GENERAL INFORMATION	
Title	**Psychoeducational Assessment Unit (UAP)**
Key words	Assessment, psychoeducation, support, Lifelong Learning
Objectives	Enriching students' university experience both personally and academically. Promote students' involvement in their own learning process. Educate how to improve learning and conduct tasks on vocational and professional guidance.
Phase of studies *(Choose all phases it applies)*	Access, Retain X Graduation X 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, Faculty, Group, Individual X
Name of the institution	Institute of Education Sciences at the Autonomous University of Barcelona
Location *(City and country)*	Bellaterra, Spain
Target group/s	The UAP offers the service to all students at the Autonomous University of Barcelona to cover learning and guidance needs in educational, social, professional and vocational areas.
Stakeholders involved	The UAP establishes communication circuits with stakeholders outside the UAB linked to the health network, social services and third sector organisations (p.e. NGO,

	ONCE, etc..). It also organizes educational conversations with professionals from the Social Education sector (Social Education degree) to share concerns, fears, questions, interests, etc. among active students and professionals.
Description of the organisational process *Actors, triggering evidence, campaigns, graph… (max. 300 words)*	The UAP is a service that provides support to the ongoing learning process of students at the Autonomous University of Barcelona. It responds to guidance needs in the pre-university stage and during the time at university. It establishes synergies between professionals, services and institutions to coherently and suitably respond to students' guidance needs during the different educational stages. It also designs, implements and develops pre-university guidance processes in line with those carried out during university. From the viewpoint of prevention and intervention in the educational and social areas, it works along different action lines and offers an entire series of activities that provide students with tools for their comprehensive learning process. Students who request emergency aid are interviewed and monitored. Students who, due to unexpected events, are in complicated situations to cope with their university studies. The areas of influence in which we work are academic, psychological and social. The improvement of academic marks is sought, as well as integration at the university and emotional rebalancing. The UAP conducts social integration and transfer actions and programmes. These actions make reference both to work with students and collaboration with other internal and external agents (teaching staff, centres, specific programmes of the Autonomous University of Barcelona, etc.). In particular, these include: 1) support via Ítaca financial aid; 2) a vocational guidance project and on transition from higher secondary to university; 3) an exhibition on changing visions of couple's relationships; 4) the drafting of a Tutorial Action Plan at the university; 5) participation in the Argó programme; 6) inclusion in the Spanish Association of University Psychological and Psychoeducational Services (AESPPU); and 7) ties with the faculties and organisations of the Autonomous University of Barcelona.

A. FORMAL EVALUATION CRITERIA

A1. ACCESS TO INFORMATION *Provide sources of information (URL, websites, literature, materials)*	Website: http://serveis.uab.cat/ice-uap/ Publications: http://goo.gl/nvdwmk Report: http://goo.gl/O8GJ1N

A2. TIMEFRAME	It was founded in 2002 and, starting in the 2012-2013
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)	academic year, it is part of the Institute of Education Sciences at the Autonomous University of Barcelona.
A3. NUMBER OF STUDENTS	Average 550 students use the individual advisory services
How many students are involved? Is the number representative considering the target group?	each year. Around 80% consultations were one time only and were resolved by a meeting (in person, by phone or email) and 20% students were given weekly monitoring (from three to 23 meetings per person).
A4. SCALABILITY ("volume")	The main programmes being executed for the entire
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)	university could be scaled down to faculty and centre levels, given that their primary focuses are psychoeducational, on training activities, peer tutoring and gender issues. It merits consideration that the two action lines followed are assistance (with direct one-on-one work with students who have learning difficulties) and prevention (spending time with and helping them, according to needs).
A5. TRANSFERABILITY (from one context to another)	Several programmes implemented have been used as models for their development at other Spanish universities.
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)	Programmes such as the PAE (2003-2014 Student Advisors Programme), 'The Gender Question: Let's Talk' (2008-2013), among others, were incorporated with similar services at the universities in Cadiz, Carlos III in Madrid, Alicante, etc.. Programmes and some particular features from them have also been added to Latin American Universities, including the University of the Republic (Uruguay) and the Autonomous University of Oaxaca (Mexico).
	Several programmes were presented at congresses in Spain, including the 9th Ibero-American Congress on University Teaching (Murcia, March 2016).
A6. ASSESSMENT	Internal assessment has been done within the service itself
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	and the Institute of Education Sciences, although no external evaluations have been conducted. Every year the service shall prepare a report with a description of the assistance and it also include the programmes implemented during the year.

words)	
A7. CONTACT *Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?*	Gabriel Chancel Valente, Roser Pericon Ramon, Laura García Nebreda. Tel. +34.935812943 uap@uab.cat

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)	Students don't participate directly in this service.			

B1.2 Rights *Rate and Justify (max. 70 words)*	*Very weakly* ☐	*Weakly* ☐	*Well* ☐	*Very well* X
(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?)	Students can complete anonymus satisfaction surveys where they can reate diferent aspects related to he service. They can also inform the university authorities (síndic) if they think that something is affecting their rights.			

B1.3 Access *Rate and Justify (max. 70 words)*	*Very weakly* ☐	*Weakly* ☐	*Well* ☐	*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)	There is a work team from the Institute of Education Sciences on the 'transition process from higher secondary to the UAB', it is made up of groups of higher secondary coordinators and tutors and teaching staff from the first year at the UAB. The student groups are monitored in their first year who are from the institutes participating on the team of the Institute of Education Sciences. The areas of influence are academic and social. The aim is to improve the vocational guidance process and facilitate adaptation to university methodologies.			

B1.4 Equity Rate and Justify (max. 70 words)	Very weakly ☐	Weakly ☐	Well ☐	Very well ☐
(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)	For gender issues, actions are organised and carried out with organisations at the university (for example: Joan Riviere Centre for psychology and gender) and the surrounding area (associations, city councils, Health National Institute, etc.).			

B1.5 Participation Rate and Justify (max. 70 words)	Very weakly ☐	Weakly ☐	Well ☐	Very well ☐
(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)				

B2. COLLABORATION Describe what kind of collaboration there is between various stakeholders. (max. 70 words)	The Spanish Association of University Psychological and Psychoeducational Services (AESPPU) was created in 2009 and has its main offices at the Autonomous University of Barcelona and the chair has been a professional at the UAP since 2011.
B3. STUDENT SATISFACTION Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)	
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 types of difficulties handled: vocational guidance (24%), students' difficulties with handling the learning process (20%), students who belong to specific programmes (15%), difficulties adapting to university (14%), difficulties due to complex problems (13%), difficulties students have who start university after 25 years of age (9%) and difficulties students have in master's and doctorate studies (5%). Other results make reference to preventive actions that are specific, according to how each particular training action was handled.

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)	Given that university involves a very high investment and students cannot merely use the service without becoming involved in their learning processes, we believe that all university students must not only be able to reproduce an entire set of techniques or carry out correct praxis, but must

	also be capable of analysing and reflecting on their work, evaluating and understanding the context in which their actions are developed, questioning, creating and outlining positive modifications around their professional choices. For this reason, the UAP has a vision of the student as a single agent, active and indivisible, within the teaching and learning process developed at the Autonomous University of Barcelona. In this regard, the UAP is not only an assistance service, taking into account the limitations that this focus would entail, given that, among other factors, a financial structure and very high investments are required to resolve the problems of an extremely small number of students. Working to prioritise the preventive task involves a much broader vision that allows for and structures activities and programmes starting from the needs posed by the students in this area.
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)*	To implement this practice is important to have financial support in order to cover the costs of the personal involved in the assessment process. It is also necessary to have the space where this activity will be carried out, which could be possible remodelling and office or small meeting room.
Challenges *What are the constraints identified? How easy it is to learn and implement? (max. 200 words)*	It is easy to implement this activity with the resources to contract the professionals who will develop the service.

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)