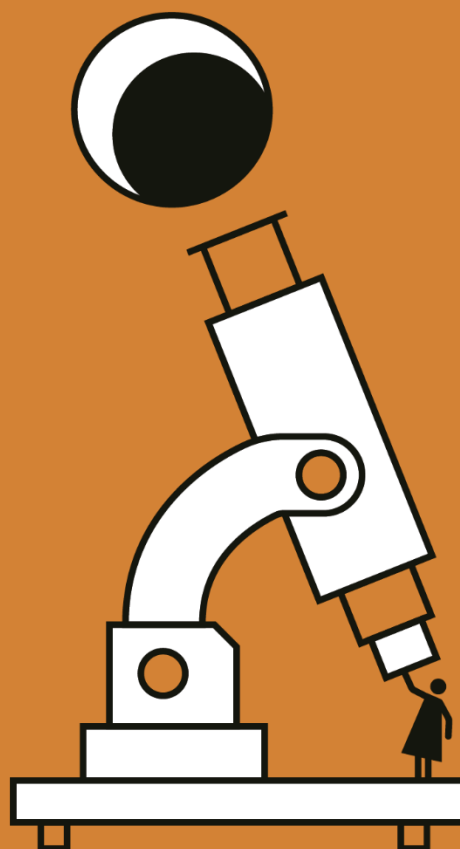
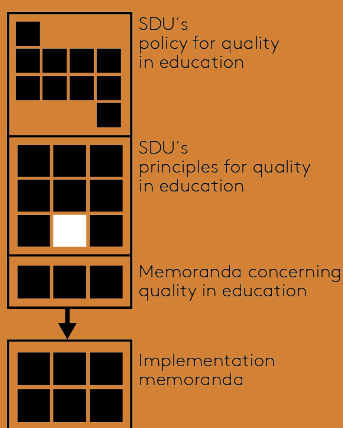


SDU's principles for student counselling and career guidance



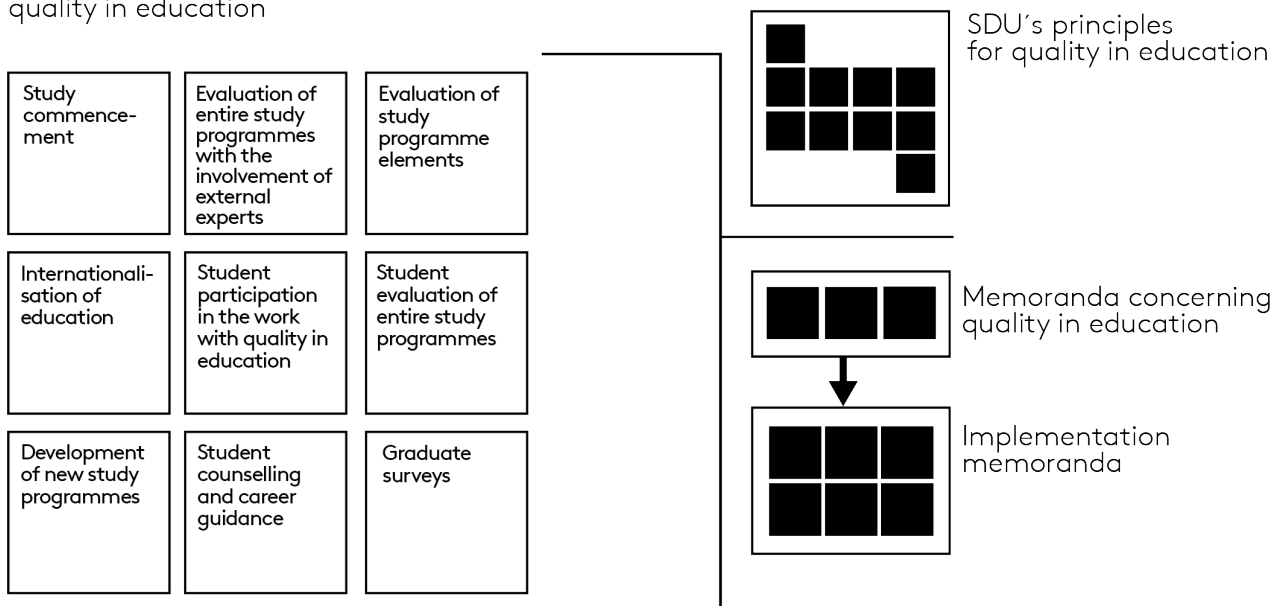
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SDU's principles for student counselling and career guidance

Preview over documents for SDU's Quality in Education

SDU's principles for quality in education



SDU's principles for student counselling and career guidance

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Purpose

The principles are general and apply to all types of guidance at SDU, as well as to all target groups for guidance, including guidance of potential students and international students. They apply to anyone who carries out this type of guidance, be it student counsellors, full-time employed counsellors, VIP employees or others with guidance functions that fall within the scope below.

Guidance is defined as guidance regarding the student's education, including choice of study, Study Commencement, completion, well-being and career. Academic guidance carried out in accordance with the programme's objective and provided by a teacher or other academic staff is exempt from this definition.

Guidance is an interaction between information, teaching, practical activities and individual and collective guidance interviews, and should provide the basis for the student's informed choice before, during and after their education. Guidance is implemented on the basis of the needs and situation of the student seeking guidance and in accordance with FUE's ethical principles for guidance: Respect, equality, independence, openness and trust (FUE, 2006). This means that the aim of all guidance is to:

- Support the student in making independently reflected educational and career-related choices on an informed basis before, during and after their university education.
- Enhance the student's motivation and desire to study.
- Meet the student where he/she is and identify his/her needs and opportunities while lifting the focus from the specific situation to the broad and long-term perspective.
- Guide the student according to his/her background and support the student in the best possible way. The context, as well as the framework and conditions of the guidance, should be clear to the student seeking guidance.
- Create a mutual relationship of trust between counsellor and counselled that takes place in private and in accordance with the duty of professional secrecy.
- Exercise professional accountability, including ensuring that the information provided to the student is correct, substantive and adequate.

Principles

Five general principles are provided for:

Principle 1: Professional:

Guidance expertise and professionalism

Students at SDU encounter high-quality guidance, which is implemented with emphasis on a high level of guidance expertise and professionalism. Trained counsellors manage the guidance activities. The organisational location of the individual guidance assignment is determined with emphasis on ensuring the best quality in the assignment work.

Principle 2: Coherent:

Guidance actors collaborate on covering the needs of the student

It is evident which types of guidance are available at SDU. The university's guidance actors cover all of the student's guidance needs and collaborate on guidance activities across accountable interfaces, so that the guidance offers appear coherent for the individual student.

The counsellors ensure that the student receives additional help for the relevant guidance offers, regardless of where they are addressed.

Principle 3: Holistic:

Holistic approach to guidance

Students receive guidance carried out on the basis of a holistic and sustainable approach to the students' studies-related, career-related and personal situation with the aim of creating an increased awareness for the student regarding the coherence between them.

Principle 4: Qualified:

Professionally qualified choices concerning priorities, visibility and accessibility

The guidance at SDU is visible, accessible and out-reaching. The individual guidance units make professionally qualified choices in: their priorities for initiatives, the forms of communication they choose, guidance formats and physical and digital accessibility.

Principle 5: Documented

Quality assurance through documentation and evaluation

Guidance at SDU must be quality-assured and the activities documented and evaluated with a view to further develop practice in both the individual unit and the overall guidance initiatives across all of SDU.

Procedure

Student Services, SDU RIO and the five main areas implement the existing principles in local action plans/strategies and develop specific initiatives on a constant basis.

Student Services facilitate a coordination of guidance initiatives across the main areas.

The faculties follow up on the local action plans/strategies and specific initiatives in connection with the programme report (as a minimum) on a biennial basis.

Responsible parties

Student Services are responsible for facilitating coordination of guidance initiatives across all of SDU.

Student Services and the faculties are responsible for implementing the existing principles in local action plans/strategies and following up on these on a biennial basis in connection with the programme report.