolios on students' other learning experiences

Students will develop their personal portfolios of reflective artifacts along their participation in other learning experiences. A tool kit will also be developed for them to record their participation and reflection of every other learning experience, and it can help students make up their personal portfolios systematically.

(6) **Student-Initiated Projects and a variety of service and study tours for students

The College also provides funding to support students to carry out projects either locally or internationally and subsidize students to join service or study tours in overseas or Mainland to broaden their global outlooks and serve the underprivileged communities.
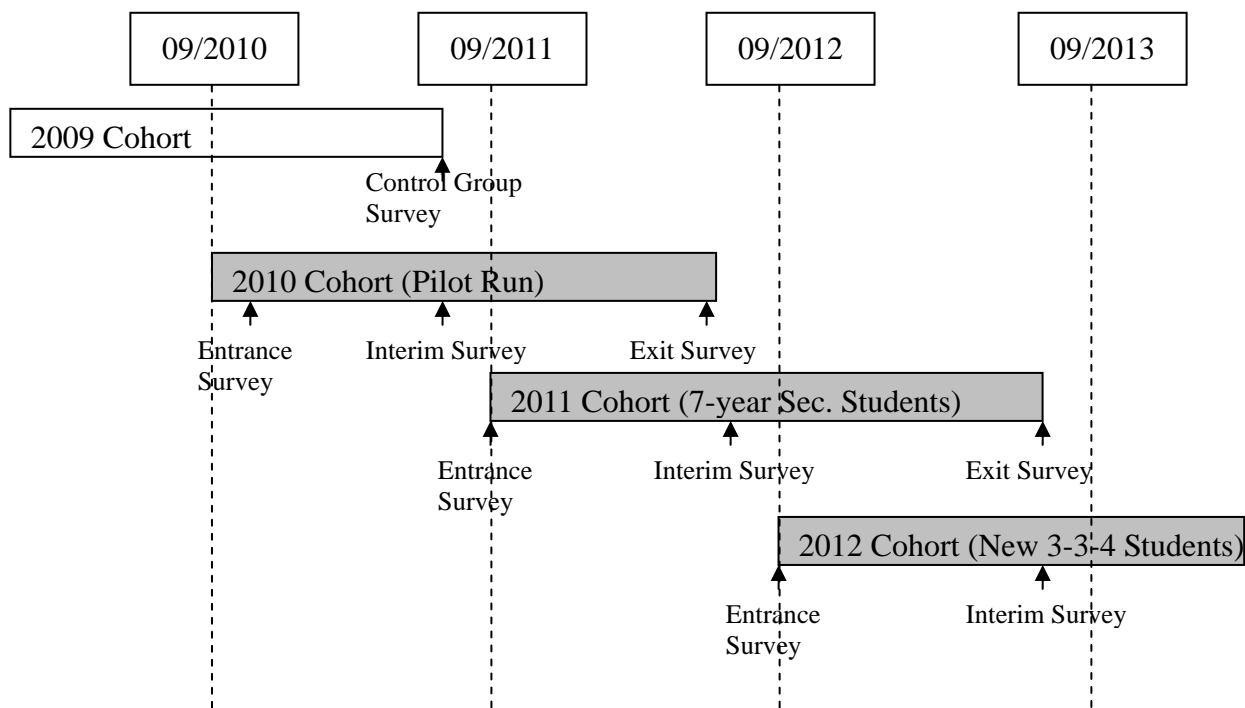
**provided by the College

(7) Training courses for professional staff in student development

To assist students in identifying their potential and uniqueness, professional staff in the position to give guidance will be trained to equip with teaching tools (such as training on Myers-Briggs Type Indicator® (MBTI®) or Personality Dimensions®). These delegated staff will be responsible to give practical advice enabling students to analyze their personality, and identify areas for enhancement.

(8) Survey study

A survey study which explore, identify and evaluate how and to what extent co-curricular activities could enhance holistic development of students will be conducted at the final project review period.

| 09/2010 | 09/2011 | 09/2012 | 09/2013 |

2009 Cohort

Control Group
Survey

2010 Cohort (Pilot Run)

Entrance   Interim Survey   Exit Survey
Survey

2011 Cohort (7-year Sec. Students)

Entrance   Interim Survey   Exit Survey
Survey

2012 Cohort (New 3-3-4 Students)

Entrance   Interim Survey
Survey

D.   Implementation Details

The project will last for three years and comprise of four phases with its targeted achievements accordingly.

Phase I – Preparation Stage (August 2010 to September 2010)

Before providing services to students, strengthening the project staffing and a well-established on-line application of psychometric assessment tools are key concerns. Details are listed below:

- Recruitment of staff to administer the operation of the project

  A project officer is employed. Duty responsibilities include source out psychometric tools, coordinate with student development activities, design and conduct the survey study, collect data, prepare reports, liaise with different parties, control project schedule and budgets and administer other duties as related to the holistic development of students.

- Development of the on-line application of psychometric assessment tools to orient students a better understanding of their personality, strengths and weaknesses, and in particular, their needs.

- Development of the survey to evaluate how and to what extent co-curricular activities could enhance learning effectiveness of students.

- Training for professional staff to attain different trainings (such as Myers-Briggs Type Indicator®) (MBTI®) or Personality Dimensions®) for enrichment of students' self-understanding on their strengths and weaknesses and facilitation of students' planning on their holistic development.

Phase II – Pilot Run (September 2010 to August 2011)

A Pilot run of the project will be advocated in the initial stage to solicit refinements for betterment of the implementation of the project in the next stage. Phase II will run into four ongoing learning processes of students as listed below:

a. *Self-understanding and planning*– Students will be orientated to assess their strengths and weaknesses through on-line application of psychometric assessment tools. The tools will help building up their personal profiles and identifying areas that they are keen on or need further improvement.

b. *Self-development* – Students will develop themselves from a broad array of co-curricular activities such as complementary courses, career talks, workshops, trainings and a wide range of subsidized service and study tours.

c. *Self-initiated projects (project-based learning experience)* – Students will be supported to carry out their self-initiated projects either locally or internationally in forms of competitions, performances, exhibitions, tours, etc. to put learning into practice. The projects to be supported should be able to develop students' generic skills (such as communication, team building, organization, leadership, problem solving, etc.) and attitudes (such as professionalism, sense of responsibility, self-initiative, etc.).

d. *Self-evaluation and Recognition* – Students will develop their personal portfolios to reflect their learning experiences from co-curricular activities and self-initiated projects. An award scheme will be organized to recognize students' achievement in their holistic development, of which students will be given a Certificate of Accomplishment and outstanding students will be nominated for awards at the end of every academic year.

Phase III – Implementation (September 2011 to May 2013)

After the Pilot run, the College will review the Pilot run and implement the scheme with refinement in full scale. The four learning processes in Phase II will continue to implement together with three key elements below:

- *Succession –*A group of student development coaches are recruited who benefited from this proposed scheme with positive attitudes and will be trained as role models to advocate the spirit of mutual help. Each coach will be given a guiding tool kit to walk through the path of holistic development with fellow students by aiding them to find suitable activities in the College.

- *Year-end Review and Scheme Refinement –* After the end of each academic year (after the Pilot run and 1st year of implementation), a yearly review on the efficacy of the scheme will be conducted and reported. Refinements will be incorporated in the scheme in the coming year.

- *Survey study -* Survey for the significant influence of the presence of student development coaches will be carried out.
    - A control group from the 2009/2010 cohort will be compared with students participating in this scheme.
    - Surveys on students from 2010/2011 and 2011/2012 cohorts not only study the outcome and influence of the scheme conducted in a full scale, but also reflect the changes of the introduction of student development coaches.
    - In particular, surveys on the students from 2012/2013 and the previous cohorts further reflect the differences in the students' developmental needs between students from "3-3-4 curriculum reform" and the previous "7-year Secondary curriculum".

Phase IV – Survey Report (June 2013 to August 2013)

It is expected that the findings of the survey of the project can achieve the following outcomes:

- Review and access the achievement of the overall objectives of the project
- Reflect students' participation and achievements in the co-curricular learning activities
- Gather students' view on the holistic development activities before and after the scheme
- Manifest a significant correlation of the co-curricular activities and the learning effectiveness of students
- Reflect the effectiveness of the involvement of the student development coaches to fellow students on holistic development

With this report, the college can develop a model for the betterment of student development of the College in the long-run, so as to develop strategies of the students' holistic development and offer quality student services that meet the changing needs of society and prepare them for the labour market as well as their further studies.

E. **Implementation Schedule** *(Please extend this table if necessary.)*		
Estimated start date of project:	August 2010	
Action *(please indicate key milestones)*	**Timeframe**	**Cashflow Requirement**
Phase I & II - Preparation Stage and Pilot Run		
● Form Project Management Committee for the project ● Recruit a full-time project officer ● Develop and implement the on-line application of psychometric assessment tools ● Develop the survey questionnaire for the project ● Develop a detailed operation plan for a broad array of co-curricular activities and learning projects ● Provide a broad array of co-curricular learning experiences ● Facilitate students' participation ● Train the professional staff	**August 2010 to February 2011**	171,750
● Continue to provide a broad array of co-curricular learning experiences ● Facilitate students' participation ● Collect students' personal portfolios and encourage students to submit self-initiated projects ● Organize an award scheme to recognize students' achievement in co-curricular activities ● Monitor the progress and review by the Project Management Committee ● Conduct survey and collect data to study how the learning effectiveness could be enhanced by pilot run ● Review the pilot run	**February 2011 to August 2011**	245,150
Phase III - Implementation		
● Continue to provide a broad array of co-curricular learning experiences ● Implement scheme in full scale with refinements from the reviews ● Recruit senior students as student development coaches and provide training	**August 2011 to February 2012**	188,400
● Deliver the survey study on the effectiveness of the reciprocal element from student development coaches ● Deliver the interim and yearly report	**February 2012 to August 2012**	179,150

• Implement scheme in full scale with refinements from the reviews • Recruit senior students as student development coaches and provide training	**August 2012 to February 2013**	238,800
Phase IV - Survey Report		
• Consolidate the findings of the survey study • Deliver the project report	**February 2013 to August 2013**	70,750

Estimated completion date of project: <u>August 2013</u>

F.   Project Budget

Projected Expenditure *(Please provide detailed breakdown under each item)*	Amount in HK$					
	Year 1	**Year 2**	**Year 3**	Year 4	Year 5	**Total**
a. Manpower Project Officer (2 years & 4 months contract + MPF + gratuity)	Salary: 189,000	Salary: 226,800	Salary: 113,400 Gratuity: 50,400			579,600
b. Equipment / Facilities • Psychometric Assessment tools (E.g. MBTI kits)	74,000	74,000	74,000			
• Toolkit for student development coaches	1,000	2,000	2,000			
• Toolkit and materials for students' personal portfolios development	4,000	8,000	8,000			247,000
c. Services • Service providers for complementary courses	48,000	48,000	48,000			
• Training for professional Staff	92,150					236,150
d. General Expenses	8,750	8,750	8,750			26,250
e. Others (e.g. auditor's fee)	0	0	5,000			5,000
Total Expenditure :	416,900	367,550	309,550			**1,094,000**

Projected Income	Amount in HK$					
	Year 1	**Year 2**	**Year 3**	Year 4	Year 5	**Total**
a. (e.g. fees received)						
b.						
c.						
Total Income :						

Sources of Funding

a.   Amount of grant sought under this application: *HKD 1,094,000*

b.   Other sources of funding *(this may include donations, contributions from the applicant/its parent organization, etc.   Please give the name(s) of the sponsor(s), the amount of funding, and indicate whether the funding has been secured.)*:

(i) _____

(ii) _____

(iii) _____

… _____

G. Monitoring and Self-evaluation Mechanism

The proposed project will be closely monitored by HKCC Student Development Committee (SDC), which is overseen and chaired by a Deputy Director of HKCC.   Under this committee, Project Management Committee, chaired by the Chairman of HKCC SDC, will be formed to monitor the progress of the project.   The committee will hold at least two meetings a year.

In addition, the monitoring and self-evaluation mechanism are as follows:

- The project officer will collect feedbacks from the participating students so as to ensure the proposed project targeting the needs of the students;
- Surveys will be conducted in order to collect comments/suggestions/feedbacks from the students after the pilot run in July 2011;
- Statistics of students' participation on various activities will be kept track;

Interim review and year-end review will take place in each year to investigate the students' participation. The results are reported to SDC and the Quality Assurance (QA) reports will be submitted to the Management Committee of HKCC.

Furthermore, review reports will be submitted to the Education Bureau every six months. Project review will be conducted in the final phase for the evaluation of the whole project.

H. Management Support and Key Personnel Involved

The project is fully supported by the Director of HKCC and its Student Development Committee. The key personnel involved in the proposed project include:

- Director of HKCC
- Deputy Directors of HKCC
- HKCC Student Development Committee (SDC)
- Project Officer
- Administrative staff
- Senior/ Student Counseling Officers

I. Special Justifications if the Grant Sought Exceeds $2 million

III Other information

1 **Project Sustainability** *(If applicable, please describe how the recurrent expenditure involved will be met after completion of the proposed project)*

The College is committed to sustaining the project and absorbing the recurrent expenditure involved in the related student development activities after completion of the proposed project.

2 **Preparatory work done** *(If any)*

3 **Past experience in organizing projects of similar or relevant nature and achievements** *(If any)*

Each year, HKCC organizes and supports a variety and quantity of co-curricular activities and programs for students under the HKCC Student Development Committee. HKCC currently employed five professional student counseling officers who are devoting in organizing a wide range of co-curricular activities.

In the past, we had experiences in launching projects funded by the government. For example, we have successfully applied for government funding from the Quality Education Fund (QEF) and the Standing Committee on Language Education and Research (SCOLAR). The project entitled 'Integrating into Hong Kong Society and Understanding China's Teaching Initiative for Training South and South-East Asian Teachers and Students Residing in Hong Kong' (Project No.: 0149) was supported by QEF in 2005 and the project has successfully run. With the fund from SCOLAR, we have organized projects such as 'English Survivor Competition' in 2005/06, 'English Language Camp Leaders Training Programme' in 2006/07, 'Putonghua Tourism Ambassador Training Programme' in 2007/08, and 'Putonghua Training Programme for Student Tourism Ambassadors' in 2008/09.