

GENERAL INFORMATION

Title	Student Support Services (SAE) - Orientation Unit
Key words (3 to 5 key words)	Academic counselling, career guidance, lifelong learning,
Objectives (2 to 3 objectives)	<p>Student Services (SAE) offers different orientation actions aimed at prospective and current UB students to facilitate the transition between the different stages of university life.</p> <p>Guide future students in their decisions when choosing the most suitable career based on their own interests, expectations, academic itinerary, etc.</p> <p>Encourage adaptation to new social environments, learning methodologies and university work.</p> <p>Help design their academic and professional projects, and foster study, work and personal skills.</p> <p>Advise on techniques to facilitate the research and/or continuing education process.</p>
Phase of studies (Choose all phases it applies)	Access X Retain Graduation Transition to work-life
Type of degree (Choose all degrees it applies)	Bachelor's X Graduate X Master's X
Level (Choose all levels it applies)	International National Institutional X Faculty Group Individual
Name of the institution	University of Barcelona
Location (City and country)	Barcelona (Spain)

<p>Short description</p>	<p>The Student Services orientation unit at the University of Barcelona designs, coordinates, manages and streamlines activities and orientation programmes according to two models:</p> <ul style="list-style-type: none"> a) Permanent actions carried out on SAE premises: semester courses on in-person classroom skills, virtual job searching and personal branding skills, weekly personalised advice in the "Feina Club" and personalised interviews according to requests. b) Orientation programmes in faculties according to the different studies' demands, needs and realities. <p>The service offers on-site activities for all university students (any level). These activities are aimed at promoting students' personal and professional development and fostering their incorporation into the professional world: skills courses, job search techniques, personal branding, CV workshops, interview techniques, among others. And offers specific advice (group and individual) for academic and vocational guidance: professional orientation and "Feina Club" interviews that assist their integration into the labour market by offering tools and strategies for finding internships, volunteer work and work in general.</p>
<p>Target group/s</p>	<p>Prospective, undergraduate and master's degree students enrolled at the University of Barcelona.</p>
<p>Stakeholders involved</p>	<p>At an internal level in the University of Barcelona: Student Services officers, deans from different faculties, other University of Barcelona services.</p> <p>Externally: external human resources consultants, professional associations, and local employment agents.</p>
<p>Description of the organisational process <i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i></p>	<p>The Student Support Service (SAE) offers UB students and prospective students various orientation activities for promoting their transition to university life stages.</p> <p>Before enrolling UB: guide the prospective student in making decisions to choose the most suitable bachelor's degree based on their own interests, expectations, academic track, etc.</p> <p>At the beginning of the study: to encourage adaptation to new social and learning methodology and academic work/life.</p> <p>During college life: help design their own academic and professional project, as well as providing training of personal skills.</p> <p>At the end of the studies: coaching to find suitable lifelong learning programmes and provide job search strategies and techniques.</p>

A. FORMAL EVALUATION CRITERIA

A1. ACCESS TO INFORMATION <i>Provide sources of information (URL, websites, literature, materials)</i>	http://www.ub.edu/sae/orientacio/index.html
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>	Since 1992
A3. NUMBER OF STUDENTS <i>How many students are involved? Is the number representative considering the target group?</i>	According to the latest reports from the University of Barcelona: Academic year 2013/14: 3,916 students, and academic year 2014/15: 4,797 students
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>	This type of care programme for students can develop from different organisational levels. However, the optimisation of the resources necessary to provide quality services needs a student body that is large enough to enable an active operation and continued service.
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) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)</i>	It is a standard practice in different contexts and universities, so its transferability is ensured.
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>	Satisfaction questionnaires that are given to students at the end of the sessions in which they participate.
A7. CONTACT	Universidad de Barcelona - Servei d'Atenció a l'Estudiant (Unidad de Orientación)

<i>Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?</i>	c/ Adolf Florensa, 8 08028 Barcelona Telèfon: 934 031 104 sae.orientacio@ub.edu Responsable del servicio: María Asunción Rivera Vall arivera@ub.edu
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B. CONTENT EVALUATION CRITERIA
B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)

	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input type="checkbox"/>	<i>Very well</i> <input checked="" type="checkbox"/>
B1.1 Self-determination <i>Rate and Justify (max. 70 words)</i> <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>The skills training workshops, personalised advice and different orientation programmes developed in each faculty are valued very positively.</p>			
B1.2 Rights <i>Rate and Justify (max. 70 words)</i> <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>The service ensures the protection of the data of every student who is served and participants in the various orientation actions, according to the corresponding data protection law.</p> <p>The orientation action is tailored according to individual characteristics, interests, personality and motivations and the overall personal and professional profile of each student.</p>			
B1.3 Access <i>Rate and Justify (max. 70 words)</i> <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>All students at the University of Barcelona can access the orientation activities designed and organised by Student Services itself as well as those that are organised by the faculties.</p>			
B1.4 Equity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<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>All students enrolled at the University of Barcelona can register.</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>B2. COLLABORATION</p> <p><i>Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</i></p>	<p>Internally: tutors, teachers and representatives of other services at the University of Barcelona collaborate together.</p> <p>Externally: Human Resources consultants, secondary schools, professional associations and local agents collaborate together</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>All activities are valued based on their specific tools and personal comments by students.</p>			
<p>B4. STUDENT WELLBEING</p> <p><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>When they use the service and become aware that it can help them in their professional development (decision making, exploring their interests, orient them in terms of employment, etc.) they note that these activities are important in guiding their future career.</p>			
<p>C. FINAL REFLECTIONS</p> <p>(based on the previous description of you good practice)</p>				
<p>Success factors</p> <p><i>What are the factors required for the successful implementation? (max. 200 words)</i></p>	<p>Increase the number of orientation technicians (currently: 3 orientation officers for more than 65,000 students) and increase teacher collaboration.</p>			
<p>Sustainability</p> <p><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>That the sensitivity of all stakeholders and policies are conducive to meeting students' needs.</p>			
<p>Challenges</p> <p><i>What are the constraints identified?</i></p>	<p>Consolidate and update activities depending on the evolution of the labour market and new generational social and technological</p>			

<i>How easy it is to learn and implement? (max. 200 words)</i>	changes.
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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)