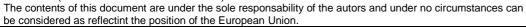| GENERAL INFORMATION	
Title	**Educational Counselling**
Key words	Students with disability, Learning disability, Educational counselling, Good practices, Personalized construction of the student's course of study.
Objectives	- Assistance to students with disability and learning disabilities during their course of study - Individual guidance for disabled students - Personalized construction and joint planning of the student's course of study
Phase of studies *(Choose all phases it applies)*	Retain Graduation
Type of degree *(Choose all degrees it applies)*	Bachelor's Graduate Master's
Level *(Choose all levels it applies)*	National Institutional
Name of the institution	University of Bergamo
Location *(City and country)*	Bergamo (Italy)
Target group/s	University students with disabilities and learning disabilities
Stakeholders involved	- Department of right to education of the University of Bergamo - External educational counsellor

Description of the organisational process *Actors, triggering evidence, campaigns, graph… (max. 300 words)*	The legislation 170/2010 doesn't require universities to keep a specific professional figure for individual educational counselling. However in its guidelines it claims the importance to answer the needs of the students with disabilities through specific actions and instruments. The external educational counsellor follows the students individually to lay out together specialized plans (IEP – PDP) and identify the best study method for the student.

A. FORMAL EVALUATION CRITERIA

A1. ACCESS TO INFORMATION *Provide sources of information (URL, websites, literature, materials)*	University of Bergamo, Services for the physically impaired and learning disabilities servizi.disabili@unibg.it servizi.dsa@unibg.it Contact: (reference to an administrative technician) Alessandra Zucchelli: alessandra.zucchelli@unibg.it
A2. TIMEFRAME *Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long rung. (max. 70 words)*	Since the service of counselling is active from 2012, the activity can be considered as an intermediate stage.
A3. NUMBER OF STUDENTS *How many students are involved? Is the number representative considering the target group?*	In the last few years the number of students applying to the service has grown exponentially. Today we can count 70 students that can benefit from a personalized plan of study by accessing this service.
A4. SCALABILITY ("volume") *Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)*	This kind of good practice can be potentially practiced on a larger scale by increasing the staff. Certainly, on a minor scale this service works better because it can respond to the needs of the students more quickly.
A5. TRANSFERABILITY (from one context to another) *Describe how it has been or can potentially be transferred and applied*	This kind of good practice can be potentially transferred and applied to other groups and/or contexts.

to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)	
A6. ASSESSMENT *Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)*	The project is assessed through the feedback form filled in by the students. However, the office favours a close contact with the students in order to have an immediate validation with them about the tutoring activity. Moreover, the external counsellor regularly networks with the Disabled Services to monitor the students' course of studies. The positive impact that this service has had with students can be assessed as well by the strong increment of enrolments.
A7. CONTACT *Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?*	University of Bergamo Via dei Caniana, 2 - room S5 – ground floor - 24127 Bergamo Tel: 035 2052595 Fax: 035 2052298

B. CONTENT EVALUATION CRITERIA

B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)

B1.1 Self-determination *Rate and Justify (max. 70 words)*	*Very weakly* ☐	*Weakly* X	*Well* ☐	*Very well* ☐
(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)	The organization of the service has been previously planned by following the general guidelines of the legislation. Being the service still relatively new, sometimes it has met students that were unaware of this office and came into contact with it only after being redirected by the Disabled Services of the University. The enrolling students can get further information for private counselling during the Open Day and at the following link: http://www.unibg.it/campus-e-servizi/servizi-gli-studenti/servizio-disabili/servizi-erogati			

B1.2 Rights Rate and Justify (max. 70 words)	Very weakly ☐	Weakly ☐	Well X	Very well ☐
(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)	This good practice has the goal to answer the needs of the special needs students in order to facilitate their inclusion in the university community. This target is a clear example of how the participants are treated with dignity and respect. In the frame of this good practice the students with disability and/or learning disabilities are recognised and valued as university students with equal opportunities as to their peers without special needs. Each student is valued and encouraged, this way answering his/her special needs.			

B1.3 Access Rate and Justify (max. 70 words)	Very weakly ☐	Weakly ☐	Well X	Very well ☐
(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))	All students with disabilities and learning disabilities can access the educational counselling service. The service works upon the students' request. There is no limit to the number of meetings. Yearly, a total amount of 130 hours are made available by the educational counsellor to the students who apply for the service.			

B1.4 Equity Rate and Justify (max. 70 words)	Very weakly ☐	Weakly ☐	Well X	Very well ☐
(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)	Equity is guaranteed on the basis of an individual rather than a group procedure. The office for disabled students helps students find the method that best enables them to follow through their course of study, so preventing early leaving. In agreement with the students and the Disabled Services, while designing the IEP-PDP for the student the educational counsellor may vary either the procedure or the evaluation to be used during the exams, whereas the educational goals remain unchanged.			

B1.5 Participation Rate and Justify (max. 70 words)	Very weakly ☐	Weakly ☐	Well X	Very well ☐

(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)	The participation is voluntary. Students may use this resource starting from their first year of study. This way, inclusion and participation of students to the university life can be greatly improved. Sometimes some students don't want to utilize this service at the beginning of the academic path, as they fear that it would label them in some way. However, many of them apply for it the following year.
B2. COLLABORATION *Describe what kind of collaboration there is between various stakeholders. (max. 70 words)*	- Disabled Services of the University - External Educational Counselor (130 hours yearly) - Public and/or private institutions that supply the special needs students with grants.
B3. STUDENT SATISFACTION *Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)*	The satisfaction of the users is not systematically evaluated. However, the positive impact of the service is witnessed by the increasing number of enrolments.
B4. STUDENT WELLBEING *How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing?* What kind of evidence there is? *(max. 200 words)*	The counselling provide students with psychological and social wellbeing, as well as academic, because it eases the interaction with their peers and teachers, helping them to design a personalized course of study.

C. FINAL REFLECTIONS
(based on the previous description of you good practice)

Success factors *What are the factors required for the successful implementation? (max. 200 words)*	Since the service has been open, the biggest success factor is the ability of the office to help students in planning their academic career, so reducing the risk of early leaving and increasing the number of students that are able to complete their course of studies.
Sustainability *What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)*	The available economic resources currently afford for just one educational counsellor with 130 hours available within the academic year. Hopefully, it should be an increment of the human resources employed in the service in order to guarantee a more constant sustainable service as time goes on.
Challenges *What are the constraints identified? How easy it is to learn and implement? (max. 200 words)*	The next challenge is to prepare a vademecum for students and teachers about these topics: - Use of the educational counsellor help - Suggestions about the tools that can be used during exams - Suggestions for improving teachers' ability to deal with SEN students

Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). (http://www.yths.fi/filebank/692-ENG_OPISKELUKYKYMALLI_pdf.pdf)

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queenslad University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)