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# Student guidance and counselling at Satakunta University of Applied Sciences

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Edited by Mari Linna

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# Introduction

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Student guidance and counselling to build and train for a sustainable future has become a significant part of higher education. The traditional images of guidance and counselling at the initial stage of a studies, the supervision of practical training and thesis, and the tutoring sessions with a teacher tutor to reflect on the progress of studies are no longer enough. Higher education students need more sustained and diversified guidance and counselling throughout their studies. What is important in today's guidance and counselling is to support an individual's competence identity, agency and future-oriented thinking. Taking these dimensions into account in guidance and counselling is a shared responsibility of all those involved in education and training.

The constant changes in the working life challenge all of us working in student guidance and counselling in higher education to review our skills and update our knowledge. Continuous learning is part of our own renewing and sustainable future development, as well as that of our community and environment. It is time for higher education institutions to reflect on student guidance and counselling from an individual, group and organisational perspective. How can we guide and train our students step by step to update their competence identity? How do we guide them to become change-makers and future experts with eco-socially sustainable competences to make our future sustainable?

The student's application, studying and graduation stages are increasingly about building a learning and career path through the student's own choices. The extent of options and extensive autonomy can be seen as challenging and paralysing. Group and peer support are important. Timely and even foreseeable guidance and counselling gives students a sense of agency and self-belief.

At Satakunta University of Applied Sciences (SAMK), student guidance and counselling is implemented following the procedural instruction ME1210 on student counselling. The work is based on the policies and strategic decisions of SAMK management. In the procedural instruction, SAMK defines student counselling as the measures that support the learning and smooth study progress of the student and the whole study group and describes the providers of student counselling with their responsibilities (Procedural Instruction, Student Counselling ME1210). At SAMK, students are guided in a holistic way, which means that the students receive guidance and counselling, not only in their studies but also in their careers and well-being.

This publication introduces the theoretical and pedagogical foundations of student guidance and counselling, without forgetting the practical aspects. In addition to the latest theoretical information on guidance and counselling, the publication is based on surveys on student guidance and counselling conducted in autumn 2022 for SAMK students, teachers and teacher tutors, as well as on answers from the graduand feedback questionnaire of universities of applied sciences in spring 2023 (AVOP survey). An external audit of student guidance and counselling was conducted at SAMK in early autumn 2023. Based on the feedback from the audit, necessary refinements and additions were made to this publication. During the spring and autumn semesters of 2023, members of the guidance and

counselling team (student counsellors, the special needs teacher and the coordinator of counselling and curricula) discussed the holistic model of student guidance followed at SAMK with the providers of guidance and counselling of the higher education institution. Each guidance provider had the opportunity to put into words their information, guidance and counselling services for students (in Finnish, TNO services). This Student Guidance and Counselling at Satakunta University of Applied Sciences, the so-called Guidance and Counselling Handbook, was written from these starting points and perspectives. The objective of this handbook is to introduce the background of guidance and counselling, to support and harmonise SAMK's guidance and counselling practices and to provide tools for it.

The publication consists of two parts. The first part describes what guidance and counselling is, and the starting points from which the guidance and counselling at SAMK is discussed. This part highlights the importance of the holistic model for sustainable student guidance and counselling. SAMK's holistic model of student guidance and counselling consists of three entities: support for professional growth and development, career guidance and educational guidance. By taking these into account, we strengthen the student's competence identity and agency.

The second part of the book is aimed at teacher tutors and teachers who have a more intimate role in guiding individual students and study groups. This part focuses on the guidance and counselling process and the student's learning path during their studies, focusing on the objectives and practices of guidance and counselling. The process starts from the student's application stage and the initial stage of studies, where the focus is mainly on study skills. This is followed by the mid-study stage when the student's competence identity is built up in dialogue with others. This is the time to reflect first on one's study and career skills and later on the practical training and the thesis. In the final, graduation stage of studies, guidance focuses on career skills and continuous learning.

This publication is intended for everyone involved in student guidance and counselling at SAMK, especially teacher tutors, teachers, supervisors of practical training and thesis, and student counsellors. It describes student guidance and counselling from a SAMK-level perspective. The practices of the different degree programmes are not brought up. The intention is that this publication can be updated in the future when developing guidance and counselling practices.

The annexe of this publication, Student Guidance and Counselling at SAMK, is a separate, stand-alone section also for students, and it gives more detailed descriptions of the providers of SAMK's student guidance and counselling services. The annexe will be made into a separate guide booklet/leaflet which will explain to the student how the different guidance providers support the student's sustainable future competence with their information, guidance and counselling services (TNO services). In the annex, you will also find a link to the video Student guidance and counselling at SAMK.

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# PART I

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# 1 What is guidance and counselling?

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Guidance and counselling is a collaborative activity that can focus on processes related to learning, growth, working life or problem-solving. It aims to strengthen the agency of the person being guided and to recognise and develop their participation (Vehviläinen, 2020, p. 1). Transitions from student life to working life and back again, and possible resignations, are constantly increasing. In the midst of all this, people need to find explanations for things and events. The importance of guidance and counselling for higher education students is increased by the need to accept the complexity of the world and to find hope and supportive models in the middle of it all (Kukkonen, 2022, chapter "Postnormaali aika edellyttää yhteiskunnallista lukutaitoa"). There is ample evidence from research that well-done guidance and counselling is always beneficial and responds to the needs of the guided that cannot be met by other means (Peavy, 1999, p. 19).

Guidance and counselling can be seen as giving time, attention, respect and walking alongside. At its best, it promotes student agency and provides tools to develop one's life in a new direction. At the heart of guidance and counselling is an equal, confidential and open relationship, and ideally the time spent on guidance and counselling is the time that the student and the situation requires, taking into account the realities of the situation. The focus is on a discussion between the counsellor and the student during which, among other things, questions are asked, clarifications are made, plans are made, and objectives are set. It is important in the formation of the guidance relationship that the counsellor bases their understanding of the person being guided on the information received and not on their own beliefs and assumptions (Onnismaa, 2007, p. 7, 30).

There are several background theories on guidance and counselling. It can be said that they are united by five important factors. First, the guidance relationship provides comfort and hope. The provision of factual and accurate information is also essential. The aim is to facilitate the student's thoughts by clarifying their objectives and by creating a vision of the future that is achievable. The counsellor also helps the student to identify their resources and the constraints affecting their actions. Finally, the student is supported in making choices and plans. These may be preceded by obstacles which the counsellor can help to overcome (Peavy, 1999, p. 19).



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## 2 Objectives of guidance and counselling

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Student guidance and counselling at SAMK is multi-channel information, advice and guidance service. The objective is that students receive personalised support in the way that suits them best. Every SAMK student has equal opportunities and the right to receive guidance and counselling services, regardless of the degree programme or mode of study (face-to-face on-campus, blended or on-line). Guidance and counselling supports student learning and the completion of studies within the target time, well-being and learning ability, as well as competence development and career planning.

As a result of successful guidance and learning, students are active and motivated agents, making individual choices that suit them. The students progress in their studies, the number of resignations decreases, and the number of degrees completed in the target time increases. Students are encouraged to develop their skills and expertise and to build their career paths in line with their personal goals.

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## 3 Starting points of student guidance and counselling

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SAMK's objective is that all our students will be employed. This objective strongly guides everything we do, including our guidance and counselling. Student guidance and counselling at SAMK is implemented following in the procedural instruction as a process consisting of the steps of planning student counselling and training peer tutors, application and selection of students, admission to study, starting the studies, progression of studies, graduation and alumni activities (Procedural Instruction, Student Counselling ME1210). The steps of the student guidance and counselling path are presented in Part 2 of this publication.

Barnett (2004, p. 259) states that higher education pedagogy should encourage students to act in a purposeful and reasoned way. Students themselves have become responsible for their own career success (Smith, 2010). The aim at SAMK is to promote learning in which students set their own objectives and act in a planned way to achieve them. In a student's life, different occupational transitions become more diverse and more frequent - studying, working, being a working student or being absent from the working life for various voluntary or involuntary reasons. In the future, a person may change jobs or fields several times in their lifetime and may have several jobs at the same time. Changes in job roles reflect the needs of society and the era and will require the worker to be constantly proactive in reviewing their skills.

Managing one's competence can be seen as the student's future consciousness, which affects how they perceive their future and what expectations they have for the future (Ahvenharju et al., 2018; Ahvenharju 2022). Future consciousness is the ability of individuals and communities to identify different futures. It is the ability to take a responsible approach to the many different views of the future, critically considering the values, assumptions and perceptions related to the future in one's everyday life, studies, work and globally. (Ahvenharju, 2022, p. 86). The dimensions of future consciousness are presented in Figure 1 based on the description by Ahvenharju et al. (2018) and Ahvenharju (2022).

**Future consciousness** is the ability of individuals and communities to identify different futures. It is the ability to take a responsible approach to the many different views of the future, critically considering the values, assumptions and perceptions related to the future in one's everyday life, studies, work and globally.

Future consciousness (Figure 1) consists of:

- Concern for others: what do I feel responsible for?
- Time perspective: how far to the future do I look?
- Agency beliefs: do I believe in my potential and ability to influence?
- Openness to alternatives: how do I see the future alternatives?
- Systems perception: do I understand different systems and their interconnectedness?

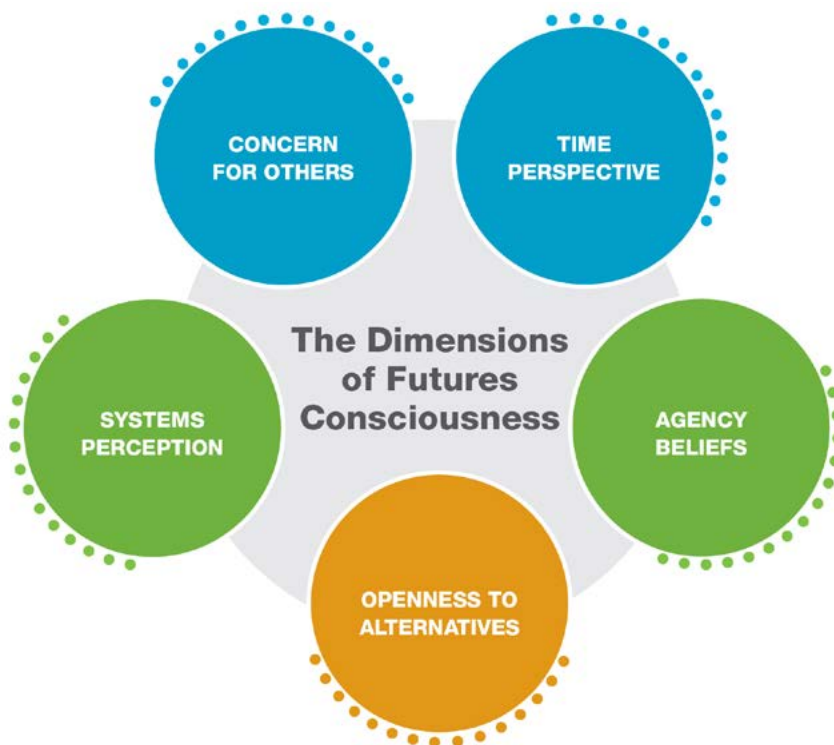


Figure 1. Dimensions of future consciousness. Based on Ahvenharju et al. (2018) and Ahvenharju (2022).

In this context, agency refers to the student's activity, initiative, making the right choices and having the ability and resources to influence their own life (Eteläpelto, 2011). Individuals seek to influence and shape their own life course in the long term, making sustainable yet flexible career choices. The student's own desire to be an active agent (to participate, negotiate and learn) is important. The more motivated, goal-oriented and purposeful a student's engagement is, the more likely they are to achieve good learning outcomes (Billett, 2011).

According to Bandura (2006), pre-planning, self-regulation and self-reflection play an important role in agency. Students' self-regulation, i.e. their ability to recognise and regulate their thoughts, emotions and actions, influences their motivation to study, their commitment to their studies and their ability to make choices and set goals (Zimmermann & Moyla, 2009). The most important factor explaining agency is the student's self-efficacy. Experiences of self-efficacy are important for human functioning because they directly influence not only one's actions but also other factors such as goal orientation and aspirations, expectations, emotions and the ability to perceive opportunities or obstacles in the social environment (Bandura, 2000).

One of the key elements of guidance and counselling is to strengthen the student's competence identity. Competence identity is the continuous identification and shaping of one's competence, as well as demonstrating it and making it visible. It is always built, developed and changed in relation to the environment and society. Competence identity is a perception of oneself in relation to others, work and society, and one's competence, answering the question "what can I do?" (Eteläpelto, 2007).

**Competence identity** is a perception of oneself in relation to others, work and society, and one's competence, answering the question "what can I do?"

It is also important to take sustainability competence into account when designing and implementing guidance and counselling. According to the National Forum for Skills Anticipation (OEF, Osaamisen ennakointifoorumi) of the Finnish National Agency for Education (2019), several reports identify sustainability competence as the most important work-life competence of the future, which all teaching and education should focus on in their objectives. Problem-solving, systems thinking, and listening skills are seen as skills that demonstrate sustainability competence. In addition to these, the ability to discuss emotions, ethics and morality, and the ability to understand the experiences and perspectives of others are seen as sustainability competence. Sustainability competence therefore refers to the capacities, knowledge, skills and attitudes of individuals and communities that enable practices to become sustainable. Essential to sustainability competence is the ability to make ethically correct decisions in complex situations (Opinion of Ministerial Committee, TuVL 4/2021 vp-VNS 1/2021 vp ; Siirilä et al., 2022.)

Problem-solving, systems thinking, and listening skills are seen as skills that demonstrate **sustainability competence**.

### 3.1 The student at the heart of the holistic guidance and counselling model

In many Finnish higher education institutions, student guidance and counselling practices can be considered to be in line with the holistic guidance and counselling model, and it has been included in the recommendations of the national evaluation of student guidance in higher education (Hautala et al., 2020, p. 53). SAMK's student guidance and counselling model is based on the holistic student-centred guidance model. According to Tuomela et al. (2020), the model can be divided into four dimensions.

1. Student guidance is seen as a **task of the whole work community**, as a holistic activity directed at the student, supporting and promoting the learning, growth, work or problem-solving processes of the student in ways that strengthen the student's agency. This type of agency-strengthening guidance is also seen to develop the student's ability to identify their knowledge, resources and skills. It also supports the ability to assess the effectiveness of one's ways to operate and the student's ability to develop them.
2. When student guidance is seen as a task of the whole working community, the **responsibilities related to student guidance** are also distributed among many different operators in the higher education institution along the student's learning path, making use of the necessary field-specific expertise in the guidance situation. Clarity of responsibilities is an important cornerstone.
3. Guidance is a multidisciplinary collaboration, with an emphasis on the personal and professional growth of the student. It is important to recognise the **importance of a multidisciplinary guidance and counselling network**. All providers or student guidance need to be aware of their responsibilities and their role in the guidance system.
4. **The providers of student guidance are also examined at different levels**, which are not hierarchical. At the first level are those guidance providers connected with teaching and training who are in the closest contact with the students. The second level of guidance consists of providers linked to teaching, with specific tasks and expertise related to guidance. The third level of guidance consists of providers involved in education but not directly in teaching, yet operating within the SAMK framework (see Figure 2, SAMK's holistic model of student guidance).

When looking at the holistic student-centred model from different dimensions, focusing on activities and guidance services targeted at students, it should be noted that all providers of student guidance and counselling also have a lot of background activities, such as planning, development and coordination with different quarters, without which the visible services would not be functional and appropriate. In this context, background work is also essential to ensure effective services. The guidance providers naturally also have their basic work and core task constituting their main job description in SAMK's organisation, although there are student guidance dimensions involved.

In summary, it can be stated that the holistic student-centred guidance and counselling model emphasises the overlap of different areas of guidance, the cooperation of guidance providers and the holistic nature of guidance and counselling issues from the perspective of the person being guided (Tuomela et al., 2020).

Vanhalakka-Ruoho (2014, p. 192-201) notes that the problem with guidance and counselling still is that agency is mostly seen as the student's plans and choices. In thinking so, we miss the way people act and can act in relation to situations, environments, structures and time. This perspective is needed particularly in guidance and counselling so that we do not view and understand people as living only in the present and detached from their environment.

A summary of the holistic, student-centred guidance and counselling model can also be made through a picture, as Herranen and Penttinen (2008, p. 11) have done when outlining the holistic guidance model for adult students at the North Karelia University of Applied Sciences (now Karelia University of Applied Sciences) in their article "Aikuislähtöistä ohjausta etsimässä". Lairio and Puukari (2000, p. 171) have described the holistic guidance model at the turn of the 21st century with a similar picture, which has been established with various applications as a guidance and counselling model for higher education institutions. The holistic model of guidance was originally introduced in 1998 by Watts and Esbroeck (1998). SAMK's holistic student-centred guidance model has been applied to the above-mentioned Herranen and Penttinen model as shown in Figure 2.

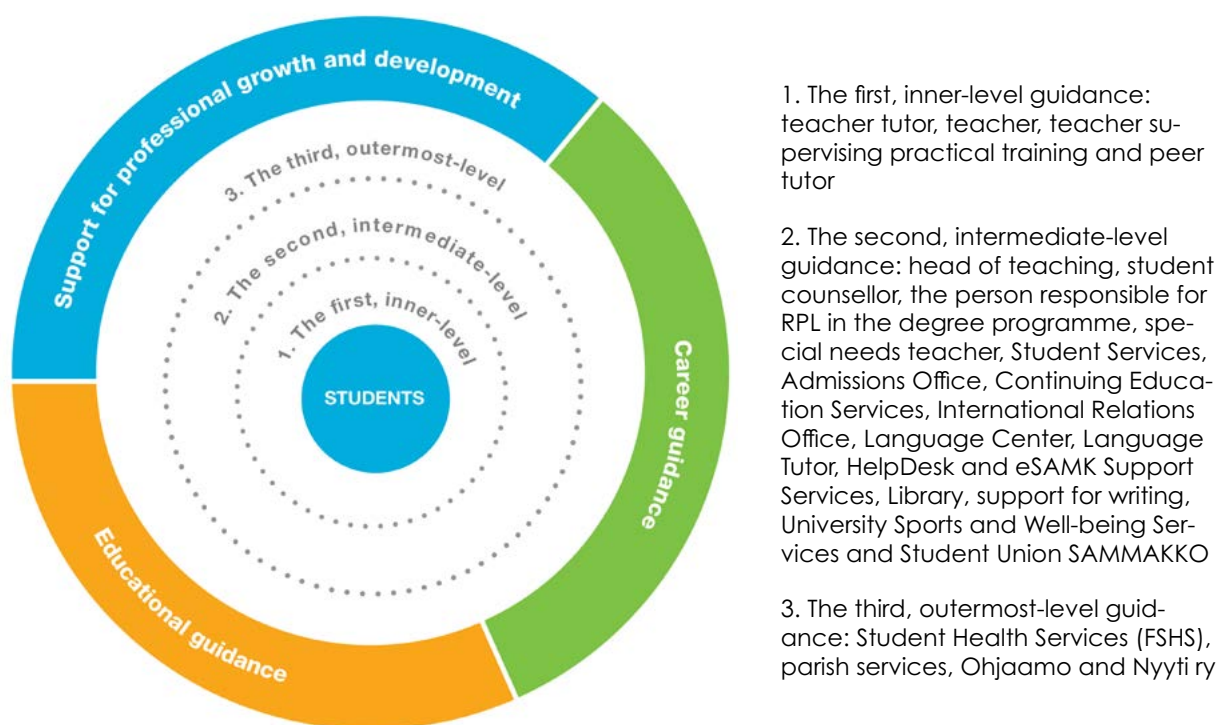


Figure 2. SAMK's holistic model of student guidance and counselling. Based on Herranen and Penttinen (2008).

The providers of the different levels of guidance and counselling, and their responsibilities are described in more detail in the annexe of this publication Student Guidance and Counselling at SAMK.

**Support for professional growth and development** means supporting the student's growth and development towards expertise, not forgetting the support of their personal growth and development as part of professional development. The aim of **career guidance** is to support students in making choices related to their professional competence, in putting their competence into words and, more generally, to support them in developing a range of work-life skills and in planning for their future career, such as identifying career aspirations and opportunities, career options and career-related decision-making. **Educational guidance** means supporting and advising students during their studies and providing guidance on learning and study skills.

A key tool for the student in this process is working on the PSP (Personal Study Plan) at a deeper level. This means moving from surface-level thinking to a deeper level, thinking more broadly about one's competences: what competences does the student want to develop through higher education studies and the higher education environment, for example, internationalisation competences.

### 3.2 Guidance and counselling to support student agency

The holistic guidance and counselling model emphasises a close network of student guidance and counselling providers. This is reflected in a variety of measures, approaches, methods and means. The people being guided are different, and even for the same student, different situations require different levels of guidance and counselling. Peavy (1999) states that no single method of guidance has proved to be clearly superior to others. The professional background, personality and job description of those providing the guidance also influence the nature of the guidance.

People seeking guidance and counselling have very diverse and often unique needs. Strict adherence to a single method of guidance prevents the counsellor from meeting the individual needs of each client (Peavy, 1999). Sometimes direct instructions and advice are sufficient, while at other times guidance requires active and sustained dialogue with the student, learning about the background and considering options together. The further out on the levels of the holistic model one moves, the more SAMK's guidance and counselling staff focus on providing information and advice on services at the outer-most level. The guidance measures of the counsellors in the inner level of the model are based on the most appropriate approach for the situation of the person being guided, which can be seen as guidance-theoretical choices. Given the diversity of guidance and counselling, it is natural that different theoretical frameworks vary and are used in complementary ways. Helander and Seinä (2005) describe guidance theories as a kind of lens, each of which sees one reality. The possibilities and limitations of each theory need to be taken into account.



SAMK's guidance and counselling is strongly anchored in building and strengthening student agency. The student is seen as an active agent influencing the conditions and circumstances of their learning (Eteläpelto, 2017; Lantolf & Pavlenko, 2001). The student should experience guidance as a meaningful activity, which activates the student's desire and effort to make choices and decisions related to the themes that emerge in guidance and to bear responsibility for them (Vehviläinen, 2020, p. 21). Supporting the agency of higher education students is of paramount importance not only during their studies but also from the perspective of work during and after their studies. Supporting agency strengthens students' capacity for professional change (cf. e.g. Toom et al., 2015). The agency is seen as a prerequisite for a developing employee and a renewing and learning organisation (Eteläpelto et al., 2013).

**Supporting the agency of higher education students** is of paramount importance not only during their studies but also from the perspective of work during and after their studies.

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## 4 Assessment of guidance and counselling

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The need for guidance and counselling has grown and will continue to do so as a result of the increasing opportunities provided by continuous learning, cross-institutional studies, open university courses by higher education institutions, internationalising student groups and individual study paths. Student guidance and counselling must seek to respond to this increased demand and need. It must be effective, efficient and cost-effective. With this in mind, the quality, effectiveness and areas for improvement of guidance and counselling should be assessed and there should be criteria for the assessment. Guidance and counselling should be assessed both qualitatively and quantitatively, taking into account both the processes and the outcomes.

Currently, SAMK's guidance and counselling is evaluated and developed by using the responses to the graduand feedback questionnaire (AVOP) and the career tracking surveys of universities of applied sciences, as well as the data from the guidance surveys for students, the student well-being survey and a survey for the first-year students (EVOP).

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# PART II

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# 5 Steps of guidance and counselling - from application to graduation

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This second part of the handbook focuses on guidance and counselling and its objectives at different stages of the learning path. Teacher tutors and teachers are given tips and ideas on the themes of tutoring sessions and group guidance sessions for degree students (including open path students in the group). The tips are applicable to tutoring students in both bachelor's and master's degree programmes. The different stages of tutoring are presented, from the application stage to the graduation stage.

The guidance and counselling provided by a tutor can be group guidance, small group guidance or individual guidance. In the external audit of guidance and counselling, the auditors encouraged SAMK to reflect on its different forms. Current resources are not sufficient for individual guidance and counselling alone. The auditors brought up the usefulness of peer guidance which refers to the use of members of the same group of students in guiding one another. This is currently an untapped resource in student guidance and counselling at the SAMK level.

A teacher tutor does not have to work alone, however. For guidance and tutoring sessions, for example, they can ask for help from other providers of guidance and counselling at SAMK or cooperate with other teacher tutors. For example, in a tutoring session on international exchanges, the tutor could be assisted by an international relations coordinator or, when discussing career skills, a student counsellor could be involved. A special needs teacher could also be invited to join the tutoring session to talk about different types of support.

The aim of the sustainable guidance during the application stage is to meet the guidance and counselling needs of the applicant in a clear and inspiring way, presenting the diverse opportunities SAMK has to offer. It should be noted that the commitment to study starts at the application stage, so the application pages should be clear and informative enough for the applicant to find the answers to their questions. The applicant should be given a clear picture of the skills and competences that will be acquired during the studies and the type of employment or career path the education can lead to. Similarly, the applicant should have a clear idea of what kind of skills the studies require from the student and what studying will be like in practice (Pietilä 2020, 15.)

When considering different study options, both for the first higher education degree and for further studies, applicants should get the idea that they have the opportunity to build their own competence and study and career paths, and to take advantage of the diversity of studies provided, for example through cross-institutional studies. A clear presentation of the different paths (e.g. Nopsa, upper secondary school path, open path studies), the separate admission procedure and the transfer application procedure is also important. In this way, the applicant gets a good picture of the wide range of possibilities for starting the

studies. The procedural instruction Tutkintoon johtavan koulutuksen haku ja valinta ME1212 (in Finnish) describes the responsibilities of the different operators during the application stage. The Student Services are responsible for advising applicants on the application procedures of their faculty and for sending out invitations to the entrance examination and other entrance examination materials (The procedural instruction Tutkintoon johtavan koulutuksen haku ja valinta ME1212).

The Admissions Office and Continuing Education Services advise applicants on the technical aspects of the application process and direct questions about the content of education to the faculties and degree programmes. The Admissions Office also prepares and compiles common material for all students starting their studies as degree students (including the instructions on accepting the study place and enrolling, and material on funding the studies and student housing) for the New Degree Student webpage. Continuing Education Services is responsible for advising new students starting their studies at the Open University of Applied Sciences. Communication services are responsible for the publication of information regarding the start of the studies on the New Degree Student webpage. The application procedure is the same for the applicants to both Finnish- and English-language degree programmes.

## **5.1 Sustainable guidance and counselling on the learning path**

In this handbook, the stages of student guidance and counselling are divided into three parts following the student's learning path – the beginning, middle and end of studies. The stages of guidance and counselling are the same whether you are studying in a face-to-face or a blended study group, in a degree programme taught in Finnish or English. The stages of guidance and counselling are suitable for students in both bachelor's and master's degree programmes. Guidance and counselling can be digital, interactively online or face-to-face.

In this chapter, we discuss the model of the guidance and counselling process that is applicable to all SAMK degree programmes, regardless of their scope. In this model, we are using the terms tutoring session, tutoring discussion, guidance discussion and PSP discussion, which are used in most of SAMK's degree programmes. Other forms of guidance and counselling include info sessions for specialisations and the thesis, group guidance and small group guidance carried out with different methods, and various shorter guidance and counselling sessions.

The model examines the objectives and content of tutoring sessions and group guidance at different stages of the learning pathway and presents a checklist for each stage to support the work of the tutor. This checklist will help to ensure that the essential, key and emerging issues related to group tutoring are covered and addressed, that students are aware of these issues and that their learning is progressing as planned.

SAMK's student guidance and counselling on the degree student's study path is shown in Figure 3.

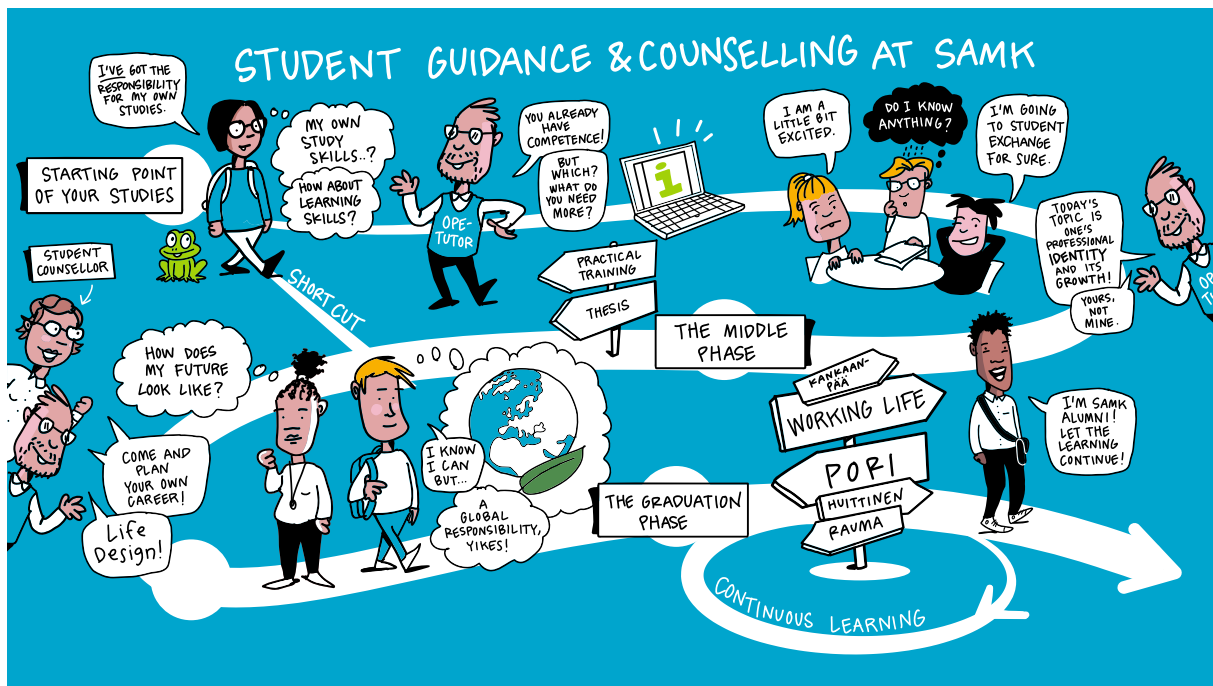


Figure 3. Student guidance and counselling at SAMK.

## 5.2 Guidance and counselling at the initial stages of your studies

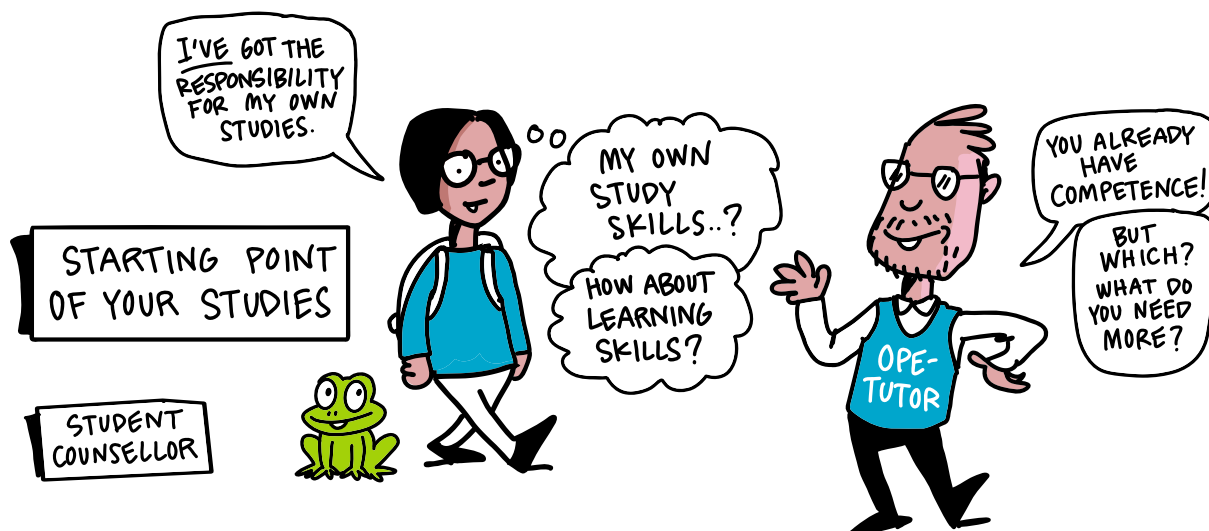
The first academic year can be considered as the initial stage the studies. After this stage, students have an idea of what it is like to study at their higher education institution and how the institution's teaching, guidance and counselling process works. During the first academic year, students identify their generic and self-regulation skills and are also able to work in a group, bringing their expertise to the group's work. In the OPS reform 2021 - 2023, Kohti kestävää pedagogiikkaa ja oppimista (Towards sustainable pedagogy and learning), generic competences for working life were included in all SAMK curricula. The increase in the development of these competences was also included in the assessment criteria for the courses, thus ensuring that the importance of these competences was also opened up to the students.

During the first academic year, students have been introduced to SAMK as a learning environment, through which they can gain competence also from the common course provision of higher education institutions and, for example, through exchange studies. Students are encouraged to consider the options that interest them.

The aim of the guidance and counselling at this first stage is to create a positive learning atmosphere and to provide an overview of the working culture of the higher education institution and studying there. It is essential that the student becomes familiar with the new study environment, is aware of the different guidance and counselling providers at SAMK and their TNO services (information, guidance and counselling services) and gets started with planning their studies. The commitment to studies is supported from day one throughout the degree.

From the student's point of view, the main goal of studying should be to prepare for working life. The task of teaching and guidance is therefore to bring the working life perspective into the studies clearly and concretely. In this way, for example, the importance and benefits of early studies will become clearer to the student. Of course, students do not need to know at the beginning of their studies where they will eventually be employed. It is more important to start assessing oneself, one's interests and learning, and to follow what is happening in working life (Karhu 2020, 51-55). Various applications, and opportunities created by artificial intelligence and guidance analytics also support sustainable student guidance in identifying one's competence, finding practical training places and jobs, and planning one's career.

Sustainability competence and future consciousness are brought out in the process of personalising the student's studies, the PSP process. The dimensions of sustainability competence and future consciousness are presented in Part 1, Chapter 3 of this publication. In the PSP process, the student's prior knowledge and background, interest in the field, generic and self-regulation skills are identified and recognised. After that, it can be considered what new skills the student will need to acquire and where they will be acquired. The need for individual support is also identified, taking into account the student's overall life situation (cf. Procedural Instruction, Accessibility ME1211). Guidance and counselling will take into account both the long-term and short-term goals of the student. The PSP process focuses on the competences and capital that higher education provides, so the PSP is not just a set of studies for the orientation stage (Karhu 2020, 51.)



### Topics for tutoring sessions and tutor discussions for the 1st academic year:

- Planning and evaluating your activities → Responsibility, teamwork, professional ethics and safety
- Building a sustainable competence identity: what I already know, what I want to learn, how I learn - "I as a learner" → Positive self-concept, participation, agency, self-regulation skills
- Supporting the development of self-management

- Personalisation of studies: prior studies, work experience, interests → PSP in the development of personal skills and career planning
- Studying at SAMK, personal responsibility for studying, and interaction and cooperation
- Building your study path → Exchange studies, taking advantage of the courses offered by other higher education institutions, timing of studies, multiple opportunities for practical training

### **Checklist:**

- Students know their teacher tutor and are committed to the group and to their studies.
- Students have developed their PSP and recognise their self-efficacy and the changes that occur in it over the course of their studies.
- Students recognise the importance of generic skills and eco-social literacy (interaction, responsibility, moderation) in developing sustainable competence and practices for the future.
- Studies have started and are progressing. → Tracking the progress of studies. The teacher tutor checks credit accumulation each semester and contacts students whose studies are not progressing as planned.
- Students know how to make use of the services offered to support their studies, such as the support available on SAMK's website, workshops, self-study opportunities, and groups.
- Students' learning challenges are identified and addressed, and the necessary support measures are agreed and monitored. Students are aware of the different forms of support available (individual support arrangements, services of the special needs teacher and the student counsellor, FSHS, etc.) and know how to use them when necessary.

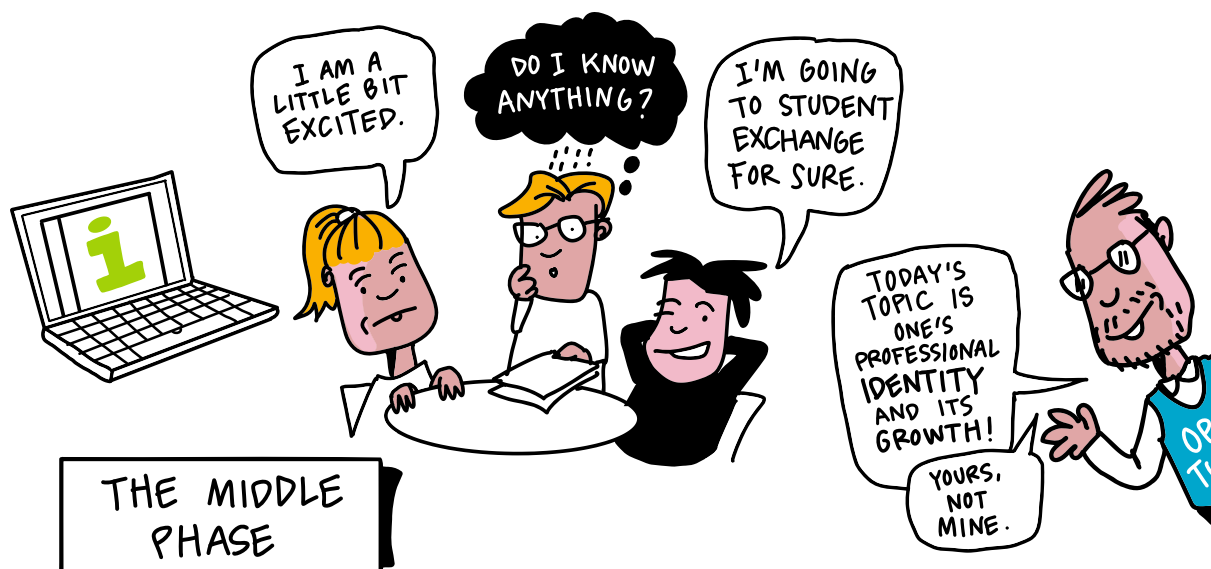
### 5.3 Mid-study guidance and counselling

The second and third years of studies can be thought of as the middle stage of studies. After the second year, students recognise more broadly the impact of their actions on the study group and learning community. They take responsibility for their learning and career path. Students set goals for their studies in terms of the future they want to achieve. Students perceive entrepreneurship as a viable career option.

Guidance and counselling gives students the space to reflect on their skills and talk about their values, ideas, dreams and insecurities. It provides opportunities and support for career planning and the growth of a student's professional identity. These are the skills and growth that students need, for example, when applying for practical training placements and when making their competence visible.

After the third year of study, students take wider responsibility for their actions and their impact on society, not just their local community. Students see what skills they have already acquired and, on the other hand, what areas still need to be strengthened. Students see their role as experts and influencers of the future, both as individuals and in their local community as well as, more broadly, in society. Entrepreneurship is also seen as a career option. Students' future career planning and future orientation are evolving.

In the middle stage of studies, the focus of guidance and counselling shifts from study counselling to career guidance and flexible choices. At this stage, students are supported in finding flexible and personalised educational choices. During their studies, students acquire competences that will enable them to find future employment in jobs that match their skills. Future literacy, anticipating and acting on alternative futures, is an essential part of building a student's competence identity.



#### Topics for tutoring sessions and tutor discussions for the 2nd academic year:

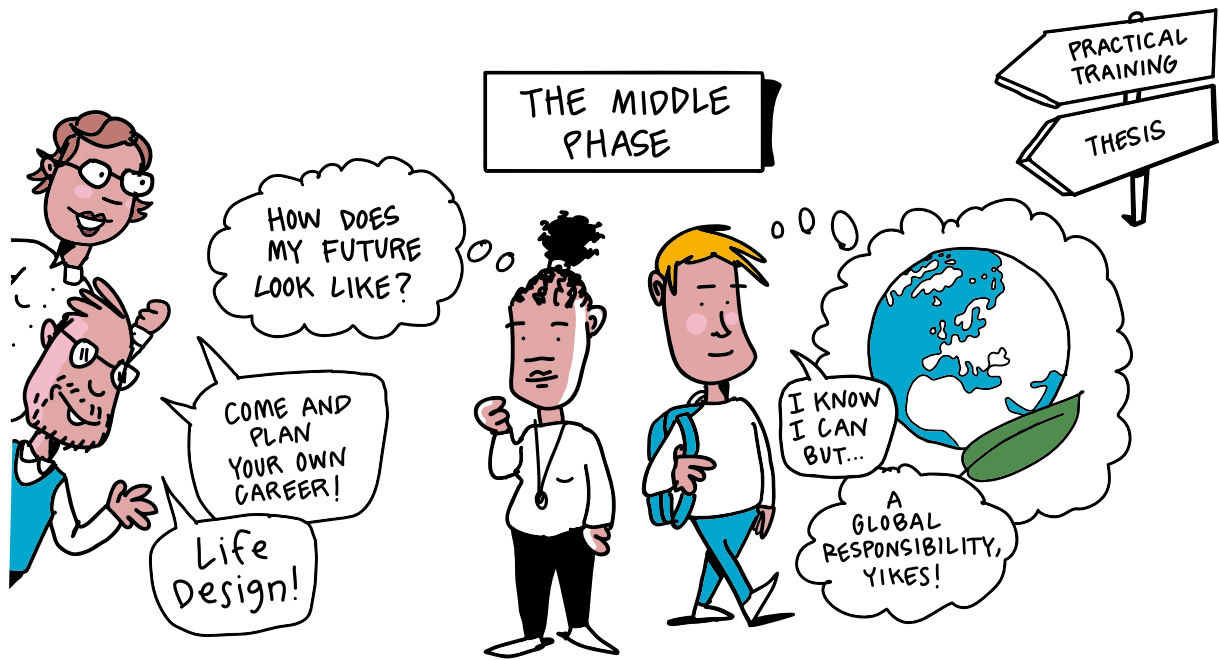
- Study skills → Working together, taking wider responsibility for one's actions and their impact, moderation, interaction

- Competence identity growth → Involvement, activity, responsibility for one's learning and career path, career planning skills
- Maintaining motivation to study and self-management → What increases motivation and what decreases it? How can motivation be maintained and developed? Reconciling the different aspects of life (studies, work, family and leisure) and looking at the time available for them, so that studies go according to plan.
- Desired future → What are the student's goals and interests that will help them move towards the desired future? Identifying places for practical training and jobs, including unusual and new ones. What opportunities can working life cooperation, thesis and entrepreneurship during studies offer for the student's career?

### **Checklist:**

- Students are active in planning and monitoring their studies and contact their teacher tutor when necessary.
- Students can reflect on their competence.
- Students can apply for and complete practical training to develop their skills.
- Monitoring the progress of studies. → The teacher tutor checks credit accumulation each semester and contacts students whose studies are not progressing as planned. If necessary, they remind students in their group about the studies they have not completed and instruct them to act within a year to follow SAMK's performance regulations. In addition, the teacher tutor checks the student's progress in completing their practical training.
- Students know how to seek the support, and guidance and counselling available to them and make use of the forms of support available.





### Topics for tutoring sessions and tutor discussions for the 3rd academic year:

- Study skills → Working together, taking responsibility for one's actions and their impact on the community and society, moderation, interaction
- Motivation and how to maintain it
- Future literacy → Anticipating alternative futures and acting to make them happen. What skills have been strengthened through the studies? What skills need to be strengthened?
- Opportunities for entrepreneurship
- Future career planning → Interpersonal skills, self-direction and self-management
- Expertise and influence → What are the options for developing working life as an individual, a community and a society?
- Megatrends, eco-social literacy, sustainability competence

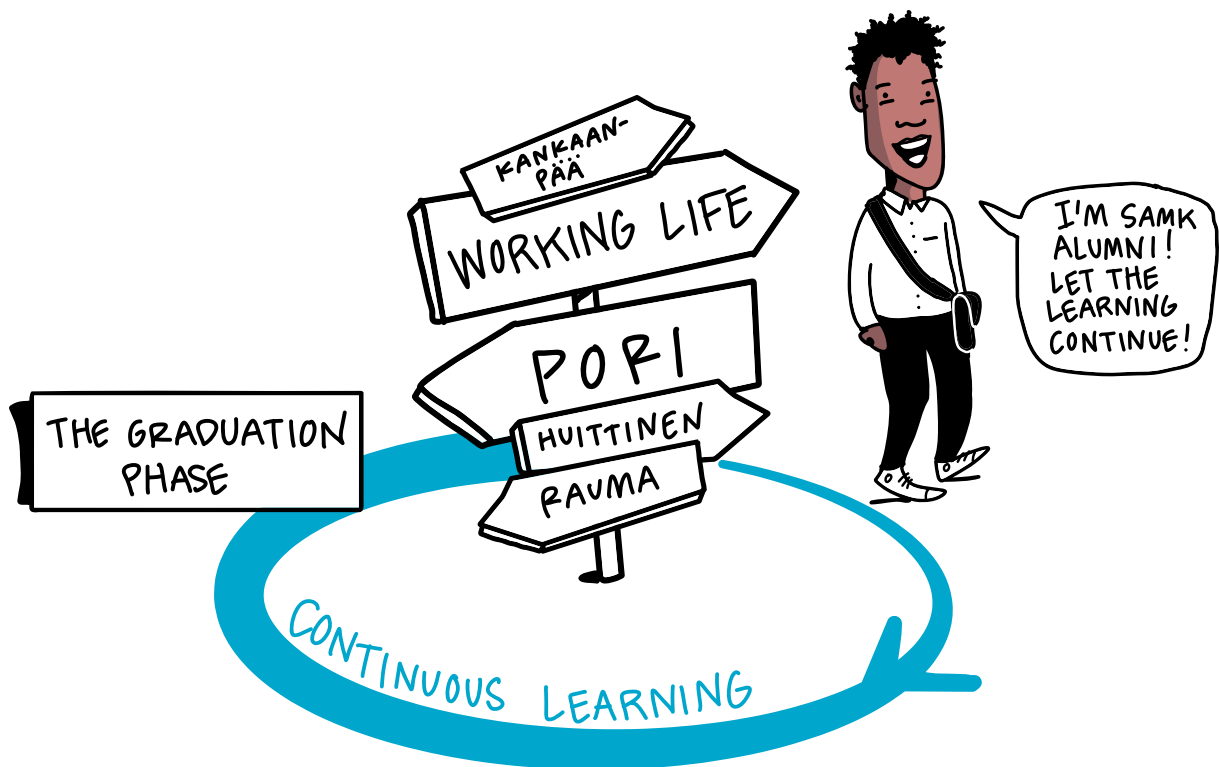


**Checklist:**

- Students have plans for their future work tasks.
- Students' sense of resilience (ability to bounce back) and competence identity have developed.
- Monitoring the progress of the studies. → The teacher tutor checks credit accumulation each semester and contacts students whose studies are not progressing as planned. If necessary, they remind students in their group about the studies they have not completed and instruct them to act within a year following SAMK's performance regulations. In addition, the situation of the student's practical training and thesis is checked.
- Students know how to seek the support, and guidance and counselling available to them and make use of the forms of support available.

**5.4 Guidance and counselling at the graduation stage**

By the time they graduate, students are employed in jobs that match their competence and are able to identify flexible and personalised options for continuous learning. Students also see alternative employment opportunities and paths and apply the knowhow they have acquired in practice. Students are committed to continuous learning, taking into account the needs of the world of work for constant change and updating of competence.



#### Topics for tutoring sessions and tutor discussions for the graduation stage:

- Graduation-related issues, growing as an alumnus and alumni activities
- Competence identity → Making competence visible after graduation, agency, self-awareness
- Work-life cooperation and employment during studies → Work-life development, expertise and influencing the community and society
- Job search
- Options for further studies, opportunities for continuous learning
- Entrepreneurship as a career option

#### Checklist:

- Students graduate on time
- Students find employment
- Graduates have a clear understanding of the competence they have acquired by completing the degree, how to use it in their work and their expertise.
- Students have an understanding of the options for continuous learning to support their career plan

## 5.5 Guidance and counselling during study right extensions

If the student does not graduate on time, the responsibility for guidance and counselling is transferred from the teacher tutor to the student counsellor or otherwise as agreed in the degree programme. At this stage, the cooperation between the student and the different providers of guidance and counselling (student counsellor, teachers, thesis supervisor, and, if necessary, the special needs teacher) continues.

As a general rule, an extension of the study right is granted only once and for a maximum of two years, according to the following criteria:

- If a student in a bachelor's degree programme is missing up to 60 credits, an additional period of up to one year will be granted in line with a study plan drawn up by the student.
- If a student in a bachelor's degree programme is missing more than 60 credits but no more than 100 credits, an additional period of up to two years is granted in line with the study plan drawn up jointly by the student and the student counsellor.
- If the student in a master's degree programme has drawn up a study plan with their supervising teacher, the additional time of up to two years is granted in line with the plan.
- If a student in a bachelor's degree programme is missing more than 100 credits or if for some other reason the student is not granted additional time, they will be directed to complete their studies at the open university of applied sciences and apply for the restitution of study rights or a new study right in the separate admission procedure.
- If the student does not graduate in the extended time granted, they will be directed to complete their studies at an open university of applied sciences and then apply for a new right to study in their degree role.

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# Conclusion

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This publication has introduced the theoretical and pedagogical foundations of SAMK's student guidance and counselling and brought up the practical aspects of guidance and counselling at different stages of the study path. The aim of the publication has been to make the background of SAMK's student guidance and counselling visible, to support and harmonise SAMK's guidance and counselling practices and to provide tools for it. An annexe to the publication presents the providers of guidance and counselling at SAMK and their responsibilities. This annexe will hopefully provide clarity on the roles of the various SAMK guidance and counselling providers. The publication focuses on student guidance and counselling at SAMK level and does not bring up the guidance and counselling practices of the different degree programmes. In the external audit of guidance and counselling, SAMK was also asked to put into words the differences in practices between degree programmes. This examination of guidance and counselling per degree programme may be left for a later stage.

The development of student guidance and counselling at SAMK will continue. The development process will help to better allocate the resources available for guidance and counselling and thus make more appropriate use of them. The aim is to make student guidance and counselling more equal and accessible. However, it is important to consider to what extent student guidance and counselling is desired and feasible and whether it is necessary. It is also essential to identify and document differences in guidance and counselling practices between degree programmes. This would fit, for example, as one of the themes of the so-called Guidance and Counselling Handbook 2.0. Investing in the quality of guidance and counselling will improve students' commitment to their studies, reduce the number of drop-outs, help students graduate on time and improve their chances of finding employment in jobs matching their degree. The use of knowledge management in guidance, digital solutions and guidance assessment should also be developed, explored and utilised in the development of guidance and counselling which will raise it to a sustainable future level in a responsible and resource-efficient way. At the same time, we are responding to the challenges of change in higher education posed by working life, continuous learning and DigiVision 2030.

Sustainable competence for the future challenges us to rethink student guidance and counselling from a new and fresh perspective. Quality guidance and counselling is not a self-evident fact. It is about cooperation, shared values, attitudes and professional ethics between different guidance providers. Multidisciplinary and sustainable guidance and counselling requires learning, reshaping and changing one's ways of thinking, and experimenting and developing new guidance and counselling practices together.

We will continue to work together in a sustainable way, following the model of holistic student guidance and counselling. Student guidance and counselling is the responsibility of everyone at SAMK.

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# Annexe

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# STUDENT GUIDANCE & COUNSELLING AT SAMK





**At SAMK, you can get guidance and counselling from a range of providers, depending on where you are in your studies or whether you need more specific guidance on a particular topic. The first, inner-level guidance and counselling is provided by the people, who are the primary point of contact when your questions are related to your studies. The second, intermediate-level guidance and counselling involves people with specific guidance-related tasks and expertise in which they provide guidance and counselling to students. The third, outermost-level guidance and counselling consists of people involved in education but who are not directly involved in teaching.**

## **THE FIRST, INNER-LEVEL GUIDANCE AND COUNSELLING**

### **Teacher tutor**

The teacher tutor guides students, familiarises them with the learning environment and provides guidance and advice on study practices. They guide the students in the preparation of the PSP (personal study plan), monitor the progress of the students under their supervision and support them in their studies if necessary. The teacher tutor is the closest adviser to the study group, providing information and advice on study matters, familiarizing them with the subject they are studying and supporting their professional growth and development. The teacher tutor refers the student to other support and guidance providers if there is a need for further guidance and counselling.

### **Teachers**

Teachers are responsible for guiding learning, studying and professional growth in their course implementations. They also provide career guidance, taking into account the objectives set for the UAS, including students' competence objectives, e.g. generic competence objectives.

The teacher's guidance tasks include:

- supporting career choices (defining professional image and studying objectives, strengthening professional identity, supporting employment, entrepreneurship)
- supporting learning and competence development, supporting working processes in higher education
- supporting students' self-direction (positive self-image, professional image, self-reliance)
- monitoring the progress of the studies and supporting the studying on the course implementation in question
- referring the student to a teacher tutor, a student counsellor and/or a special needs teacher for any additional guidance or counselling needed.

In addition, for thesis courses, the teacher acts as thesis supervisor. They are responsible for ensuring that the student receives quality support for the thesis process. The thesis supervisor acts as a support and encouragement for the thesis. They contribute to the strengthening of the student's professional identity and expertise. A representative of working life is often involved in the guidance of the thesis content.

### **Teacher supervising practical training**

The teacher supervising the practical training supports the development of the student's professional skills, expertise and professional identity. In addition, they are involved in supporting the student's career planning, the development of workplace skills and employment, as well as guiding the practical arrangements for the practical training process, both in Finland and abroad.

### **Peer tutor**

A peer tutor, a student who has completed the tutor training organised by the Student Union SAMMAKKO, guides new students through the start of their studies and provides peer support in all study-related matters during the studies.

## **THE SECOND, INTERMEDIATE-LEVEL GUIDANCE AND COUNSELLING**

### **Student counsellor**

The student counsellor is involved in guiding and counselling students depending on their situation and needs. The student counsellor implements,

coordinates and develops guidance and counselling in cooperation with other providers of student guidance and counselling in the faculty. The student counsellor is responsible for the equality of student counselling in the faculty in accordance with SAMK's policies. Student counsellors are involved in the development of SAMK-wide student guidance and counselling.

### **The person responsible for RPL in the degree programme**

The person responsible for the recognition of prior learning is involved in student guidance in the context of the identification and recognition of competences.

### **Language tutor**

Language tutors provide students with information and guidance on language and communication studies. They are available to students throughout their studies. Language tutors advise students on how to take the placement tests and on the choice of possible preparatory language courses. They also provide group and individual guidance and counselling as required. Students can request guidance and counselling in personal situations (reading and writing difficulties, substitutions, exemptions) and, if necessary, in the form of tutoring sessions.

### **Special needs teacher**

The special needs teacher supports and develops the student's learning to learn skills and study skills and works in cooperation with other guidance providers. They also support teachers, teacher tutors and student counsellors in their work to guide and counsel students with learning difficulties. Special arrangements can also be made to support a student's learning, in which case the special needs teacher acts as a specialist in special support.

### **Head of teaching**

The head of teaching is responsible for organising student guidance and counselling in the degree programmes under their responsibility. The head of teaching assigns teacher tutors to the degree programmes and allocates the working time for teacher tutors to tutor students. The head of teaching makes decisions on the need for indi-

vidual support arrangements, as proposed by the special needs teacher.

### **Student Services**

Student Services advises degree students, maintains the student information register (Loki), prepares degree certificates for the President's signature and assists SAMK staff in matters related to student and study information.

### **Admissions Office**

The Admissions Office plans and implements the applications and selection of students for degree programmes and provides advice to applicants. In addition, the Admissions Office handles tasks related to the registration for the academic year and processes the resignation notifications and the applications for the extension or restitution of the study right. They collect tuition fees from the students liable to pay the fees and prepare decisions on the scholarships granted based on study results.

### **International Relations Office**

The International Relations Office also provides guidance, advice and encouragement for students to undertake exchanges, practical training and double degrees abroad. In addition, they offer information about the different exchange options available and the mobility grants. The International Relations Office develops international university partnerships and manages issues related to international competence and mobility. The International Relations Office also provides guidance and advice on arrival and other non-study-related issues for international degree students before and during their studies.

### **Language Center**

The Language Center provides language and communication courses as well as translation and proofreading services for staff. Translation services, such as translation and proof-reading of the thesis abstract, are also available to students for a fee. The Language Center also provides dyslexia assessments for native speakers of Finnish. If a student is diagnosed with difficulty in reading or writing, they can apply for individual support arrangements for their studies on the basis of an expert opinion.

## HelpDesk and eSAMK Support Services

The SAMK Helpdesk can help you with your IT problems. eSAMK Support is a team for the pedagogical development of e-learning and the development of teaching systems (Moodle, EXAM, HILL and Tuudo), technical support and system training. It is working under Education Services and primarily serves teachers, but also students, in all matters concerning teaching systems.

## Library

The library offers a wide range of resources to support learning and teaching. You will find reliable information, literature and other resources in the library. You can access almost all online resources both on campus and at home. The links to the resources can be found conveniently in SAMK Finna. The campus libraries are located in Pori, Rauma, Huittinen and Kankaanpää, so the services are easily accessible in different areas.

## Continuing Education Services

Continuing Education Services supports learners in making educational choices by providing information, communication and advisory services related to studies in the open university of applied sciences, continuing education, specialization studies and cross-institutional studies. Students also receive assistance with matters such as certificates of registration and other statements related to their studies.

## Support for writing

All SAMK students, regardless of their degree programme, are offered help with writing their thesis and other written work. The help includes, for example, thesis workshops, info sessions, writing meetings and question and answer sessions. You can make use of this in your studies even before you start writing your thesis.

## CampusMoWe - University Sport & Wellbeing Services [www.campusmowe.fi/en](http://www.campusmowe.fi/en)

CampusMoWe supports the wellbeing of students and staff by offering a wide range of low-threshold, affordable sport and wellbeing services. CampusMoWe offers weekly group fitness classes, open ball game shifts, gym services and on-

line services without time and place constraints. CampusMoWe also organises a range of events related to physical activity and wellbeing.

## Student Union SAMMAKKO

The Student Union SAMMAKKO recruits peer tutors for new students, coordinates activities and collaborates with student counsellors, International Relations and Student Services. The Student Union also informs students about social benefits, student rights and responsibilities, housing and activities.

## THE THIRD, OUTERMOST-LEVEL GUIDANCE AND COUNSELLING

### Student Health Services, FSHS [www.yths.fi/en](http://www.yths.fi/en)

Students can have a confidential discussion with a public health nurse about all aspects of their studying ability, health, lifestyle and life situation. If they wish, they can make an appointment with the public health nurse for a health check-up. Other issues such as contraception, vaccines and travel health can also be discussed during the appointment. If necessary, the public health nurse will make a referral to an FSHS general practitioner.

### Parish services [www.kirkkopori.fi/oppilaitoksissa](http://www.kirkkopori.fi/oppilaitoksissa) (in Finnish)

Parish workers, for example, pastors and deacons, can be contacted in all aspects of life, regardless of religion. In particular, it is a good idea to get in touch when worries and loneliness are weighing on your mind.

### Ohjaamo [ohjaamo.fi/en](http://ohjaamo.fi/en)

Ohjaamo is an information and guidance center for people under 30 years of age, offering free help with work, education and everyday life.

### Nyyti ry [nyyti.fi/en](http://nyyti.fi/en)

Nyyti ry is an organisation that promotes students' mental health and ability to study, providing students with information, support and activities for mental wellbeing and coping during studies.

Sustainable competence for the future challenges us to rethink student guidance and counselling from a new and fresh perspective. Quality guidance and counselling is not self-evident. It is about cooperation, shared values, attitudes and professional ethics between different guidance and counselling providers. Multidisciplinary and sustainable guidance and counselling requires learning, reshaping and changing one's ways of thinking, and experimenting and developing new practices together.

This publication is intended for everyone involved in student guidance and counselling at SAMK, especially teacher tutors, supervisors of practical training and thesis, teachers and student counsellors. The objective is to introduce the background of guidance and counselling, to support and harmonise SAMK's guidance and counselling practices and to provide tools for it.



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