

GENERAL INFORMATION	
Title	Low Cost Laundry Service
Key words	Laundry Service, Low Cost, Self-Service, Accessibility, Equity
Objectives	<p>To provide a modern laundry service that meets the needs of the academic community, particularly the displaced students (national and international);</p> <p>To offer a low cost quality service in order to reduce the expenses of students, promoting access to higher education (including socially disadvantaged students);</p> <p>To ensure a comfortable space in the building of Social Services, with other integrated services, in order to promote social integration and a positive experience.</p>
Phase of studies <i>(Choose all phases it applies)</i>	Access X Retain X Graduation X Transition to work-life
Type of degree <i>(Choose all degrees it applies)</i>	Bachelor's X Graduate X Master's X
Level <i>(Choose all levels it applies)</i>	International National Institutional X Faculty Group Individual
Name of the institution	Student Support Services of the Polytechnic Institute of Viana do Castelo
Location <i>(City and country)</i>	Viana do Castelo, Portugal
Target group/s	Students and Families, Teaching Staff and Non-Teaching Staff.
Stakeholders involved	Academic Community (Students, Teaching Staff and Non-Teaching Staff) and Families.

<p>Description of the organisational process <i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i></p>	<p>In order to reduce the costs and ensure a better study experience in the Polytechnic Institute, the Student Support Services of IPVC has implemented, in September 2015, a new low cost laundry service, operating 24 hours/365days per year, at a price that is lower than market prices.</p> <p>In order to maximize the time used in laundry, users, while washing / drying / ironing their clothes, can take advantage of other services offered in the academic Centre, such as, Bar, restaurant, Cultural Gallery, Sports Centre, as well as use other services like Accommodation Service and Health Office.</p> <p>So, to meet the needs of the academic community and contribute positively to the satisfaction and integration, the entire academic community can wash, dry and iron clothes in an open space that promotes close and positive relationships and life quality, particularly to displaced students and staff.</p>
A. FORMAL EVALUATION CRITERIA	
<p>A1. ACCESS TO INFORMATION <i>Provide sources of information (URL, websites, literature, materials)</i></p>	<p>Social Services Website / IPVC Website</p> <p>www.sas.ipvc.pt / www.ipvc.pt</p>
<p>A2. TIMEFRAME <i>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 run. (max. 70 words)</i></p>	<ul style="list-style-type: none"> - since September 2015 - maturity level: initial - no long-term evidence for being a recent service
<p>A3. NUMBER OF STUDENTS <i>How many students are involved? Is the number representative considering the target group?</i></p>	<ul style="list-style-type: none"> - 1500 users - 50% of the target group (national and international displaced students and staff)
<p>A4. SCALABILITY (“volume”) <i>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)</i></p>	<p>It can be practiced in a smaller and larger scale to respond to the needs of users.</p>
<p>A5. TRANSFERABILITY (from one context to another) <i>Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b)</i></p>	<p>It can be transferred to other contexts (institutions, societies) with the same need for laundry.</p>

<p><i>institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)</i></p>	
<p>A6. ASSESSMENT <i>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)</i></p>	<p>The number of users has been increasing, which we consider as evidence of the success of the initiative. We have planned questionnaires to users for further evaluative information.</p>
<p>A7. CONTACT <i>Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?</i></p>	<p>Maria José Pereira, Accommodation Service alojamento@sas.ipv.pt</p>

B. CONTENT EVALUATION CRITERIA

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

<p>B1.1 Self-determination <i>Rate and Justify (max. 70 words)</i></p>	<p><i>Very weakly</i> <input type="checkbox"/></p>	<p><i>Weakly</i> <input checked="" type="checkbox"/></p>	<p><i>Well</i> <input type="checkbox"/></p>	<p><i>Very well</i> <input type="checkbox"/></p>
<p><i>(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)</i></p>	<p>Despite the low participation of students in the design and implementation, most of them were auscultated to better understand the needs to ensure an adjusted and better service for all.</p>			
<p>B1.2 Rights <i>Rate and Justify (max. 70 words)</i></p>	<p><i>Very weakly</i> <input type="checkbox"/></p>	<p><i>Weakly</i> <input type="checkbox"/></p>	<p><i>Well</i> <input checked="" type="checkbox"/></p>	<p><i>Very well</i> <input type="checkbox"/></p>
<p><i>(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?)</i></p>	<p>The service responds to all participants, without discriminating individual systems (cultural, social and knowledge).</p>			
<p>B1.3 Access</p>	<p><i>Very weakly</i></p>	<p><i>Weakly</i></p>	<p><i>Well</i></p>	<p><i>Very well</i></p>

<p><i>Rate and Justify (max. 70 words)</i></p> <p><i>(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))</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>The service is available impartially to all elements of the academic community who are interested in using the Low Cost Laundry, in an effort to facilitate access to higher education, to promote social integration and a positive experience in the Polytechnic Institute.</p>				
<p>B1.4 Equity</p> <p><i>Rate and Justify (max. 70 words)</i></p> <p><i>(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i></p>	<p><i>Very weakly</i></p> <input type="checkbox"/>	<p><i>Weakly</i></p> <input type="checkbox"/>	<p><i>Well</i></p> <input checked="" type="checkbox"/>	<p><i>Very well</i></p> <input type="checkbox"/>
<p>The service is available impartially to all elements of the target group who are interested in using the Low-Cost Laundry, in an effort to facilitate access to higher education, to promote social integration and a positive experience in the Polytechnic Institute.</p>				
<p>B1.5 Participation</p> <p><i>Rate and Justify (max. 70 words)</i></p> <p><i>(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)</i></p>	<p><i>Very weakly</i></p> <input type="checkbox"/>	<p><i>Weakly</i></p> <input type="checkbox"/>	<p><i>Well</i></p> <input checked="" type="checkbox"/>	<p><i>Very well</i></p> <input type="checkbox"/>
<p>This service is socially inclusive because it is available at a low price to all elements of the academic community, facilitating access to higher education, particularly to social disadvantaged students.</p>				
<p>B2. COLLABORATION</p> <p><i>Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</i></p>	<p>This project facilitates social development, promoting interaction between all users and stakeholders and the sense of belonging to the academic community. It is an open space, integrated among many other social services and a facilitator of social integration and quality of life. The collaboration among all increases the perception of social support and, therefore, sense of wellbeing.</p>			
<p>B3. STUDENT SATISFACTION</p> <p><i>Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)</i></p>	<p>The satisfaction of the students (and other users) can be measured by the increasing number of users of Low Cost Laundry (many of the students report that this service is much cheaper and facilitates their experience as displaced students)</p>			

<p>B4. STUDENT WELLBEING <i>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)</i></p>	<p>The Low Cost Laundry facilitates the experience and integration to displaced students and staff (ensuring the access to higher education as a possible life project). It promotes a greater contact between students and collaborators, which ensures greater proximity (with supportive relations), social development and wellbeing.</p>
<p>C. FINAL REFLECTIONS (based on the previous description of you good practice)</p>	
<p>Success factors <i>What are the factors required for the successful implementation? (max. 200 words)</i></p>	<p>Success can be measured by the increasing number of users of Low Cost Laundry and that results from the efforts of Social Services to extend their services to meet the needs of the academic community. It was designed to be a graphically appealing and open space to promote contact and integration, which has become a great contribute to wellbeing and satisfaction of users.</p>
<p>Sustainability <i>What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)</i></p>	<p>It is a financially sustainable service, because the cost of operations, despite being low cost, allows amortizing the costs of acquisition and maintenance of equipment. It is also socially sustainable, because it improves the quality of life of the academic community, reduces social inequalities and ensure access to the service, promoting positive experiences and satisfaction of students and staff, particular those who are displaced.</p>
<p>Challenges <i>What are the constraints identified? How easy it is to learn and implement? (max. 200 words)</i></p>	<p>The biggest challenge, which can be a limitation, is the initial investment in equipment (and maintenance) and the creation of the laundry space (interior architecture, graphic design, furniture, advertising). However, it is an easy service to implement and it can be a major contribution to greater satisfaction and wellbeing of the academic community.</p>

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. Queensland University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)