



Promoting Students' Successful Trajectories in Higher Education Institutions: good practices report

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Table of contents

Abstract	5
1. Introduction: Complex Trajectories Project.....	6
2. Complex Trajectories approach to promote support policies and actions to the students.....	8
3. Good Practices to support complex trajectories in HE	11
3.1. Good Practice definition framework	11
3.2. Methodology to collect Good Practices	13
4. Good Practices in HEI: a classification	15
4.1 Good Practices to prepare the pre-university stage	15
4.1.1. COMPASS PROJECT (PROJECTE BRÚIXOLA).....	17
4.1.2. ARGÓ PROGRAM.....	18
4.1.3. TESTIMONIES - WHAT DO OUR STUDENTS SAY? (TESTEMUNHOS - O QUE DIZEM OS NOSSOS ESTUDANTE	20
4.1.4. GET TO KNOW THE UNIVERSITY (CONÊIXER).....	21
4.1.5. CREDIT TRANSFER	22
4.2. Good Practices of support to university incorporation	24
4.2.1 INTRODUCTION ON THE ONLINE ENVIRONMENT MODULE (MÓDULO DE AMBIENTAÇÃO ONLINE – MAO)	25
4.2.2 SEMESTRE RÉO	26
4.2.3 WELCOME SESSIONS	28
4.2.4 PEER MENTORING PROGRAM.....	29
4.2.5 ESPRIA (IMPROVING FIRST-YEAR STUDENT MENTORING)	30
4.2.6 PEER TO PEER (ENTREIGUALS).....	32
4.2.7 ACCESS MODULES	34
4.3. Good Practices to support and accompany trajectories	36
4.3.1. Support and accompaniment	37
4.3.1.1. TUTORIAL ACTION PLAN (PAT)	37
4.3.1.2. SOCIAL SUPPORT OFFICE	39
4.3.1.3. FEES PAYMENT THROUGH SERVICES PROVISION	40
4.3.1.4. SPECIAL STATUS EDUCATION NEEDS	41
4.3.1.5. SPECIAL STATUS WORKERS	42
4.3.1.6. TUTORIAL ACTION PLAN	43
4.3.1.7. DROPOUT PREVENTION TOOL.....	45
4.3.1.8. UV DISEABILITY: VOLUNTEERING PROGRAM.....	47

4.3.2. Psycho-pedagogical counselling	48
4.3.2.1. UNITAT D'ASSESSORAMENT PSICOPEDAGÒGIC (PSYCHOPEDAGOGICAL ASSESSMENT UNIT)	48
4.3.1.9. OU ANALYSE (OUA)	50
4.3.2.2. ORIENTATION AND INTEGRATION OFFICE	52
4.3.2.3. UVASSESSORIES (PSYCHOLOGICAL, SEXOLOGICAL, PSYCHOEDUCATIONAL AND LEGAL COUNSELLING)	53
4.3.3. Complementary training	55
4.3.3.1. AULABERTA.....	55
4.3.3.2. STAFF DEVELOPMENT PROGRAMME IN DISTANCE AND DIGITAL EDUCATION.....	56
4.3.3.3. MODELO PEDAGÓGICO VIRTUAL® (MPV)	58
4.3.3.4. NAU DELS ESTUDIANTS (TRAINING SPACE).....	60
4.4. Good Practices to support educational and professional transitions	62
4.4.1. COURSE FOCUSED ON THE PROFESSIONAL CAREER.....	63
4.4.2. RESEARCH GRANTS	64
4.4.3. UVJOB (UVOCUPACIÓ)	65
5. Discussion topics.....	66
Annexes	68
REFERENCES.....	72

Abstract

At the present time, students' trajectories in higher education are characterized by not being uniform, nor running in a linear manner or in the planned time institutionally. Knowing by institutions how these trajectories run allows them to implement actions to better accompany complex trajectories, understood as those that develop with difficulties, either due to academic factors, such as factors linked to the personal, family situation and culture of the students. In this sense, institutional actions can be identified and analysed as good practices to accompany complex trajectories that are linked to decisions that cause effects, such as an extension of graduation, change of degree, university or modality (face-to-face or online), simultaneous studies, stop-out and drop-out.

In this report we present a work of identification and compilation of good practices carried out by the institutions that are part of the "Complex Trajectories" project. This compilation of good practices presents a heterogeneous scenario between the institutions of the different countries that it has to do with the role of the university system in each context, in addition to having established with greater or lesser emphasis the perspective of complex trajectories which is established in a different way at the institutions.

1. Introduction: Complex Trajectories Project

The Complex Trajectories Project focuses on understanding the complex trajectories of students at university and supporting those who navigate them. In the practical domain, the project aims to contribute to the establishment of a system of regular monitoring of student trajectories in order to adjust the development of policies supporting these trajectories at different levels of the system and university institutions.

At the conceptual level, the aim is to broaden the notion of what can be considered an inclusive university. While there has been a major movement to look at equity in access to university (known as widening access) the progress of students through the university also requires attention to achieving an inclusive university. To do so, it is also necessary to extend the concept of what is a success in progress through the university. Normally, the analysis of trajectories is done from a single degree program. This gives a restricted view of what a successful trajectory is, since it would only be the one that begins and ends the same degree program on time. The policies to be applied to promote such success are policies of student retention. Instead, we argue that the focus of the analysis should be the student. Students can shift, pause, combine their studies, move between different degree programs or different modalities (distance and face-to-face), maybe building a complex, but successful, trajectory. Universities can contribute to complex trajectories being more likely to end successfully and the trajectories can take place over a lifetime, at different times and different places.

To achieve these objectives, the agents involved must be diverse. Basically, the agents working at the level of providing information and understanding the phenomenon, those making policy (as policymakers at different levels) and those providing direct support to students, who also can help each other. Given that the involvement of agents acting at various levels is required and, besides, that the process of information gathering, trajectory analysis and policy adjustment in support of these trajectories needs to be updated, it seems clear that the best way to address the issue is through the networking of the agents involved.

The project has three main parts, plus an area dedicated to dissemination, which includes the objective of generating or consolidating a network in each territory of the consortium partners.

The first part is where we aim to end up developing a methodology for analysing student trajectories that is transferable to other higher education contexts. To achieve this result, first, we try to understand and compare the trajectories of students at the diversity of universities we analyse. We focus our attention on complex trajectories, especially those that transit from one face-to-face institution (or program) to another at a distance (or vice versa), also who change from a degree program to other, and in the disadvantaged profiles (by reason of social origin, migrant background, geographical origin, gender, age). We are interested in seeing what the most common trajectories are depending on the socio-demographic and academic profile of students in various contexts (country, university system, study modality). Based on this analysis, in which we compare the results in an important range of different Higher Education Institutions, we intend to standardise a methodology of analysis and presentation of the results of the students' trajectories, which can be easily transferred to other university contexts. This part is specified in the preparation of an analysis of trajectories report.

In the second part we will carry out a collection of good practices in support of complex trajectories by exploring policies in the HEIs that are partners in the consortium. The deeper objective is to understand the link between the different types of good practices and the results of the trajectories analysis, trying to answer the question about which measures can benefit which trajectories and in which way. This second part is specified in the preparation of a good practices report.

In the third part, it is planned to transform the knowledge acquired from the two previous parts into training and decision-making support material. To this end, degree program evaluation indicators are constructed on the theme of trajectories. Two MOOCs are designed, one aimed at learning the longitudinal analysis of student trajectories, the other for advisors on measures to support complex trajectories. A handbook for advisors and other support materials will be designed.

With the aim of giving maximum diffusion to the knowledge acquired and the materials produced, we have the need to transform them into products of quick understanding (infographics, brochures) that can be disseminated through already existing websites (universities, student services, international education organisations, etc.)¹.

The Complex Trajectories consortium understands its activity as an opportunity for understanding the complex academic paths of higher education students and for support and advice for improving persistence and completion of degree programs.

The consortium of Complex Trajectories² believes that the results of the project will have an impact and produce transformations in the understanding of the trajectories of higher education students. The transfer of students between universities in face-to-face and distance modes facilitates the retention and achievement of degree completion. In addition, the results of the project will facilitate work in regional higher education systems in collaboration with quality agencies and the labour and productive sector³.

2. Complex Trajectories approach to promote support policies and actions to the students

Derived from the results obtained in the analysis of quantitative data from the different universities in the consortium, a consensus has been reached on a definition of Complex trajectories. We consider that a trajectory is complex when there has been a delay beyond the institutionally established time plus one year (t+1 year) or stop-out trajectories (when the trajectory stops some year) or when there has been some kind of change (of degree, university or online/onsite modality).

¹ Project website: <https://web.fe.up.pt/~complext/index.html>

² Universitat Autònoma de Barcelona (Spain), Universitat Oberta de Catalunya (Spain), Universitat de València (Spain), Universidade de Porto (Portugal), Universidade Aberta (Portugal), Université de Bourgogne (France), Open University (United Kingdom).

³ Doctoral student Vera Massaguer has contributed to this report.

The normative forms on how to move through university define what we know as a pathway, in the sense of a mapped itinerary, but even in the most rigid framework we can expect individuals to follow their own trajectory, according to their own logic and strategy (Haas & Hadjar, 2019; Picard et al., 2011). In fact, the institution's interest is almost always focused on retention in the original degree programme, while the student's interest is persistence, i.e. learning or graduating in any programme or institution, and he/she will be able to find breaches even in the most regulated contexts to change the orientation of their trajectory (Abad Esteve & Álvarez Ramos, 2019; Boylan, 2020; Tinto, 2017; Villar Aguilés et al., 2017).

In this sense, in a more evident and frequent way than in previous times, is being reinforced the idea of taking into account and promoting flexible learning itineraries in a learning context in which frontiers are crossed (Brennan, 2021).

The objective 3 of the project is to contribute to the compilation and dissemination of policies that support the progress of students, with particular attention to those that help them transfer from one program to another or from one educational institution to another). In order to get this the project is working on the following steps:

- (A) Collection of good practices to help student's trajectories in our own 7 HEIs;
- (B) Dissemination of the practices selected 7 institutional websites, institutional social networks, students support units;
- (C) Report of good practices: institutional dissemination on websites and social networks;
- (D) Good practices collection to support students' trajectories: students support institutional websites;
- (E) Infographics and brochures: students support institutional websites and offices.
- (F) Support materials for advisors who counsel on complex trajectories: MOOC for students' advisors and students support units.

Our view is that any development of policy or protocol of intervention in the field must start, first, from basic information about the reality, and second, from information about previous experiences of intervention. Therefore, the second Intellectual Output is linked to the objective of collecting and disseminating experiences that support the progress of students, paying particular attention to those that help students in their complex trajectories, such as transferring from one program to another or from one HEI to another.

The first strategy is to collect practices that help students progress in our own HEIs. This has a double objective: on the one hand, it allows us to gather expertise on the subject at hand, but also allows us to establish contact with stakeholders at our own universities.

Although support for student's progress is common practice in many HEIs, the perspective normally adopted is one of retention, so experiences of support for complex or transfer trajectories are rare. Analysing the different good practices through the different universities in the consortium the objective is to seek ideas for intervention to support this type of trajectory.

With the experiences gathered, a report is produced and an exchange and discussion event carried out. However, following the criteria of seeking a wide dissemination of the information collected, we intend to provide this information to websites of resources for counsellors, exchange of experiences, etc. There are already websites of this type aimed at specific professional sectors, with their own audience and agenda. Our intention is to adapt the format of our information to their websites in order to contribute to widening the range of intervention, introduce the issue of complex trajectories and transfers, broaden the concept of successful trajectories, etc. We are clearly looking for a synergy in the field.

The team responsible in Valencia University has worked on a notebook (online form) to collect "good practices". The team commissions the "good practices" assignment notebook to each team.

Each team has collected information on: good practices in their own HEIs and good practice exchange websites or banks of resources for advisors in their respective context.

The team of UV has done this report on good practices. There is a Training and Learning Activity that aims to provide consortium members with information on good practice experiences that have been collected by the rest. The range of possibilities, both at the level of institutional policies, as well as face-to-face and online guidance, is extended for each partner. Part of this training will be open.

The content of this report will be disseminated by Dissemination Manager, who adapt the experiences included in the “good practices” report to the format required by the exchange website.

3. Good Practices to support complex trajectories in HE

3.1. Good Practice definition framework

The use of good practices concept originated in the private sector (Gamson, 1991) and from there it was rapidly exported to the public sector. This led to the development of catalogues, guidelines, awards and dissemination programmes in practically every sector of intervention, in Europe and across the world, often promoted by central authorities and addressed to local administrations (Cedefop, 2020).

There is no single or agreed definition and is a much-deliberated topic. However, a working definition is necessary to inform understanding and identification. At higher education field, in the late 80's was published an article which is a widely quoted article title *Seven Principles for Good Practice in Undergraduate Education* (Chickering & Gamson, 1987). It proposes the basis of what are considered good practices related with teaching:

1. Encourages contacts between students and faculty.
2. Develops reciprocity and cooperation among students.
3. Uses active learning techniques.
4. Gives prompt feedback
5. Emphasizes time on task

6. Communicates high expectations.
7. Respects diverse talents and ways of learning.

A good practice to be considered as such requires meeting four criteria: to be innovative, to be effective, to be sustainable and to be replicable (UNESCO, 2003 in Gradaille & Caballo, 2016) and, as added by Cevallos, Alcívar & Cordero (2019) in a recent compilation of good practices in some European and Latin American universities, good practices are identified as experiences of successful practices carried out with the objective of implementing some strategy, methodology, design, model, modality or different management process that brings about educational improvement, i.e., innovation.

From a perspective focused in the quality, the Quality Assurance Agency for Higher Education (QAA) has usefully articulated that a feature of good practice is a process or way of working that makes a particularly positive contribution to academic standards and the quality and/or enhancement of the learning opportunities, all or some of which would be helpful for other institutions to hear about (QAA, 2018).

It is important to note that good practices are one way in which existing tacit knowledge can be made explicit and when they are corporately adopted, they have an impact on the success and the realization of the institutional vision (Rodríguez, 2008).

Hall and Jennings (2008) propose a gradation of good practices (including in this term both policies and programmes and simpler actions/projects) based on the availability of scientific or quasi-scientific evaluations of the results obtained. They distinguish between best practices (those that have proven effective and efficient), evidence-based practices (which focus on outcomes assessed on the basis of systematic empirical evidence), and 'promising' practices (those that are still difficult to evaluate and yet worthy of attention). In addition to this gradation, the particularities of the context must be taken into account.

Thus, the Complex Trajectories Project focuses on understanding the complex trajectories of students and the resources that are implemented and could be developed to support students. Within this framework, we understand as good

practices those experiences that support and guide the academic trajectories of their students, understanding that the university student body is diverse. Therefore, these are practices aimed at accompanying the incorporation into the university of new students, those with low performance, those who delay their graduation years, those who may change degrees, those who may drop out of the university system or students who study and work, among other situations. In addition, from a longitudinal perspective, good practices in complex academic trajectories can be placed in four moments, such as: 1) good practices to prepare for university entrance; 2) to support university incorporation; 3) to support and accompany trajectories; 4) to support educational and professional transitions.

We are aware that higher education institutions develop programs and experiences that support and guide the academic trajectories of their students. These programs are translated into actions and practices that can be qualified as good practices if they are successful.

Although we also know that successful practices are not classified as such by the institutions. We believe that advancing in the categorization of good practices, in the sense of practices that work and are evaluated as good practices, contributes to greater transparency of the actions and policies developed by higher education institutions.

However, defining 'success' might be complex. It might be 'reaching the intended destination', but it might also be 'changing the intended destination to a better one'. Then 'preparing' for the destination and having a 'useful journey' towards it.

3.2. Methodology to collect Good Practices

In order to prepare the collection of Good Practices (GP), firstly, a working group was set up, which carried out the following tasks:

- a) to carry out a theoretical review of the main contributions in the field of complex trajectories in higher education from the specialised literature;
- b) to reach a consensus on a definition of GP and the criteria underpinning this formulation;

c) to design and implement a methodological strategy to identify GPs in complex trajectories in higher education.

The working group shared the results of the theoretical review and the definition of GP with the other members of the project, gathering contributions from the members that served to complement both issues. Finally, the working group provided the project members with the necessary indications to identify the GPs developed by the home institution of each of the project partners.

With regard to the tasks related to the definition of GP, the results of these tasks have been described in the previous section (3.2). Generally speaking, the definition that has guided the GP collection process is the following: we understand good practices as those actions, methodologies and tools, implemented in the field of higher education, that have demonstrated their capacity to introduce transformations with positive results in the improvement of educational trajectories and that are susceptible to being transferred to other contexts.

In relation to the methodological strategy for the collection of GPs, the aim has been to collect quantitative and qualitative information on the practices in order to analyse their main characteristics, as well as to classify them according to the aforementioned criteria.

In order to specify the collection and systematisation of the information, a Notebook was drawn up, a methodological tool in which, in the form of a questionnaire, the aspects to be observed in relation to each of the GPs identified by the project members in their respective universities are indicated. This Notebook serves as a guide during the information gathering process, helping us to select and prioritise characteristics common to all the GPs, so that the information obtained is homogeneous and allows for a global analysis.

The Notebook (see annexes) contains a series of items that aim to collect information on the following issues: basic descriptive information on the GP; objectives of the GP; profile and number of beneficiaries; staff and resources; forms of evaluation; strategies for sharing the GP with other institutions.

In a first step, project members were asked to provide the working group with a brief description of all practices they identified as potential GPs. Subsequently, the working group analysed this information and indicated to each partner which of these practices they should collect information on. Finally, the Notebook was distributed to the project members to fill in a Notebook for each selected GP. Once the selection was made, a total of 27 GPs were identified.

Once all the good practices have been collected, they have been classified and analysed. There are 4 GP collected in the preparation 1) GP to prepare the university entrance (total: 4 GP); 2) GP to support university incorporation (total: 6 GP); 3) GP for the accompaniment during trajectories. Three types are included, support and accompaniment (total: 9GP), psycho-pedagogical counselling (total: 3 GP), and complementary training (total: 4 GP); 4) GP to support educational and professional transitions (total: 3 GP).

GPs have also been classified according to whether they are preventive (to prevent students from dropping out or delaying their studies) or reactive (institutional devices that appear when a student asks for help because he/she has problems to follow his/her studies, wants to change studies or wants to drop out. Also, when it is detected institutionally that a student is not following his or her studies at the stipulated pace. We have tried to discern with which type of CT they can be classified. It is concluded that the vast majority of practices are preventive, preventing any CT (dropout, delay or change). In the support and accompaniment GP of the third type of the accompaniment during trajectories GP we can find some GP that combine preventive and reactive devices depending on the students' problems. Most of them try to avoid delay and dropping out but we can see some GP directly aimed at accompanying students in their change of studies, even if it is to another institution (UAP of UAB).

4. Good Practices in HEI: a classification

4.1 Good Practices to prepare the pre-university stage

This first block includes GPs targeting students at pre-university levels. The transition from post-compulsory levels to university is marked by the choice of

degree. This decision is influenced by various factors: expectations of students and their families, family background and resources, availability of information about the contents of the studies and possible career opportunities, etc. In this sense, pre-university guidance is an important support to ensure that the choice of degree is made in the best possible way. Lack of guidance is a significant cause of drop-out from university studies, especially during the first year. Through the GPs included in this block, universities try to guide decision-making by offering support and information to students at pre-university level.

4.1.1. COMPASS PROJECT (PROJECTE BRÚIXOLA)

- **Higher Education Institution**
Universitat Autònoma de Barcelona
- **Description**
University students who advise preuniversity students
- **Objectives**
To create a relationship of trust, proximity and co-responsibility between tutors and tutored students in order to facilitate the autonomy and self-confidence of high school students in making decisions about their future university studies. Thus, the experience pursues specific objectives that will have to do with the needs and training of both the tutored and the tutored students.
- **When was it introduced?**
2019/2020
- **Why was it introduced and who introduced?**
To reduce the dropout rates and changes of studies because of the scarcity on the information and the difficulties to fit at university.
- **Key beneficiaries of the good practice**
New students
- **Period during the academic year in which this good practice takes place:**
First semester
- **Has this practice been evaluated?**
Yes
- **Is this evaluation continuous or a one-off process?**
Continuous evaluation
- **Have students been involved in the evaluation?**
Yes
- **Have teacher staff been involved in the evaluation?**
No
- **Have other agents been involved in the evaluation?**
No
- **Is it externally evaluated?**
No
- **Evaluation procedure:**
Students (tutors-university students- and preuniversity students) access continuously the aspects to improve.

Quick summary: University students who advise preuniversity students to create a relationship of trust and engagement to the institution

4.1.2. ARGÓ PROGRAM

- **Higher Education Institution**
Universitat Autònoma de Barcelona
- **Description**
The activities implemented in these programs are linked to educational guidance. They are preventive actions of the UAP since an accurate decision making, and understood as a process, can avoid the need for individualized attention within the University because of academic failure or abandonment of studies due to an erroneous vocational choice. Understanding educational guidance as a process implies working on decision making in most of the schooling. Working with secondary school students (compulsory and post-compulsory) participating in these programs, not only allows them to make decisions in a reasoned and conscious way at key moments of transition or impasse, but also to promote autonomy and empowerment for future choices.
- **Objectives**
The aim of the project is to facilitate the transition of high school students to the University in all areas and activities. Therefore, it is intended to change the role of the student as a passive subject to an active subject in the transition process in order to bring the University to high school students, facilitating their decision making and subsequent integration into the academic and social university world.
- **When was it introduced?**
2014/2015
- **Why was it introduced and who introduced?**
To encourage the preventive line and avoid complicated situations of students when they access the university. It was introduced by the UAP with the impulse of the ICE.
- **Key beneficiaries of the good practice**
New students
- **Period during the academic year in which this good practice takes place:**
First semester
- **Has this practice been evaluated?**
Yes
- **Is this evaluation continuous or a one-off process?**
Continuous evaluation
- **Have students been involved in the evaluation?**
Yes
- **Have teacher staff been involved in the evaluation?**
No
- **Have other agents been involved in the evaluation?**
No
- **Is it externally evaluated?**
No
- **Evaluation procedure:**
Not available

Quick summary: Different preventive activities to facilitate the transition of high school students to the University in all areas and activities to avoid complicated situations at university.

4.1.3. TESTIMONIES - WHAT DO OUR STUDENTS SAY? (TESTEMUNHOS - O QUE DIZEM OS NOSSOS ESTUDANTE

- **Higher Education Institution**
Universidade Aberta
- **Description**
Testimonies (“What do our students say?”) from students from different courses, reporting their academic experience at UAb. Videos are made and hosted on the UAb website.
- **Objectives**
Report students’ academic experiences, from different courses/scientific areas.
- **When was it introduced?**
2018/2019
- **Why was it introduced and who introduced?**
To present different perspectives, from a personal point of view, of the challenges and advantages of being a student at UAb.
- **Key beneficiaries of the good practice**
New students
- **Period during the academic year in which this good practice takes place:**
Unlimited period
- **Has this practice been evaluated?**
Not formally
- **Is this evaluation continuous or a one-off process?**
One-off process
- **Have students been involved in the evaluation?**
Yes
- **Have teacher staff been involved in the evaluation?**
Yes
- **Have other agents been involved in the evaluation?**
Yes. The Communication Department collect the feedback from students and teachers.
- **Is it externally evaluated?**
Not formally
- **Evaluation procedure:**
Not available

Quick summary: Report students’ academic experiences, from different courses/scientific areas to present different voices and experiences at university.

4.1.4. GET TO KNOW THE UNIVERSITY (CONÈIXER)

- **Higher Education Institution**
Universitat de València
- **Description**
Universitat de València introduces Get to know the University (“Conèixer la Universitat”) with the aim of showing to future students its academic offer and services. It is a programme coordinated by the Information and Promotion Service (SeDi) and the participation of all centres and services from the University. It is constituted by these three initiatives: Information Day for guidance professionals, the University Visits, and the Information Session for high school students.
- **Objectives**
Show to the future students the academic offer and services. Advise on future academic choices.
- **When was it introduced?**
1995/1996
- **Why was it introduced and who introduced it?**
Universitat de València introduces Get to know the University with the aim of showing to future students its academic offer and services. It was started by the Information and Promotion Service
- **Key beneficiaries of the good practice**
New students
- **Period during the academic year in which this good practice takes place:**
Second semester
- **Has this practice been evaluated?**
No

Quick summary: programme coordinated by the Information and Promotion Service (SeDi) and the participation of all centres and services from the University to show to the future students the academic offer and services and advise on future academic choices.

4.1.5. CREDIT TRANSFER

- **Higher Education Institution**
Open University
- **Description**
The Open University (OU) offers recognition of prior learning through a credit transfer service for students seeking to use credit from external bodies towards an Open University qualification. The OU may also permit direct entry where previous study would mean a student has the required skills and experience to commence study at a later stage of a qualification. Where an external qualification does not have a credit rating, recognition of prior learning into an OU distance-taught qualification can be achieved through assessment and quality assurance undertaken by a faculty.
- **Objectives**
This practice is intended to empower prospective students and current students in their study choices right from the decision about whether they are ready to study at the OU.
- **When was it introduced?**
The Open University offered forms of credit transfer from very early in its history. The university was established in 1969 and by 1977, before credit transfer was widely adopted, the OU was recognised as a pioneer.
- **Why was it introduced and who introduced it?**
The Recognition of Prior Learning (RPL) has many benefits for students, the University, the workplace and wider society. For students it encourages the pursuit of higher education, facilitates access at both undergraduate and postgraduate level, eliminates duplication of study and can reduce cost and the time needed to complete a qualification. Through recognising learning wherever it is acquired, RPL can increase self-esteem and self-confidence and help with career development and planning. Evidence suggests that students with credit transfer are more likely to progress and complete their OU qualification, possibly because of reduced time/cost required to complete their qualification.
- **Key beneficiaries of the good practice**
New students and prospective students
- **Period during the academic year in which this good practice takes place:**
Usually takes place when students register for a qualification. This can take place at any time of year. However, the two main starting points for study remain October and February.
- **Has this practice been evaluated?**
Yes
- **Is this evaluation continuous or a one-off process?**
It is intended to be a one-off process. However, should a student change their mind over which qualification they intend to use their credit towards, it may need to be revisited prior to the qualification being awarded.
- **Have students been involved in the evaluation?**
Every Board of Study has student representatives amongst its membership.
- **Have teacher staff been involved in the evaluation?**
Every Board of Study has frontline teaching staff representatives amongst its membership.
- **Have other agents been involved in the evaluation?**
The Quality Assurance Agency for Higher Education (QAA).

- **Is it externally evaluated?**

The QAA found that the OU has robust arrangements for securing academic standards, managing academic quality and for enhancing the quality of the student experience. This includes the recognition of prior learning through credit transfer.

Also, The OU was re-accredited in 2020 by the Middle States Commission for Higher Education (MSCHE) based in Philadelphia, USA.

- **Evaluation procedure:**

The governance set out in the RPL policy states that:

8.1. This policy is a component part of the Assessment Policy. 8.2. The RPL policy will be reviewed annually by means of reports from Boards of Study and Teaching Committees submitted to the Assessment Programme Management Group (APMG) as part of the annual quality review cycle on the operation and impact of credit transfer and direct entry activity, per qualification. 8.3. Monitoring and Evaluation of the RPL process will be undertaken annually by the APMG and reported to the Qualifications and Assessment Committee. 8.4. The reviews and recommendations deriving from them will be submitted to the Qualifications and Assessment Committee for scrutiny and approval.

Quick summary: The Open University offers recognition of prior learning through a credit transfer service for students seeking to use credit from external bodies towards an Open University qualification.

4.2. Good Practices of support to university incorporation

This block focuses on the measures that are activated when students enter the university for the first time and, therefore, their integration into university life takes place. At this stage, the commitment between the institution and the new student is established. The GPs that make up this period are aimed at facilitating the first contact with the university, not only through information and reception processes, but also with the tools that universities offer with the aim of facilitating contact with students in higher courses, mainly through mentoring programmes. The experience of the first year of higher education is a determining factor for the permanence of students. This initial experience is an important factor in decisions related to dropout as well as career changes. Integration is a profound process of emotional, social and academic integration. For this reason, the support offered by universities is crucial in preventing students from making such decisions. The programmes developed by the institution to make students feel part of an academic and social community can therefore help to ensure their permanence.

4.2.1 INTRODUCTION ON THE ONLINE ENVIRONMENT MODULE (MÓDULO DE AMBIENTAÇÃO ONLINE – MAO)

- **Higher Education Institution**
Universidade Aberta
- **Description**
Prior to the program chosen by the student, first time students attend a specific online module (2 weeks), organized in a virtual classroom, familiarizing students with the online environment where learning is going to take place, its specific modes of communication and behaviour and the technologies that support it. This course is mandatory for all students who enrol for the first time at UAb.
- **Objectives**
Proficiently use communication tools in a virtual environment. Learn to use instruments related to the pedagogical model of the Open University (PUC, Letter of Learning, e-folio, participate in an online consultation). Develop online communication skills. Develop online time management and personal organization skills. Develop capacities for reflection on learning carried out.
- **When was it introduced?**
2007/2008
- **Why was it introduced and who introduced?**
To support the shift to the e-learning modality of all the UAb courses, from the students' perspective. Gabinete de Apoio à Reitoria.
- **Key beneficiaries of the good practice**
New students
- **Period during the academic year in which this good practice takes place:**
September
- **Has this practice been evaluated?**
Yes
- **Is this evaluation continuous or a one-off process?**
Continuous evaluation
- **Have students been involved in the evaluation?**
Yes
- **Have teacher staff been involved in the evaluation?**
No
- **Have other agents been involved in the evaluation?**
No
- **Is it externally evaluated?**
No
- **Evaluation procedure:**
Satisfaction evaluation is carried out at the end of each edition.

Quick summary: Mandatory on-line program (2 weeks) for first time students to use instruments related to the pedagogical model and to develop online communication skills.

4.2.2 SEMESTRE RÉO

- **Higher Education Institution**
Université de Bourgogne
- **Description**
Réo semester is composed of compulsory and optional modules. There is a foundational module focused on literacy skills, including mastering the fundamentals of spelling and an evaluation test that all students must complete. Beyond this, there are five other mandatory modules (Orientation module; Discovery module; Language center module; Sport module; Learn to learn module; Module Discovering the professional world; Transversal EU module; Volunteer module). Scholarship students who attend the Réo semester continue to receive their scholarship until the end of the academic year.
- **Objectives**
To help students who find themselves in academic difficulty and risk of dropping out after their first semester at university. The program allows them to find a new orientation for the next year while developing transversal skills.
- **When was it introduced?**
2011/2012 (first as "Semester Rebond")
- **Why was it introduced and who introduced?**
More than one in four baccalaureate graduates change direction during their studies. So much so that the Université de Bourgogne set up a "Reo semester" to help students choose a path that really suits them. Success and orientation support systems for undergraduate students and the Center for Pedagogical Innovation and Evaluation, as well as the office of the vice-President of the university.
- **Key beneficiaries of the good practice**
New students
- **Period during the academic year in which this good practice takes place:**
Second semester
- **Has this practice been evaluated?**
Yes
- **Is this evaluation continuous or a one-off process?**
Continuous evaluation
- **Have students been involved in the evaluation?**
Yes
- **Have teacher staff been involved in the evaluation?**
Yes
- **Have other agents been involved in the evaluation?**
Yes
- **Is it externally evaluated?**
No
- **Evaluation procedure:**
It is evaluated each year by academic staff from the Success and orientation assistance for undergraduate students and the Center for Pedagogical Innovation and Evaluation. The evaluation uses the institution's administrative data and information collected during a survey

conducted among students. The tracking of students makes it possible to know which students have re-enrolled or not in the institution, as well as their enrolment stream.

- **The most important findings of the evaluation:**

The evaluation was compiled in an internal report sent to all personnel involved in the Reo semester. The recommendations of all actors, including staff, teachers, first-year coordinators, and students are currently being integrated into the program where possible.

Quick summary: Mandatory courses of different basic topics to help students who find themselves in academic difficulty and risk of dropping out after their first semester at university. The program allows them to find a new orientation for the next year while developing transversal skills.

4.2.3 WELCOME SESSIONS

- **Higher Education Institution**
Universidade do Porto
- **Description**
Sessions for students with provision of relevant information (services, buddies, mentoring project, ...).
- **Objectives**
To help students who find themselves in academic difficulty and risk of dropping out after their first semester at university. The program allows them to find a new orientation for the next year while developing transversal skills.
- **When was it introduced?**
Not available
- **Why was it introduced and who introduced?**
The desired outcomes are really to provide a "softer landing" to the new students, to show them that they are important to the institution, to make them accountable, to alert them to the differences in the new level of education they are now integrating, to shape expectations, etc.
- **Key beneficiaries of the good practice**
New students
- **Period during the academic year in which this good practice takes place:**
First semester
- **Has this practice been evaluated?**
No

Quick summary: Sessions for students with provision of relevant information to help students who find themselves in academic difficulty and risk of dropping out after their first semester at university.

4.2.4 PEER MENTORING PROGRAM

- **Higher Education Institution**
Universidade do Porto
- **Description**
PMP is a programme for welcoming, integrating and living together in higher education. It brings together current and new national and international students of the U.Porto, so that they feel better integrated at an academic, personal and social level, promoting academic success, dropout prevention and the development of transversal skills.
- **Objectives**
To engage and support students in the early stage of the academic career. Establish conditions for the integration and positive experience at the university, stimulating autonomy and awareness of the implications of the role of students in higher education.
- **When was it introduced?**
No available
- **Why was it introduced and who introduced?**
The desired results are to promote the full integration of new students through networking. As for the undesired results, they may be related essentially with the way the mentor performs his or her function (whether or not he or she accompanies the younger colleagues, whether he or she is available, what information he or she makes available to them and with what credibility (e.g. providing notes with errors and inaccuracies, ...)).
- **Key beneficiaries of the good practice**
New students and students in general
- **Period during the academic year in which this good practice takes place:**
First and second semester
- **Has this practice been evaluated?**
Not formally.
- **Is this evaluation continuous or a one-off process?**
One-off process
- **Have students been involved in the evaluation?**
There is a satisfaction survey, administered to mentors and mentees (see UPorto mentoring page).
- **Have teacher staff been involved in the evaluation?**
No
- **Have other agents been involved in the evaluation?**
No
- **Is it externally evaluated?**
Not
- **Evaluation procedure:**
The impact is not evaluated. Nevertheless, there is a satisfaction survey, administered to mentors and mentees (see UPorto mentoring page). Although there are few answers in general the student respondents are satisfied. Of course, measuring impact is different from measuring satisfaction

Quick summary: program for welcoming, integrating and support new students.

4.2.5 ESPRIA (IMPROVING FIRST-YEAR STUDENT MENTORING)

- **Higher Education Institution**
Universitat Oberta de Catalunya
- **Description**
ESPRIA seeks to maximize the impact of course design and institutional support on student retention. Employing institutional learning analytics, first-year students' enrolment pathways and course design are analysed together with the help of programme directors and the professors responsible for putting together the courses' learning design and providing flexibility measures in the continuous assessment process.
- **Objectives**
Prevent excessive student workload and to help students achieve their goals in their first and second semesters, so they are motivated to re-enrol in the following ones. However, ESPRIA's main goal is to help students adhere to and be successful in the continuous assessment process, especially in their first semester. The ultimate goal is to improve students' academic performance and thus increase their retention in the degree programmes through their adherence to the teaching methodology based on continuous assessment that characterises the institution's educational model.
- **When was it introduced?**
2016/2017
- **Why was it introduced and who introduced?**
Because it aims to boost retention and success of first-year bachelor's degree students and thus prevent dropout. It was introduced by e-Learn Center researchers, in order to boost retention and success of first-year bachelor's degree students and thus prevent dropout, one of the greatest challenges faced by online higher education.
- **Key beneficiaries of the good practice**
New students, Students at risk of drop out, Students in general
- **Period during the academic year in which this good practice takes place:**
First and second semester
- **Has this practice been evaluated?**
Yes
- **Is this evaluation continuous or a one-off process?**
Yes
- **Have students been involved in the evaluation?**
Yes
- **Have teacher staff been involved in the evaluation?**
Yes
- **Have other agents been involved in the evaluation?**
Don't know
- **Is it externally evaluated?**
Don't know

- **Evaluation procedure:**

This project has a clear vocation to obtain evidence in relation to its operation and its results, so it develops an intervention evaluation strategy based on the use of learning analytics from the records and institutional information available on the results of the students and their evolution during their first year at the University.

- **The most important findings of the evaluation**

Results indicate that time-related factors represent a major issue for persistence and continuance. ESPRIA intervention measures such as personalized course packages that prevent overlapping submission deadlines, flexibility in continuous assessment, and personalized support and academic advising were valued highly by most students.

Quick summary: Design of courses and providing flexibility measures in the continuous assessment process to prevent excessive student workload and to help students achieve their goals in their first and second semesters.

4.2.6 PEER TO PEER (ENTREIGUALS)

- **Higher Education Institution**
Universitat de València
- **Description**
Entreiguals programme is proposed by University of Valencia to facilitate the incorporation into the University, both academically and socially, of new students and exchange students (incoming students). To this end, this programme, which is managed by the Information and Promotion Service for Students, links experienced students with new students and facilitates the mentoring action in each centre.
- **Objectives**
Facilitate the incorporation into the University. Link experienced students with new students. Facilitates the mentoring action in each centre.
- **When was it introduced?**
2011/2012. The following year 2012-13, the program was already implemented with the configuration it currently has. The program has been incorporating improvements, expanding resources and adapting the tools of work to the evolution of needs.
- **Why was it introduced and who introduced?**
Funds received for the introduction of the academic tutoring system were cancelled, and it was considered that it could be interesting to provide the new student with additional aid through their peers. The initiative was launched by the Student Delegation through the Information and Promotion Service (SeDi).
- **Key beneficiaries of the good practice**
New students and international students
- **Period during the academic year in which this good practice takes place:**
First and second semester
- **Has this practice been evaluated?**
Yes
- **Is this evaluation continuous or a one-off process?**
One-off process
- **Have students been involved in the evaluation?**
Yes
- **Have teacher staff been involved in the evaluation?**
Yes
- **Have other agents been involved in the evaluation?**
Yes
- **Is it externally evaluated?**
Yes
- **Evaluation procedure:**
1. Assessment of training: students fill out a questionnaire assessing the training received, its usefulness, methodology and on the teachers. 2. Assessment of mentors and mentors, for accreditation: mentors fill out an assessment quiz of the accompaniment received by the mentors and the courage and impact that the program has had for them. 3. Program evaluation: the mentoring quiz includes a large number of items referring to the value and usefulness of the program at its incorporation.

Quick summary: Mentoring help of experienced students to new students to facilitate their incorporation into the University.

4.2.7 ACCESS MODULES

- **Higher Education Institution**
Open University UK
- **Description**
Access Modules are designed, presented and managed in the same way as standard OU modules. Students study them in the same way as they will study their future degree modules. The level and workload of these modules are carefully set as to introduce students to their OU degree studies in a way that prepares for successful onward study. They are particularly suited to students within social groups that are less well represented at university, and therefore designed to promote greater equality and equity within higher education.
- **Objectives**
Each Access Module is designed to: carefully familiarise students with degree level study and studying with the Open University, gain confidence in their abilities to study and a stronger sense of the subject(s) they want to study.
- **When was it introduced?**
Our first Access modules were available for students to study in 2012. There are currently three Access modules and next year, 2023, there will be four.
- **Why was it introduced and who introduced?**
Every UK university is required to have an Access and Participation Plan (APP) as it is a condition of registration with the Office for Students (OfS). Registration with the OfS enables students to access financial support through the Student Loans Company.
In addition, the OU has always been open to anyone, no matter what background or previous educational achievement. The importance of providing information, guidance, and support to students as they make study decisions has long been accepted. The Access modules provide one carefully constructed, optional, route into degree study at the OU for those lacking confidence or previous educational achievement.
- **Key beneficiaries of the good practice**
Students are the primary beneficiary. These modules have increased the proportion of students coming to the University from several key under-represented groups. They have also better enabled students to pass their first undergraduate module and continue on to further study.
- **Period during the academic year in which this good practice takes place:**
These modules have two presentations per academic year, each lasting 30 weeks. The first starts in October and the second in February. Students can choose which they sign up to. In addition, two of these modules have fast track (18 week) options, to give students broader choice and greater flexibility to link to their first undergraduate module. These start in January and May.
- **Has this practice been evaluated?**
As with all OU curriculum, these modules fall within the University's annual cycle of review, Quality Monitoring and Enhancement (QME), and the in-depth Periodic Quality Review (PQR).
In addition, as part of the APP, an annual monitoring return to the OfS is required to be submitted. We are required to provide a commentary against targets where we are not making the expected progress. This includes detailing what we are doing to address the lack of progress. The monitoring return leads to the publication of an Impact Report which is published on our [externally facing website](#). Our first [Impact Report](#) was received in autumn 2021.
- **Is this evaluation continuous or a one-off process?**
The review cycle is continuous, with modules making annual reports.

- **Have students been involved in the evaluation?**
The student view is incorporated into both the QME and PQR processes.
- **Have teacher staff been involved in the evaluation?**
Module team chairs are responsible for compiling these annual QME reports. In doing so, they consult with the other module team members and the module tutors. In the in-depth PQR process, which is less frequent and more formally involves tutors.
- **Have other agents been involved in the evaluation?**
No
- **Is it externally evaluated?**
By OFS.
- **Evaluation procedure:**
The OFS receives a report compiled by each university on the effectiveness of their APP, and responds accordingly.

Quick summary: Designed to familiarise students with degree level study and the Open University in order to gain confidence in their abilities to study.

4.3. Good Practices to support and accompany trajectories

We refer to good practices of support and accompaniment to the trajectories of students when these are aimed at students who are already part of the university in a sense of those who have already passed the time of incorporation. Therefore, these are practices that have as their main objective to support greater persistence and engagement.

We have established a classification:

- 4.3.1. Support and accompaniment
- 4.3.2. Psycho-pedagogical counselling
- 4.4.3. Complementary training

4.3.1. Support and accompaniment

4.3.1.1. TUTORIAL ACTION PLAN (PAT)

- **Higher Education Institution**
Universitat Autònoma de Barcelona
- **Description**
It tries to be an umbrella of different policies that were carried out in the university. It tries to attend to all students who have difficulties to continue their studies even if they do not have a diagnosis or a specific need. It focuses on the idea of diversity, considering that it is growing in universities and that it can come from multiple factors.
- **Objectives**
The UAB Tutorial Action Plan aims to "guide, assess and support UAB students in the different aspects of their initial professional learning and development, with tutorial action as the main monitoring tool". This is a framework which compiles the different types of tutorial action that the University offers students throughout their academic career, considering the specific educational needs they may have at any given moment. The entities involved in this PAT are the Psychopedagogical Assessment Unit (UAP), the Health Care Service (SAS), the Observatory for Equality, the Physical Activity Service, the Postgraduate School and the Autonomous Solidarity Foundation, through the PIUNE and the refugee programme.
- **When was it introduced?**
Starts at 2016-2017 and it still continues.
- **Why was it introduced and who introduced it?**
It was introduced to have an overall vision of different difficulties that students could have. It was introduced and still managed by Students Vice rectorate and UAP.
- **Key beneficiaries of the good practice**
New students, Students at risk of underachievement, Students at risk of delayed graduation, Students at risk of drop out, Students who could transfer degree, Students who could temporary interruption of studies, Part-time students, Students with disabilities or functional diversity, Workers students, Students caring for others, International students, Students in general.
- **Period during the academic year in which this good practice takes place:**
Unlimited period.
- **Has this practice been evaluated?**
Yes
- **Is this evaluation continuous or a one-off process?**
Continuous
- **Have students been involved in the evaluation?**
Yes
- **Have teacher staff been involved in the evaluation?**
Yes
- **Have other agents been involved in the evaluation?**
Yes

- **Is it externally evaluated?**

No

- **Evaluation procedure:**

During the 2017-2018 academic year, the UAP began collecting indicators for monitoring the different stages of the PAT. The following academic year (2018-2019), this task of collection of monitoring indicators, considering the improvement plan proposed by the Office of the Vice President for Students, focusing on the third moment of the PAT, the actions of academic tutoring, in which it was intended to make a qualitative analysis. During the 2019-2020 academic year, indicators were collected for the fourth moment of the PAT, following the dynamics of recent years, as well as a diagnostic analysis on tutoring was also initiated academic at the university (third moment of the PAT) which had to be modified for the next academic year due to the forced adaptation of teaching methodologies as a result of Covid-19.

In the 2020-2021 academic year, indicators were collected, as in previous years, and a development of the focus groups, considering the slopes of the last year. These groups have been carried out mostly in person but we have introduced the telematic format in specific cases to ensure the development of the activity. The collection of the indicators is carried out by means of the elaboration of specific forms for the different moments of the PAT. These are sent to each service that performs actions and programs on the different stages of the PAT-UAB. In this way, the following evidence is collected:

- Agent
- Activity
- Types of action: orientation, information, reception and transition actions.
- Number of times performed
- Number of participants
- Promoted centre

Once the data has been collected, a report is prepared at the end of each academic year the resulting emptying which, once completed, is disseminated among those responsible for the different schools so that they can make their amendments and complete the report with the actions which have not been collected.

- **The most important findings of the evaluation:**

In general, tutoring is one of the best rated services by students in the University's Official surveys.

What students value most is to own a personal tutor/guide, the accompaniment and support they provide + to get quick replies to queries.

Quick summary: Designed to accompany students throughout their academic career in order to guide and give more support to them.

4.3.1.2. SOCIAL SUPPORT OFFICE

- **Higher Education Institution**
Universidade do Porto
- **Description**
Office responsible for providing social scholarships, accommodations, food services, health services (protocol with regional hospital).
- **Objectives**
The objective is to provide financial support/accommodation to students with difficulties in paying for the attendance of a higher education course. School social action is at the service of the democratization of access to and attendance of Higher Education, and in recent years it has also extended its action to the provision of health services (e.g. psychology/psychiatry consultations, general practice, gynaecology, etc.). All these services aim to minimize social asymmetries and contribute to the creation and establishment of conditions of access and academic success.
- **When was it introduced?**
Not info
- **Why was it introduced and who introduced?**
Not info
- **Key beneficiaries of the good practice**
New students, Students in general
- **Period during the academic year in which this good practice takes place:**
First and second semester
- **Has this practice been evaluated?**
No

Quick summary: Office responsible for providing social scholarships, accommodations, food services, health services for new students and students in general.

4.3.1.3. FEES PAYMENT THROUGH SERVICES PROVISION

- **Higher Education Institution**
Universidade do Porto
- **Description**
Project in which students facing financial issues pay the academic feeds by working (provision of punctual services) in the faculty.
- **Objectives**
To prevent student dropout due to financial issues.
- **When was it introduced?**
Not info
- **Why was it introduced and who introduced?**
Not info
- **Key beneficiaries of the good practice**
Students at risk of drop out
- **Period during the academic year in which this good practice takes place:**
- **Has this practice been evaluated?**
No
- **Is this evaluation continuous or a one-off process?**
No

Quick summary: Project in which students at risk of drop out due to financial issues pay the academic feeds by working in the faculty.

4.3.1.4. SPECIAL STATUS EDUCATION NEEDS

- **Higher Education Institution**
Universidade do Porto
- **Description**
Special Status for students with specific educational needs that enable them for example to have more time to conclude the exams.
- **Objectives**
To enable students with some type of disabilities (e.g. dyslexia) to overcome the issue and succeed in the academic career.
- **When was it introduced?**
Not available
- **Why was it introduced and who introduced?**
Not available
- **Key beneficiaries of the good practice**
Students with disabilities or functional diversity
- **Period during the academic year in which this good practice takes place:**
Not info
- **Has this practice been evaluated?**
No

Quick summary: Special Status for students with specific educational needs to overcome the issue and succeed in the academic career.

4.3.1.5. SPECIAL STATUS WORKERS

- **Higher Education Institution**
Universidade do Porto
- **Description**
Students working have a status that enable them to miss classes and guarantees access to special exam periods.
- **Objectives**
It helps students who are working to better manage their professional and academic career.
- **When was it introduced?**
Not info
- **Why was it introduced and who introduced?**
The undesirable outcomes of this measure are related to the institution's failure to provide these students with an education equivalent to ordinary students, or to ensure the rights of these students, as well as the existence of awarding statuses that result in positive discrimination.
- **Key beneficiaries of the good practice**
Workers students
- **Period during the academic year in which this good practice takes place:**
Not info
- **Has this practice been evaluated?**
No

Quick summary: helping working students to better manage their professional and academic career giving them more flexibility with timetables and exams.

4.3.1.6. TUTORIAL ACTION PLAN

- **Higher Education Institution**
Universitat Oberta de Catalunya
- **Description**
Provide each student with a tutor from the beginning (admission process) until graduation: Tutors welcome new students, provide them with academic guidance on anything relating to the educational programme, and help them develop the skills they require to use the Virtual Campus to full effect. Tutors introduce students to the tools and resources provided by the UOC's virtual learning environment, enabling them to make the best possible use of them as quickly as possible. Tutors also help students discover the wide range of opportunities that university life offers. In short, tutors provide personalized attention to help each individual student feel part of the university community.
- **Objectives**
Ensure students' satisfaction / Provide good advice and guidance to students / Reduce the dropout rate of students.
- **When was it introduced?**
Tutors were introduced in 1995, when The UOC started.
- **Why was it introduced and who introduced?**
Gabriel Ferraté, first President of the UOC, introduced the tutors' figure as a key part of the educational model (and as a distinctive feature).
- **Key beneficiaries of the good practice**
Students in general
- **Period during the academic year in which this good practice takes place:**
Other
- **Has this practice been evaluated?**
Yes
- **Is this evaluation continuous or a one-off process?**
One-off process
- **Have students been involved in the evaluation?**
Yes
- **Have teacher staff been involved in the evaluation?**
Yes
- **Have other agents been involved in the evaluation?**
Yes
- **Is it externally evaluated?**
Yes
- **Evaluation procedure:**
During the semester we observe the tutor's activity, in order to guarantee the quality of the tutor's action plan. How? 1) following up the tutor's communications that should be posted/published on their classrooms (notice board). 2) analyse the indicator data of the students' activity per tutor and per program. 3) analyse the results from the University's Official surveys, providing information about the student's satisfaction on their tutors. 4) analyse the complaints received.

- **The most important findings of the evaluation:**

A generalized conception of tutoring at the university level as a strictly academic tutoring, mainly restricted to aspects academic subjects (see exams, questions about the content, follow-up of work, etc.) although there is a tendency, in both groups, to think of academic tutoring as something more complex, which goes beyond the strictly academic plane. In this sense, the term “tutoring academic” should be included in the umbrella of a broader term such as tutoring understanding that academic tutoring is only one part of this.

The need to consider the personal and professional level in this umbrella of tutoring emerges university (two areas perceived as neglected), to consider aspects such as accompaniment, support, empathy, closeness, interpersonal relationships, etc., which make up the need to recognize the figure of the tutor in the university with all that this implies.

The results derive the usefulness and importance of university tutoring, its potential and impact of this resource in relation to aspects such as academic success, dropout prevention, future professional projection, personal and emotional well-being, teaching quality, etc., and that, on the contrary, is perceived underused.

Quick summary: Provide each student with a tutor from the beginning until graduation. Tutors’ provide personalized attention to help each individual student feel part of the university community.

4.3.1.7. DROPOUT PREVENTION TOOL

- **Higher Education Institution**
Universitat Obertat de Catalunya
- **Description**
It's a tutor support tool for monitoring the academic activity of recently enrolled and re-enrolled students. Ordered by priority for action, tutors will find out the students who:
 - Have not accessed the campus, tutor classroom or course classroom in the last 72 h.
 - Have not accessed the course plan for the courses they are enrolled on.
 - Have not viewed the texts of the continuous assessment activities for their courses their activity submissions are at risk.
 - Have obtained a mark of NP, D or C- for the first continuous assessment activity.
 - Have not accessed their personal exam schedule.
 - Have obtained a final mark of NP, D or C- for the continuous assessment.
 - Have obtained a final mark of Absent (NP) or Fail for the course.
- **Objectives**
Reduce the dropout rate of students. Specially of those who are enrolled in their first (and second) semester.
- **When was it introduced?**
September 2016 to present (5 years so far).
- **Why was it introduced and who introduced?**
There was the need to provide tutors with monitoring tools to prevent abandon from happening. The tools we had before only allowed tutors to detect cases when the student had already quit. It was our department (Academic Guidance Services department) who raised the issue. Finally, we got the new tool with the support of UOC's e-Learn Center* staff.

*The eLC is the team of experts that the UOC has to facilitate applied research in e-learning, promote innovation in this field and transmit the value of e-learning as a fundamental element of the University's identity, both inside and outside the institution.
- **Key beneficiaries of the good practice**
New students, Students at risk of underachievement, Students at risk of drop out, Students in general.
- **Period during the academic year in which this good practice takes place:**
First and second semester.
- **Has this practice been evaluated?**
Yes
- **Is this evaluation continuous or a one-off process?**
One-off process
- **Have students been involved in the evaluation?**
Yes
- **Have teacher staff been involved in the evaluation?**
No
- **Have other agents been involved in the evaluation?**
No
- **Is it externally evaluated?**
No

- **Evaluation procedure:**
We compare the number of active students with the data from the previous period.

- **The most important findings of the evaluation:**
The dropout rate keeps improving slightly each semester.

Quick Summary: Tutors contacting students at risk of drop out using a tool to control their online interaction.

4.3.1.8. UV DISABILITY: VOLUNTEERING PROGRAM

- **Higher Education Institution**
Universitat de València
- **Description**
The aim of volunteering in UVDISABILITY is to support and accompany students with disabilities so that they integrate into university life and have satisfactory access to teaching resources and academic structures. The actions in which voluntary students collaborate are the adaptation of material to accessible formats and the taking of notes.
- **Objectives**
 - Support and accompany students with disabilities
 - Integrate them into university life
 - Ensure satisfactory access to teaching resources and academic structures
- **When was it introduced?**
It has been in operation since the creation of the service in 2004.
- **Why was it introduced and who introduced?**
UVdisability is a service of the University of Valencia constituted by a team multidisciplinary aimed at providing attention, advice and support in respect of Disability throughout the university community. University of Valencia is a pioneer in Spain in drafting regulations to promote the integration of teaching and research staff with disabilities. Volunteering is essential to raise awareness and accompany these trajectories.
- **Key beneficiaries of the good practice**
Students with disabilities or functional diversity.
- **Period during the academic year in which this good practice takes place:**
First and second semester
- **Has this practice been evaluated?**
Evaluation polls exist, but they are generic and unveiling.
- **Is this evaluation continuous or a one-off process?**
One-off process
- **Have students been involved in the evaluation?**
No
- **Have teacher staff been involved in the evaluation?**
No
- **Have other agents been involved in the evaluation?**
No
- **Is it externally evaluated?**
No
- **Evaluation procedure:**
University annually evaluates this program.

Quick summary: To support and accompany students with disabilities so that they integrate into university life and have satisfactory access to teaching resources and academic structures.

4.3.2. Psycho-pedagogical counselling

4.3.2.1. UNITAT D'ASSESSORAMENT PSICOPEDAGÒGIC (PSYCHOPEDAGOGICAL ASSESSMENT UNIT)

- **Higher Education Institution**
Universitat Autònoma de Barcelona
- **Description**
The service structures its professional work in two lines of action: assistance and development of specific programs. As regards the assistance task, it refers to direct individualized intervention with UAB students who have difficulties in their learning process. This work is carried out by means of attention, accompaniment or support depending on the need.
The line of specific programs allows, on the one hand, to detect and analyse the demands expressed by the student that lead to academic failure and, on the other hand, to design and carry out actions aimed at the transition (High School-University), reduce university dropout and help students in their integration, personal development and educational guidance.
- **Objectives**
Service that supports the continuous learning process of UAB students through prevention and intervention in the educational and social fields.
- **When was it introduced?**
Since 2001
- **Why was it introduced and who introduced?**
To support students with needs during the studies. It was presented by the Vice President for Students. It now depends on the ICE (Institute of Education Sciences).
- **Key beneficiaries of the good practice**
New students, Students at risk of underachievement, Students at risk of delayed graduation, Students at risk of drop out, Students who could transfer of degree, Students who could changing mode (face-to-face/online), Students who could transferring to a different Higher Education Institution, Students who could temporary interruption of studies, Part-time students, Workers students, Students caring for others, International students, Students in general, Students' families.
- **Period during the academic year in which this good practice takes place:**
First and second semester
- **Has this practice been evaluated?**
Yes
- **Is this evaluation continuous or a one-off process?**
One-off process
- **Have students been involved in the evaluation?**
Yes
- **Have teacher staff been involved in the evaluation?**
No
- **Have other agents been involved in the evaluation?**
Yes

- **Is it externally evaluated?**
No

- **Describe briefly the evaluation procedure:**
UAP annually evaluates its work and evaluates the other programs that depend on it (Brúixola, ARGÓ, PAT...).

Quick summary: Services to help students who have difficulties in their learning process.

4.3.1.9. OU ANALYSE (OUA)

- **Higher Education Institution**
Open University UK
- **Description**
OU Analyse (OUA). The tool operates in the background and tutors view the tool's weekly prediction for each student through their institutional homepage. Tutors then use this information to prioritise contacts with students who may be at risk of dropping out. Often through external events overtaking their studies. The tutor can then give best advice on how to get through this without dropping out of their studies.
- **Objectives**
Primarily, this is intended to add to a tutor's understanding of what each of their students need in terms of study support, advice and guidance. It is a tool that uses early alert indicators to give a signal to teaching staff when there is a risk of a student dropping out of their studies. This information is provided through a tutor facing dashboard, updated weekly.
- **When was it introduced?**
Initially created in 2013. Piloted through 2016-17 then launched across the OU in 2019.
- **Why was it introduced and who introduced?**
This practice is designed to improve the student experience and their outcomes, essentially by providing real time information to help tutors and support staff prioritise their efforts in supporting students. Perhaps a main strength of the tool is that it is only using data already available but making new calculations and presenting these for colleagues in a timely way. This improves their ability to support students by giving them an evidence base for setting priorities in their contact with students.
Reports show that it is effective in preventing a significant number of would be withdrawals from study. It is also one of the first examples in the University of effectively building a tool to use data in real time to improve student outcomes. And it's considered a good practice for to colleagues within the OU, in 2016 the UK's Higher Education Commission noted the OU was the only UK institution to make significant progress in predictive analytics. (Boroowa and Herodotou, 2022). But the really question is this practice was introduced for to increase retention.
- **Key beneficiaries of the good practice**
Students directly. Or more specifically, those who have a positive outcome as a result of supportive and timely contact from their tutor or Student Support Team.
Tutors and members of the wider Student Support Teams benefit indirectly by knowing they are enabled to be more effective.
- **Period during the academic year in which this good practice takes place:**
Throughout student study of modules
- **Has this practice been evaluated?**
The validity and accuracy of OUA has been demonstrated with 45 000 students and across over 40 modules. And there is an internal evaluation of the implementation.
- **Is this evaluation continuous or a one-off process?**
One-off. The system will be reviewed as needed in the future.
- **Have students been involved in the evaluation?**
No
- **Have teacher staff been involved in the evaluation?**
Yes, any success of OU Analyse is due to the tutors that interact with it and use.

- **Have other agents been involved in the evaluation?**

No

- **Is it externally evaluated?**

No

- **Evaluation procedure:**

Initially the tool was evaluated on its precision. Once this was established, the implementation of the tool across the University was evaluated by comparing student outcomes on modules where OUA was used with those where it was not.

Quick summary: Mentoring help of experienced students to new students to facilitate their incorporation into the University.

4.3.2.2. ORIENTATION AND INTEGRATION OFFICE

- **Higher Education Institution**
Universidade do Porto
- **Description**
Orientation and Integration Office aims to accompany all students during their academic path, favouring and supporting their integration and well-being. Main activities: Individual Vocational Guidance Psychological Support Seminars on various topics (e.g. learning methods and dropout prevention).
- **Objectives**
Accompany all students during their academic path, favouring and support their integration and well-being.
- **When was it introduced?**
- **Why was it introduced and who introduced?**
It was considered relevant.
- **Key beneficiaries of the good practice**
Students at risk of underachievement, Students at risk of delayed graduation, Students at risk of drop out, Students who could transfer of degree, Students who could changing mode (face-to-face/online), Students who could transferring to a different Higher Education Institution, Students who could temporary interruption of studies, Students in general.
- **Period during the academic year in which this good practice takes place:**
First and second semester
- **Has this practice been evaluated?**
Yes
- **Is this evaluation continuous or a one-off process?**
Yes
- **Have students been involved in the evaluation?**
Yes
- **Have teacher staff been involved in the evaluation?**
Yes
- **Have other agents been involved in the evaluation?**
Yes
- **Is it externally evaluated?**
Yes
- **Evaluation procedure:**
No

Quick summary: To accompany all students during their academic path, favouring and supporting their integration and well-being.

4.3.2.3. UVASSESSORIES (PSYCHOLOGICAL, SEXOLOGICAL, PSYCHOEDUCATIONAL AND LEGAL COUNSELLING)

- **Higher Education Institution**
Universitat de València
- **Description**
This service can help students to know the other side of their problems and it shows them ways to solve them. The counselling will offer them guidance and advice on psychological, sexological and psycho-pedagogical issues. It can also give them information about the techniques and psychological work that you need to start in order to solve or overcome a conflict, and resources to facilitate academic performance. Also, Legal consultancy is useful to know our rights and duties as a citizen before the authorities, as a consumer or as a worker. It can also guide and advise you on legal matters, dispel doubts and give you information about the legal ways of conflict resolution. It also offers support in drafting applications and appeals to the administration, in drawing up private contracts or in filing appeals with the courts not require the intervention of a lawyer.
- **Objectives**
 - Advice on psychological, sexological and psycho-pedagogical issues
 - Advise on legal matters, dispel doubts and give information about the legal ways of conflict resolution
 - Support in drafting applications and appeals to the administration
- **When was it introduced?**
Psychological, Sexological and Psychoeducative Counselling: In the late 1980s, a sexological advisory service for students began to be provided, which also incorporated attention to psychological problems. As of 2012 a new specific area of attention, psycho-education, was differentiated, especially to address academic difficulties arising from psychological or emotional discomfort. Legal Counselling: it was launched in 1996 and has been kept in similar conditions up to the present day
- **Why was it introduced and who introduced?**
Psychological, Sexological and Psychoeducative Advising: The service was particularly introduced because of concern regarding sexual health and prevention of AIDS among young people, at a time when this issue constituted a public health problem. The initiative was by the then Vice-Rectorate of Students and Information and Promotion Services for Students. Legal advice: it was introduced in the face of constant demand for help by students to properly manage administrative procedures, complaints, both in reference to academic issues and also related to their visa conditions as students: rents, contracts, visas... It was launched at the instigation of the Vice-Rectorate of Students.
- **Key beneficiaries of the good practice**
Students in general
- **Period during the academic year in which this good practice takes place:**
First and second semester
- **Has this practice been evaluated?**
Yes
- **Is this evaluation continuous or a one-off process?**
Continuous
- **Have students been involved in the evaluation?**
Yes

- **Have teacher staff been involved in the evaluation?**

There isn't teacher staff involved

- **Have other agents been involved in the evaluation?**

No

- **Is it externally evaluated?**

No

- **Describe briefly the evaluation procedure:**

1. Student Request Management Assessment

Care requests are made by students directly in Information and Promotion Services for Students After checking the link to the UV, the request for consultation of professionals providing the service, pseudo-anonymized, is forwarded. With the monthly record of the attentions made by the contracted company a follow-up of the timeouts for the appointment and the level of actual use of the managed appointments is carried out.

2. Rating service provision:

Psychological, Sexological and Psychoeducative Advising: An increasingly welcome survey is being launched regarding the attention received to all students who have used it over the last three months. This time is allowed to pass because most cases require 2-3 quotations, which are usually extended over 2 or three months, and the intention is that they may make a global assessment of the attention received.

Legal advice: Every month the survey is launched, because in most cases, the advice is given with only one attention.

Quick summary: guidance and advice on psychological, sexological and psycho-pedagogical issues to students to know the other side of their problems and it shows them ways to solve them.

4.3.3. Complementary training

4.3.3.1. AULABERTA

- **Higher Education Institution**
Universidade Aberta
- **Description**
The University provides a digital space for providing open access to a set of contemporary themes and resources, especially in the areas of its formal pedagogical offer.
- **Objectives**
To provide open education and early access to University course practices.
- **When was it introduced?**
2017 to present day
- **Why was it introduced and who introduced?**
It was a Pro Rector for pedagogical innovation and e-learning initiative aiming to provide University extension services.
- **Key beneficiaries of the good practice**
New students, Workers students, International students, Students in general, Students' families.
- **Period during the academic year in which this good practice takes place:**
Other
- **Has this practice been evaluated?**
Yes
- **Is this evaluation continuous or a one-off process?**
One-off process
- **Have students been involved in the evaluation?**
Yes
- **Have teacher staff been involved in the evaluation?**
No
- **Have other agents been involved in the evaluation?**
No
- **Is it externally evaluated?**
No
- **Evaluation procedure:**
Each course is evaluated by the participants after completed.
- **The most important findings of the evaluation:**
A high degree of satisfaction with the courses; recognition that they get more information on how University works.

Quick summary: To provide open education and early access to university course practices.

4.3.3.2. STAFF DEVELOPMENT PROGRAMME IN DISTANCE AND DIGITAL EDUCATION

- **Higher Education Institution**
Universidade Aberta
- **Description**
The design, develop and delivery of a staff development programme in distance education in a range of different short learning modules ranging from digital assessment to e-moderation and feedback or from design of e-activities to digital accessibility.
- **Objectives**
To develop competencies and engage academic staff in sharing good practices in Distance Education.
- **When was it introduced?**
It started in May 2020 and have been now delivered to more than 70% of the university academic staff.
- **Why was it introduced and who introduced?**
The Rectorry aiming at allowing staff to develop themselves particularly targeting the move to digital and online assessment.
- **Key beneficiaries of the good practice**
Students at risk of underachievement, Students at risk of drop out, Students with disabilities or functional diversity, Students in general.
- **Period during the academic year in which this good practice takes place:**
Not info
- **Has this practice been evaluated?**
Yes
- **Is this evaluation continuous or a one-off process?**
Yes
- **Have students been involved in the evaluation?**
No
- **Have teacher staff been involved in the evaluation?**
Yes
- **Have other agents been involved in the evaluation?**
No
- **Is it externally evaluated?**
No
- **Evaluation procedure:**
Evaluations are done both through a survey to participants as part of QA monitoring with self-evaluation at a module and course level.
- **The most important findings of the evaluation:**
Academic staff are keen to be involved in training but seldom have the time. They struggle to actively be involved in changing their practices due to time constraints.

Quick summary: A range of different short learning modules ranging from digital assessment to e-moderation and feedback or from design of e-activities to digital accessibility in order to develop competencies and engage academic staff in sharing good practices in Distance Education.

4.3.3.3. MODELO PEDAGÓGICO VIRTUAL® (MPV)

- **Higher Education Institution**
Universidade Aberta
- **Description**
The Pedagogical Model for Distance Education in the case of Universidade Aberta of Portugal describes the principles and actions for the fully virtualization of the organization and for the learning process.
UAb offers higher education anywhere in the world (Undergraduate, Master and Doctorate degrees) and Lifelong Learning study programs. Since 2008 that all programs are taught in elearning mode, the year that UAb became a European institution of reference in the area of advanced elearning and online learning through the recognition of its exclusive Virtual Pedagogical Model.
- **Objectives**
Provide the theoretical and methodological foundations, with examples, to deliver distance education courses fully online aligned with the best elearning practices.
- **When was it introduced?**
Since 2007/2008.
- **Why was it introduced and who introduced?**
To support the shift to the elearning modality of all the UAb courses, namely from the teachers' perspective.
- **Key beneficiaries of the good practice**
New students, Students at risk of underachievement, Students at risk of delayed graduation, Students at risk of drop out, Students who could transfer of degree, Students who could changing mode (face-to-face/online), Students who could transferring to a different Higher Education Institution, Students who could temporary interruption of studies, Part-time students, Students with disabilities or functional diversity, Workers students, Students caring for others, International students, Students in general, Students' families.
- **Period during the academic year in which this good practice takes place:**
Other
- **Has this practice been evaluated?**
Yes
- **Is this evaluation continuous or a one-off process?**
Not info
- **Have students been involved in the evaluation?**
Not info
- **Have teacher staff been involved in the evaluation?**
Not info
- **Have other agents been involved in the evaluation?**
Not info
- **Is it externally evaluated?**
Yes
- **Evaluation procedure:**
This practice has been evaluated by the UAb International Advisory, but it doesn't know the procedure.

Quick summary: principles and actions for the fully virtualization of the organization and for the learning process with the best elearning practices.

4.3.3.4. NAU DELS ESTUDIANTS (TRAINING SPACE)

- **Higher Education Institution**
Universitat de València
- **Description**
This training proposal offers a series of courses (10 or 20 hours' duration). These courses have academic recognition, and are mainly aimed at students from the University of Valencia.
- **Objectives**
To provide resources and practical knowledge for academic life.
- **When was it introduced?**
The programme began to develop in September 1997. In September 2021 he was 24 years active.
- **Why was it introduced and who introduced?**
It was the Student Delegation together with Information and Promotion Services for Students who launched this programme.
The "Nau dels Estudiants" was born with the main purpose of generating a training space and resources to provide the student with a set of practical knowledge and resources useful to academic experience.
At the beginning of the program was also the need to have a wide offer to cover the possibility of running free-choice credits and thus became very large (about 80 courses in each edition). Currently the proposal responds to the University's interest in offering further training in cross-cutting skills of academic support.
The program began developing a single edition per academic year in September, before the beginning of the collective period.
From course 2013-2014 to 2018-2019 the program had two editions, first in September and second in February/March/April depending on the calendar.
- **Key beneficiaries of the good practice**
Students in general
- **Period during the academic year in which this good practice takes place:**
Non-teaching period
- **Has this practice been evaluated?**
Yes
- **Is this evaluation continuous or a one-off process?**
One-off process
- **Have students been involved in the evaluation?**
Yes
- **Have teacher staff been involved in the evaluation?**
No
- **Have other agents been involved in the evaluation?**
No
- **Is it externally evaluated?**
No
- **Evaluation procedure:**
Evaluation poll with questions where the student must choose a multi-answer answer or either make an assessment of various items to be evaluated from 1 to 5.

It was done on optical reading paper, and for 2 years now, electronics has been surveyed with Limesurvey software. Data exploitation is done by the Quality Unit.

Quick summary: Courses with academic recognition to provide resources and practical knowledge for academic life.

4.4. Good Practices to support educational and professional transitions

The old approach to transitions from university to work, which saw transitions as a linear and univocal process, has given way to a perspective that recognises a greater complexity, with back and forth returns to the world of education. Particularly in the last decade, new graduates have had to face greater difficulty in entering labour markets that, to a greater or lesser extent, have suffered the effects of the Great Recession (to which the effects of the pandemic are more than likely to be added in the coming years). Therefore, graduating does not automatically imply a transition to work. In this sense, there is an increasing complexity of routes into employment for graduates. In order to this, universities need to provide more support to students.

The universities participating in the project are developing good practices to accompany this university-work transition, among which we highlight those presented in this section.

4.4.1. COURSE FOCUSED ON THE PROFESSIONAL CAREER

- **Higher Education Institution**
Universidade do Porto
- **Description**
Course focused on preparing the professional career. Focused on preparing cv and other topics related to the professional careers. It comprises a set of 6 sessions on skills valued by the labour market, and an opening and dissemination session. During the sessions, Coaching and Career Counselling sessions are held, in groups and individually.
- **Objectives**
To smooth the entrance of the students in the professional market.
- **When was it introduced?**
No
- **Why was it introduced and who introduced?**
It prepares students for the future.
- **Key beneficiaries of the good practice**
Final year students and recent graduates
- **Period during the academic year in which this good practice takes place:**
First semester
- **Has this practice been evaluated?**
No

Quick summary: Course focused on preparing the professional career to smooth the entrance of the students in the professional market.

4.4.2. RESEARCH GRANTS

- **Higher Education Institution**
Universidade do Porto
- **Description**
Research grant aims to encourage the initiation of a research career.
- **Objectives**
To engage good students by encouraging the initiation of a research career.
- **When was it introduced?**
Not info
- **Why was it introduced and who introduced?**
- **Key beneficiaries of the good practice**
Final year students and recent graduates
- **Period during the academic year in which this good practice takes place:**
- **Has this practice been evaluated?**
No

Quick summary: Grants that aim to encourage the initiation of a research career.

4.4.3. UVJOB (UVOCUPACIÓ)

- **Higher Education Institution**
Universitat de València
- **Description**
It is a service of the University of Valencia that aims to help in the employment to all the students and graduates of the UV and to improve their professional possibilities. It provides a service of professional and labour guidance that allows students to receive information about aspects which have proved to be relevant for their labour integration, as: Job search techniques and tools; Status of the labour market; Job opportunities for the different degrees; Most valued profiles and competencies; Interesting training for the labour integration; Career development and planning.
- **Objectives**
The main objective of Uvocupació is to facilitate and promote the Labour Integration of students and graduates of the UV. To achieve this, UVocupació has a series of work areas: Guidance and Advice; Employment and Entrepreneurship; Formation; Studies and Analysis.
- **When was it introduced?**
- **Why was it introduced and who introduced?**
- **Key beneficiaries of the good practice**
Students in general and recent graduates
- **Period during the academic year in which this good practice takes place:**
- **Has this practice been evaluated?**
Yes
- **Is this evaluation continuous or a one-off process?**
Continuous
- **Have students been involved in the evaluation?**
No
- **Have teacher staff been involved in the evaluation?**
No
- **Have other agents been involved in the evaluation?**
No
- **Is it externally evaluated?**
No
- **Evaluation procedure:**
Not info

Quick summary: Different services to help in the employment to all the students and graduates and to improve his professional possibilities.

5. Discussion topics

- The examples which have been provided seem to be ways in which universities try to provide support to their students during their education. A lot of it has been happening a long time, and universities do differ in what they provide and how they provide them.
- Focus in complex approach: HEI need to implement better process and resources of information because now students need to get informed decisions.
- It has been identified a need to implement quality processes because many practices do not be evaluated or results of that evaluation are not known.
- In doing this work of collecting GPs in some institutions, we have spoken directly to the institutional heads of the units in charge of carrying them out. In these more informal conversations we have been able to see how in some places the devices implemented have not achieved the expected results. This is the case of peer tutoring plan in de UAB. which did not fully work, among other things, because it was difficult for students to get involved on an ongoing basis. For the project to work well, it required training and constant contact, which in many cases was not the case. This project was transformed into two GPs that are currently in operation, the Argó project and the compass project.
- We need to have a better understanding of 'good practices' in connection with the project's objectives. There are a lot of the examples didn't provide much evidence of the effects of the practices – how students benefitted, what problems were being solved, whether these were new practices addressing new problems or were something that had been happening for a long time.
- We wonder whether higher education trajectories have been becoming increasingly complex (more diversity, massification, new technologies, etc) or have always been complex, because a lot of the 'good practices' described here are good practices that most institutions have been doing for quite a long time.
- In identifying, implementing and assessing good practices, there does need to be a credible underlying evidence base. This seemed to be only partially available for the good practices described in this report.
- One limitation is perhaps its main focus on quite traditional models of higher education, where young students move from school into higher education to undertake a 3 or 4 years' bachelor's degree by full-time study. However, today there are many people entering or returning to higher education at different life stages.

- Another point to consider is whether the focus should always be on the institution as a whole. There can be a lot that departments and academics can learn from each other, but in many institutions this rarely happens.
- There might be opportunities for university staff responsible for internal quality assurance processes to play a role in identifying and evaluating the 'good practices' for delivering complex trajectories. Evaluation procedures could include the collection of evidence about how learning was affected by different practices and which ones were 'good' and which were 'bad'. Also, the relevance of good practices to the effective delivery of complex trajectories could also be assessed more explicitly.
- One of the positive features of some of the good practices described in the report was the range of stakeholder views that were obtained: students, teaching staff, administrative staff. In some cases, there might also be a need to move beyond institutional boundaries and obtain information from employers of students or graduates, or from other institutions where students had been studying. Complex trajectories can involve students crossing boundaries of subjects, institutions, and even countries. There is much that higher education institutions can learn from their students. Knowledge transfer can happen in both directions.
- This report has provided considerable amounts of information about the 'good intentions' (GIs) of higher education institutions. But there remain questions about whether the GIs become GPs (good practices). These need to come clearly on the agenda of internal quality assurance within institutions and should include questions about whether good practices (GPs) always had good results (GRs).
- There are also questions for both institutions and national higher education bodies about data that is needed in order to achieve better understanding of complex trajectories, the challenges and experiences they provide for their students, and the destinations, intended and unintended, that they eventually reach.

Annexes

Good Practices Notebook

INTRODUCTION

Higher education institutions develop programmes and experiences which support and guide their students' academic trajectories. These programmes result in actions and practices that can be classified as 'good practices' if they are successful.

This notebook that we propose as a planned action in the Complex Trajectories Erasmus+ project aims to compile the good practices as instruments to find out what actions are being carried out by universities to support and accompany the academic trajectories of their students. We are particularly interested in capturing those practices that have a relative temporary permanence, that are evaluated and that are likely to be transferred to other higher education institutions.

INSTRUCTIONS

Below you will find a questionnaire. Please, read each question and answering options carefully and try to answer as completely and accurately as possible. If necessary, other persons responsible for this information in your institution may be consulted.

If the good practice was being implemented before the pandemic (before the 2019-2020 academic year), you can detail the data for the 2018-2019 year to reflect data in a more normalized period. But if the good practice has developed as a consequence of the pandemic or has been significantly modified by the pandemic, it may refer to the 2019-2020 or 2020-2021 academic year.

You can contact David (murofran@uv.es) of the Complex Trajectories Erasmus+ project if you have any questions or need any clarification about this notebook.

PRELIMINARY INFORMATION

Higher Education Institution:

Structure or service:

Person responsible for providing this information:

Position:

Email:

Date:

1. Name of the good practice and acronym (if any):
2. Academic year:
3. Classification (if this classification is distinguished in your institution):
 - Good practice
 - Best practice
 - High-impact practice
 - Other (specify):
 - Does not have any of the above classifications:
(In case you have selected "Other Classification)
4. Why is it considered a good practice?
5. Who considers it a good practice?
6. Objectives of the good practice:
7. Description of the good practice:
8. When was it introduced? How long has the good practice been here?
9. Why was it introduced and who introduced it?
10. Does it exist across the whole of the institution or just in some parts of it? Which parts?
11. Website address:
12. Faculty or university service responsible or promoter for the good practice:
13. Person in charge (academic or non-academic staff) for the good practice:
Name, position and email:
14. Key beneficiaries of the good practice (multiples answers):
 - New student entrants
 - Student at (risk of) underachievement
 - Student at risk of delayed graduation
 - Students at risk of drop out
 - Student who could transfer of degree
 - Students at risk of changing mode (face-to-face/online)

- Students at risk of transferring to a different Higher Education Institution
 - Students at risk of temporary interruption of studies
 - Part-time students
 - Students with disabilities or functional diversity
 - Workers students
 - Students caring for others
 - International students
 - Students in general
 - Students' families
15. Providers of the good practice (multiples answers):
- Academic staff
 - Academic staff with a charge or responsibilities in careers advice or support in student's trajectories
 - Non-academic staff
 - Non-academic staff with a charge or responsibilities in careers advice or support in student's trajectories
 - Educational counsellors or psycho-educational support staff
 - Others (specify):
16. Number of students related to the good practice during the last academic year (if you do not know the exact number, approximately):
17. Number of teachers related to the good practice during the last academic year (if you do not know the exact number, approximately):
18. Annual budget, material and infrastructure resources:
19. Do you consider these resources to be sufficient?
20. Does this good practice include staff training?
21. Period during the academic year in which this good practice/best practice/high-impact practice takes place
- First semester
 - Second semester
 - First and second semester
 - Non-teaching period:

Limited period

Other (specify):

22. Evaluation of the good practice/best practice/high-impact practice:

	Yes	Not	Don't know/No opinion	Comments (specify)
22.1. Has this practice been evaluated?				
22.2. Is this evaluation continuous or a one-off process?				
22.3. Have students been involved in the evaluation?				
22.4. Have teacher staff been involved in the evaluation?				
22.5. Have other agents been involved in the evaluation?				
22.6. Is it externally evaluated?				

23. Describe briefly the evaluation procedure:

24. Briefly describe the most important findings of the evaluation:

25. What are the intended and unintended effects of this good practice?

26. Does your institution participate in or promote any process to learn about and share good practices with other institutions?

27. Does this good practice have any distinction or recognition award? If yes, please indicate the name of the award and the institution and award procedure.

28. Comments or additional information that you would like to add in general to the good practice(s) reported:

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