

# **New Skills for Vocational Guidance in Higher Education Flanders (Belgium)**

by  
**Raoul Van Esbroeck**  
Vrije Universiteit Brussel



FEDORA Project  
New Skills for Vocational Guidance in Higher Education in the European Union

With the support of  
the Commission of the European Communities  
under the LEONARD DA VINCI programme

# **New Skills for Vocational Guidance in Higher Education Flanders (Belgium)**

by

**Raoul Van Esbroeck  
Vrije Universiteit Brussel**

A report prepared

with the support of  
Gaspar Haenecaert and Els Verhoye

for the FEDORA Project  
New Skills for Vocational Guidance in Higher Education in the European Union

with the support of  
the Commission of the European Communities  
under the LEONARDO DA VINCI programme

September 1997

## Contents

<b>Preface</b>	1
<b>1. Summary</b>	2
<b>2. The structure of guidance in higher education</b>	
<b>Introduction: higher education in the Flemish Community</b>	4
<b>2a. Main guidance and counselling services and systems</b>	6
<b>2b. Commentary</b>	
<b>2b.1. Guidance and counselling within the universities</b>	9
<b>2b.2. Guidance and counselling within the <i>hogescholen</i></b>	18
<b>2b.3. Vocational guidance outside the educational setting</b>	21
<b>3. Roles and tasks</b>	
<b>3a. Introduction</b>	23
<b>3b. Task analysis: comments</b>	27
<b>3b.1. Universities</b>	27
<b>3b.2. <i>Hogescholen</i></b>	40
<b>3c. Detailed profiles</b>	45
<b>4. Training and qualifications</b>	
<b>4a. Introduction</b>	53
<b>4b. Commentary</b>	53
<b>4c. Detailed profiles</b>	58
<b>5. Conclusions</b>	60
<b>References</b>	63



## Preface

To write a report as a member of a larger European team, in which all EU countries are represented, is a real challenge. The multi-cultural and multi-linguistic context adds to the fascination of the work, but at the same time adds difficulties. The need for a uniform pattern, to facilitate cross-national comparisons, imposes restrictions. This can be frustrating, but at the same time it forces the authors to reflect thoroughly on their national situation.

This report was written with the support of two other Flemish guidance specialists : Els Verhoye (Universiteit Gent) and Gaspar Haenecaert (Autonome Hogeschool West-Vlaanderen and Katholieke Universiteit Leuven). Both helped to collect the initial information from legal documents, annual reports, and other publications, which together with the results of open-ended interviews conducted by the author formed the basis for the report. Draft versions were reviewed by the two specialists. A team meeting and long telephone conversations helped to shape the final version.

The two specialists and I also selected a group of 10 other practitioners, representing a wide variety of guidance services and roles. This larger team was included in the review process.

The support of both of the specialists was essential for this report. Their comments were highly appreciated and I would like to thank them for all their contributions. I also wish to thank the other practitioners for their time and their advice.

Raoul Van Esbroeck  
Vrije Universiteit Brussel



## 1. Summary

This report has been written as part of an Europe-wide FEDORA (Forum Européen de l'Orientation Académique) project on "New Skills for Vocational Guidance in Higher Education". The project has been carried out within the LEONARDO programme of the European Commission. Its aims are:

1. To provide a up-to-date overview of the current structure of guidance and counselling services within higher education, the roles of those who work in these services, and the training for such roles.
2. To identify the extent to which training provision exists within the European Union to equip those in guidance and counselling roles in higher education with the new skills they require to meet the changing needs of an increasingly diverse student body, within a European labour market.
3. To provide a basepoint for exploring the extent to which postgraduate and post-experience training modules might be made available across Europe, possibly leading to a European Masters' degree in guidance and counselling in higher education.

It is important to keep in mind that this survey concentrates on "guidance and counselling services". Therefore the other traditional student welfare facilities, e.g. financial aid, housing, medical support, etc. are not included.

In each of the EU Member-States, a similar country-study is being prepared, based on a common structure and methodology. This approach will increase the comparability of the national reports and facilitate the writing of a coherent synthesis report.

One of the major difficulties in writing such a national report, within the framework of a broader comparative study, is the translation of the existing situation in such a way that it becomes understandable to international readers but still reflects the specificity of the national system. Even the problem of translating occupational titles, guidance tasks, etc. from Dutch into English is a difficult enterprise. In some cases it was decided not to use a translation but to explain the Dutch term at one point and to continue using the Dutch terminology in the rest of the report.

In section 2, the main guidance and counselling services and systems in higher education will be discussed, covering educational and/or vocational and/or personal guidance, and including both general services and those aimed at particular target-groups. Special attention is given to the funding, management, focus and efficacy of the services and systems. To help international readers to get a better insight in the why's and how's of the HE guidance system in Flanders, a brief review of the HE system and the some recent key developments in this system are included. A clear distinction has to be made between the guidance support in universities and in other types of higher education

(*hogescholen*). All three categories of guidance are covered in both types of HE, though the main focus lies on educational guidance.

Section 3 gives, for each of the services/systems listed in section 2, the main occupational roles, the number of people currently occupying these roles, and the focus of the roles. For each occupational role, a detailed analysis is provided of the tasks performed, indicating in some detail what is involved in particular tasks in particular roles. Attention is also given to the extent to which the balance between, and the nature of, these tasks is changing.

A more in-depth task analysis is offered for three occupational roles: study advisor (general), study advisor (employment), and study advisor for disabled students. These roles were chosen because of their importance in the guidance system or their exemplary status in relation to the anticipated developments.

For each occupational role, the nature of the training provided is analysed in section 4. This analysis includes indications of the length, content and type of training and the qualification to which it leads. This section is rather short, since guidance education and training is not well developed in Flanders.

The conclusions in section 5 indicate that Flanders has a well-developed guidance support system in HE, though it still needs to be strengthened in the *hogescholen*. The system is, however, too strongly oriented to educational guidance, ignoring the growing importance of vocational guidance in the light of changes taking place in the relationship between higher education and the world of work. The lack of professionalisation, related to the lack of training possibilities, is one of the weak points in Flanders. The system relies too much on the input of psychologists and pedagogues, ignoring the possible contributions of other guidance specialists. This is reflected in the relationship between those involved in the formal teaching and the counsellors. Faculty often perceive guidance as alien to teaching and as something that is to be left to specialists, mainly psychologists. Some recent legal measures may provide a major contribution to altering this vision and stimulating the integration of guidance into the formal teaching activities.



## 2. The structure of guidance in higher education

### Introduction: higher education in the Flemish Community

There are two types of higher education in Flanders : the universities and the *hogescholen* (institutions for non-university higher education). Within the *hogescholen*, two subtypes are defined: the "one-cycle basic courses" (3 years of study) and the "two-cycle basic courses" (2 year first cycle plus 2 or 3 years second cycle).

The number of students in higher education is still increasing in Flanders (see table 1). It is estimated<sup>1</sup> that in 1992-93 about 41% of 18-year-olds entered higher education. This is an increase of 7% compared to 1984-85. In particular, the enrolment of girls into higher education is increasing: in 1984 only 11.8 % of 18-year-olds girls entered university, but this increased to 20.1% in 1994 (Hendrickx, 1995).

Table 1 : Total number of students in higher education

Type of HE	1984-85	1992-93
Hogescholen with one-cycle basic course (1)	50,710	59,532
Hogescholen with two-cycle basic course (1)	17,655	24,060
Universities (2)	53,756	61,231
Total	122,121	144,823

(1) source : Ministerie van Onderwijs

(2) source : Hendrickx (1995)

Higher education has been thoroughly reorganised in the Flemish Community since 1991. The Decree on the Universities of 12 June 1991 (Ministerie van de Vlaamse Gemeenschap, 1991) restructured the universities but also had a major influence on the development of guidance and counselling at these institutions. A more sweeping restructuring occurred in the *hogescholen* in 1994. The Decrees of 23 October 1991 and 13 July 1994 on the *hogescholen* (Ministerie van de Vlaamse Gemeenschap, 1994) reduced the number of *hogescholen* from over 160 institutions to 29 (Verhoeven & Beuselinck, 1996). These decrees also had a major influence on the development of guidance provision in the *hogescholen*.

Each type of higher education was given a different legislative mission. The mission of the universities was defined as to "... be simultaneously active in the field of academic education,

<sup>1</sup> There are no statistics available on the number of freshman (those enrolling for the first time in higher education) entering the *hogescholen*. The estimates here are based on the assumption that the freshman ratio is the same in the *hogescholen* as in the universities.



scientific research and scientific service provision" (article 4, decree of 12 June 1991). Academic education ought, as specified in the Explanatory Memorandum to the Decree, to be based upon "the results of the latest scientific research" and "place greater weight on the theoretical training and methodology than on accumulation of knowledge" (Ministerie van de Vlaamse Gemeenschap, 1991). By contrast, the mission of the *hogescholen* was described in article 3 of the decree of 13 July 1994 as to "... be simultaneously active in the field of *hogeschool* education, social service provision and, where appropriate, project-based scientific research in collaboration with a university or other body .... The development and the practice of arts will also be the task of the *hogescholen*, .... The provision of *hogeschool* education will be the primary task of the *hogescholen*.."

It is clear that scientific research is the main task of the universities and that its educational activities should be based on this research, whereas the *hogescholen* are primarily oriented towards education that is, according to the Explanatory Memorandum to the Decree of 12 June 1991 (Ministerie van de Vlaamse Gemeenschap, 1991), "more professionally oriented". There exists, at first sight, a clear distinction between the different types of higher education. However, this distinction is in practice blurred by a number of legal dispositions which have created unclear situations and by the "vocational drift" of the universities and the "academic drift" of the *hogescholen*.

The "one-cycle basic courses" at the *hogescholen* are quite clearly very practically oriented educational programmes which are considered to be equivalent to a maximum of one year of university (academic) education (Decree of 12 June, article 50). However, this distinction is not so clear for such programmes as physiotherapy, speech therapy and dietetics. At the moment discussions are going on about whether the universities should give up physiotherapy training or not and under what conditions universities might maintain "bridge" programmes to prepare *hogeschool* graduates for a doctoral programme.

The "two-cycle basic courses", though remaining a more practical form of vocational higher education, are considered of "academic level" (Decree of 12 June 1991, art 11, §2). This makes the distinction between universities and the "two-cycle basic course" at the *hogescholen* less clear (Verhoeven & Beuselinck, 1996). It becomes even harder to make a distinction for the commercial science and business programmes which are by the Decree of 12 June 1991 (article 11) to be considered as "equivalent". Commercial science and business graduates are to be given direct access to doctoral programmes.

Though in the case of some of the more professionally oriented educational programmes it may be debated whether there exists a difference between universities and *hogescholen*, since there is little difference in the "effectus civilis", it is clear that a greater difference exists in terms of research orientation, student approach and general management. This is related to the institutional culture of the two systems of higher education. Universities have always been independent research-oriented institutions. They have, with some exceptions in the case of the state-governed universities, a large

degree of freedom in their budget and organisational management. The *hogescholen* were and still are primarily teaching institutions. Before 1994 they were strictly controlled in much the same way as secondary schools; indeed, some *hogescholen* had their own secondary school in the same premises. In 1994 they were given much more freedom and control over their budget. They also grew, through mergers, from institutions with a few hundred students to ones with several thousands. The *hogescholen* are still going through the process of integrating the different merged divisions/departments and are in search of their own identity.

An analysis of the student guidance provision accordingly has to take account of the difference between the two systems.

## **2a. Main guidance and counselling services and systems**

The guidance structure in the universities differs a great deal from that in the *hogescholen*. This is related to the differences in development between the two types of institution and their different institutional culture, outlined above.

The *hogescholen* were and still are much more widely spread over the country than the universities. Most students in these institutions have lived at home and commuted to their schools. In these circumstances the institutions did not feel the need to develop student support facilities. This attitude was also supported by the relevant government authorities. They did not foresee the need for any subsidies for student support services, nor did they require the development of such services.

At the universities, on the other hand, the majority of the students have resided on campus or have rented rooms in the neighbourhood. They went home only at week-ends or during the holidays. This led to the development of student support services. Especially in the sixties, as part of the democratisation movement, the universities were given special allowances for the development of such services (Van Esbroeck, 1996c). The development of educational and vocational guidance support was one of the conditions for receiving these allowances (article 1 of the Law of 3 August 19960 - B.S. 1960) .

In the seventies the Welfare, Public Health and Culture Department strongly supported the development of a broad network of mental health services and of services for family planning and sexual problems. Some universities used this opportunity for developing this type of service on their campus. Also in the seventies, special measures for the development of student support services were taken by the Ministry for Education. In 1978 the universities were requested to spend at least one-third of their revenue from tuition and fees on specific projects for improving faculty training, the quality of the instruction, and educational research (B.S., 1976; B.S., 1978). This led in some universities to the development of services and systems for learning support. Though these



provisions were abolished in 1987, most universities continued to give support to the services and projects which were developed under the provisions.

Despite all these efforts, the Flemish universities in the 1980s faced a considerable decline in the success rate of new first-year students. Since there are few time-series statistics available for this period, it is difficult to give an exact idea of the rate of decline. It is generally accepted that the universities maintained on average a 50% success rate at the end of the seventies, while at the end of the eighties it barely reached 44% (Van Esbroeck, 1993). A nation-wide VLIR study revealed that in the academic year 1991-92 the success rate was 43.7% (Hendrickx, 1992).

The political authorities wanted to curb this decline. Initially, the Minister for Education proposed the imposition of a general entrance examination. Hostile reactions from the entire academic community dissuaded the politicians from imposing this measure; instead, an active and rigorously defined guidance programme for first-year students was imposed by the Decree of 12 June 1991. The framework for the guidance programme was defined in two articles (article 45, 7° and article 70) and a ten-point action plan was outlined in the General Explanatory Memorandum (Ministerie van de Vlaamse Gemeenschap, 1991). The regulations included:

- All universities must organise information sessions for incoming first-year students.
- A syllabus, giving a clear explanation of the content, aims and educational methods of the first year of study, must be available for each academic programme.
- Universities must appoint, within the ranks of assistant, doctoral assistant and assistant professor, people whose assignment consists mainly of specific tasks related to academic counselling in the first year. Such people should account for a minimum of 5% of the academic staff.
- In relation to the information and guidance of secondary-school children, universities must also give priority to guidance training as part of the secondary-school teacher in-service training programme.
- The universities are expected to offer optional aptitude tests before entering university and self-evaluation tests during the first semester.

This is at first sight an impressive list of measures to improve the guidance available for first-year students. In practice, most universities had already developed an extensive network of guidance and counselling services, which operated on an extra-curricular basis independently of teaching, long before the introduction of the new decree, making available most of the required activities (see Jacobs & Heene, 1993). Nonetheless, the new decree introduced a major change in conceptions of how guidance and counselling was to be provided (Goegebeur & Van Esbroeck, 1996). It required the involvement of academic staff in guidance activities and declared certain guidance activities to be part of the tasks of teaching staff. This represented a major breakthrough. Academics at Flemish universities tend not to consider guidance as part of their role. As a result of the new decree, all universities began to develop new special first-in-line guidance facilities within departments, except in the case of KULeuven which already had such a first-in-line guidance system before 1991.



In the nineties the legislators also started to pay some attention to the development of guidance provision at the *hogescholen*. The authorities became aware that exactly the same needs for support, and the same problems in relation to low success rates and high drop-out rates, existed within the *hogescholen*. Though there are only limited statistics available on the success rates within the one-cycle basic courses, it seems likely that they fluctuate around 50% (Verhoeven & Beuselinck, 1996), with rates of around 43% for certain fields of study.

The legislators were less generous in granting subsidies to the *hogescholen*: at 3,000 BF per student they are about 35% of the amount granted to the universities. The legislators were also less rigorous in defining the required guidance dispositions. In article 107 of the Decree of 13 July 1994, some reference was made to student guidance as part of total quality-control dispositions, and adequate guidance and support was mandated for students in their first year (Ministerie van de Vlaamse Gemeenschap, 1994). This disposition is sometimes interpreted as indicating that learning support must be made available, but as part of the teaching function.

Even in relation to the special subsidies available for the development of student support facilities, no firm guidelines were given as to which services had to be developed and who had to do it (Ministerie van de Vlaamse Gemeenschap, 1994 - articles 207 to 215). The management structure to administer the budget was determined: the budget available for student support activities, to which registration fees or part of such fees might be added, had to be given to an independent non-profit organisation jointly controlled by representatives of the administration, teachers and students of the *hogeschool*. But only vague and general recommendations, especially when compared to the very strict rules for the universities, were given on which type of service the subsidies could be used for. Within the list of possible support activities, reference was made to psycho-social support and to placement into jobs. Co-operation with universities and other guidance or counselling services was, under certain conditions, acceptable.

There still exists a large difference between the level of funding for guidance activities in the *hogescholen* and in the universities. However, the subsidies for *hogescholen* are expected to become more dependent on student numbers and to grow closer to the system of finance used for the universities.

Though some units within the *hogescholen*, especially those with two-cycle basic courses, had already developed their own guidance and support services, most *hogescholen* started the development of these activities only after special subsidies became available. Most *hogescholen* are at present in search of an appropriate guidance system. The existing models at the universities serve often as a guideline.

The result of these developments, especially at the universities, is a rather eclectic support system that covers most of the needs for guidance and counselling among the students in higher education. The review of the existing services and systems in Table 1 illustrates this situation.

Most of the descriptive categories used in Table 1 are self-explanatory. Only the category "level" may need some explanation. This concept is part of the holistic model, which is being used as a descriptive model in the survey of which this report is a part (see Gieles *et al*, 1985; Van Esbroeck, 1995, 1996a, 1996b, 1996c; Van Esbroeck & Watts, 1997). It indicates whether the service is:

First-in-line (1): part of the formal teaching function.

Second-in-line (2): linked to the formal teaching function, but with some degree of specialisation.

Third-in-line (3): separated from the formal teaching function, and offered by specialists.

## **2b. Commentary**

### **2b.1. Guidance and counselling within the universities**

#### Diversity

All Flemish universities have developed guidance and counselling services which operate as specialist third-in-line central units independent of the formal teaching activities. The smaller universities have developed more polyvalent units responsible for a broader variety of guidance support, while the larger universities have developed more highly specialised units.

Two larger Flemish universities (Katholieke Universiteit Leuven (KULeuven), and Vrije Universiteit Brussel (VUB)) have opted for highly specialised central guidance and counselling services or highly specialised units within such services, in addition to an extensive departmental tutorial system. The other large university (Universiteit Gent (RUG)) has chosen to set up a more integrated Student Advice Centre which co-ordinates all support activities, though specialisation exists within this service.

Much the same situation exists within the smaller institutions (Universitaire Instelling Antwerpen (UIA), Universitaire Faculteiten St Ignatius Atwerpen (UFSIA), Universitair Centrum Antwerpen (UCA), Katholieke Universiteit Brussel (KUB) and Limburgs Universitair Centrum (LUC)). In these institutions, even pure social welfare activities (housing, financial support, etc.) are sometimes integrated (e.g. UFSIA). The level of specialisation tends to be less than in the larger universities; or if there is a high level of specialisation, the range of services becomes more limited. Between these institutions differences can occur depending on the nature of their student population and their needs.



Table 1 : Main guidance and counselling services and systems - structure and content

Service/system	Funding/administrative control	Location	Extent	Level	Target-group
<b>Universities</b>					
Study Advice Service / Advice Centre for Students ( <i>Dienst voor Studieadvies / Adviescentrum voor Studenten</i> )	funded and controlled by university	within university	all universities	3	all students
Service for Students with Disabilities (Werkgroep Gehandicapten / Dienst Begeleiding Gehandicapten)	mostly funded and controlled by university with one exception (varied funding and control)	within university	3 universities (2)	3	students with disabilities
Service for Varsity Sport Students ( <i>Dienst Topsport en Studie</i> )	funded and controlled by university	within university	1 university	3	varsity sport students
Placement Support System ( <i>Plaatsingsdienst/ Plaatsingsbegeleiding</i> )	partially funded and controlled by university, with large input from alumni associations	within or outside university	4 universities	3	graduating students and young graduates
Centre for Mental Health / Centre for Psychotherapy ( <i>Dienst Geestelijke Gezondheidszorg / Psychotherapeutisch Centrum</i> )	controlled by university and funded by university and the Welfare, Public Health and Culture Department	within university	2 universities	3	all students (1)
Centre for Family and Relational Welfare ( <i>Centrum voor Gezins- en Relatieel Welzijnswerk</i> )	controlled by university and funded by university and the Welfare, Public Health and Culture Department	within university	1 university	3	all students (1)
Learning Centre ( <i>Zelfstudiecentrum</i> )	funded and controlled by university	within university	1 university	2	mainly first-year students
Departmental Tutorial System ( <i>Monitoraat / Onderwijsbegeleiding / Studiebegeleiding</i> )	funded and controlled by university	within university	all universities	1 (4)	mainly first-year students



Table 1 (continued)

Service/system	Funding/administrative control	Location	Extent	Level	Target-group
<b>Schools of Higher Professional Education (Hogescholen)</b>					
Student Support Service ( <i>Dienst Studietoelating/Begeleiding/Dienst Psychosociale Begeleiding/Sociale Dienst</i> )	funded by institution, but varied control (3)	most inside, some outside	all institutions	3	all students
Departmental Tutorial System ( <i>Monitoraat / Studiebegeleiding</i> )	funded and controlled by institution	inside	most institutions	1	all students
Departmental Placement System ( <i>Plaatsingsbegeleiding</i> )	funded and controlled by institution	inside	most institutions	1	final-year students
External Support Services ( <i>Externe Begeleidingsdiensten</i> )	independent non-profit organisations funded by per-consultation fees	outside	some institutions	3	all students

Notes: (1) some centres are also accessible to the general public

(2) as a distinct unit within Study Advice Centres or an independent non-profit organisation

(3) varies from fully controlled by institution to indirect control via majority representatives in an independent board

(4) the level can vary between 1 and 2, depending on the institution and on the departments within the institution

## Control and funding

Most guidance and counselling services are entirely funded through the university budget. There are three main sources for this funding : (i) the general operational budget of the university, which comes from the Ministry of Education; (ii) the special government support for social facilities for students; and (iii) the revenue from tuition and fees. In addition, some institutions put in additional funding from their own revenue (endowment) or earmarked donations. The balance between the sources of funding can differ a great deal between the universities. The major exception is the services related to mental health support which are largely funded by the Welfare, Public Health and Culture Department.

Most services do not have own revenues, since they operate free of charge. Some services may charge students for some sets of documentation or for some training programmes; however, the amounts are minimal and barely cover the production costs. Only the services subsidised by the Welfare, Public Health and Culture Department charge a consultation fee, which is determined by the Department. The extent to which the services will remain free of charge is now being questioned. New projects, sometimes realised with the help of specialists outside the own institution's guidance service, are tending to charge participation fees to students (e.g. the test-anxiety project at the RUG, where the fee for clients is 1,500 BF).

Most services are controlled and managed by the universities. There are some differences in the management structure. In some universities (e.g. RUG and KULeuven) the services are managed directly by the academic authorities, while in other universities (e.g. VUB) they are managed by a delegated board in which student representatives play a major role. Full university control also operates in the case of the services funded by the Welfare, Public Health and Culture Department: though they are organised as independent non-profit organisations, their board members are members of the university community and are appointed by the university.

## Links and referral practices

Most services operate as an independent unit within the framework of a larger administrative operation. The informal contacts between the guidance services tend to be relatively close. This leads to flexible referral of clients and the development of common projects (e.g. an emergency call centre during the exam periods at VUB and KULeuven). The referral system and follow-up on what has happened to referred clients works informally. It is usually based upon common trust between the counsellors from the different services or units. In some institutions, even at some larger universities, the counsellors benefit from the concentration of the student services in one physical location (e.g. RUG and VUB). More generally, the contact between services is enhanced by the fact that they often operate under the same management and are always located within the premises of the university.

### Stages in the student career for which support is available

If the activities of the different services are combined, it becomes clear that students can receive a wide variety of services at the pre-entry, induction and on-course stages. The exit stage is relatively neglected by the guidance services. Only limited career guidance is available. Even the support for graduating students who want to work abroad is relatively limited. KULeuven and RUG are the only Flemish universities to have a EURES counsellor within their Study Advice Centre. All other universities send their graduates to the EURES offices of the official governmental employment office (Vlaamse Dienst voor Arbeidsbemiddeling - VDAB), which are not always regarded by university graduates as catering for their needs.

Educational guidance at the exit stage receives much more attention. All universities (e.g. UIA, RUG, VUB and KULeuven) have specialised counsellors available for guidance activities in relation to postgraduate education and study abroad. These counsellors work either within the Study Advice Centres (e.g. VUB, RUG, KULeuven) or in other administrative units (e.g. UIA and UFSIA at the Rectorat).

The activities in relation to study abroad have gained more importance under the influence of the SOCRATES and ERASMUS programmes. All universities have created a SOCRATES support system with an institutional co-ordinator and departmental co-ordinators. The role of the SOCRATES teams is mostly restricted to information giving and practical support with the application procedures for admission and registration, financial support, visa procedures, etc. and welfare aspects such as housing, health insurance, etc. All other guidance tasks, such as advice, counselling and training, are left to the Study Advice Centres or similar services. These services have not been given additional staff or special retraining facilities for coping with their new tasks. Interaction and co-operation between the SOCRATES teams and the counsellors involved in educational guidance is growing.

It is, however, the support at the pre-entry and induction stage which receives most attention. The majority of the activities of the Study Advice Centres, the Learning Centres and the Departmental Tutorial Systems are concentrated on these stages within the students' educational career. Though the educational guidance in relation to choosing for higher education is supported by the secondary school guidance services (Psycho-Medico-Social Centres - PMSC)<sup>1</sup>, university counsellors serve as third-in-line specialists in support of these guidance services. They often participate in information activities with secondary-school pupils, and produce some specialised guidance material used by the PMSC (see below). The universities also produce and distribute some self-evaluation tools to test

---

<sup>1</sup> For a detailed analysis of the activities of the PMSC see : Van Esbroeck (1997a, 1997b); Watts *et al*, 1994; Watts, 1992.



skills and knowledge, as a contribution to the crystallisation process. These materials are usually distributed free of charge or for a minimal fee.

### Counsellor-student ratios

It is very difficult to assess the student-counsellor ratios because of the dispersion of the guidance activities over different budgets and administrative units.

One aspect, however, is very clear. All universities must appoint special departmental counsellors/advisors up to an equivalent of 5% of their total academic staff, paid from the subsidies granted by the Ministry for Education. In the academic year 1993-94, the Flemish universities had a total of 62,840 students (Hendricks, 1995) and a total of 4,044 academic staff members (Bogaert, 1996). Accordingly, a total of 202 full-time-equivalent (FTE) departmental staff members should have been appointed. This would have led to a ratio of 1 departmental counsellor to 311 students, in all Flemish universities. However, the problem is to assess the extent to which these departmental counsellors are appointed and working as counsellors and how well they are prepared for this kind of assignment. Universities without a long-standing departmental counselling activity will have to develop new activity packages for some of the teaching staff and to train this staff. Universities with a tradition of departmental counsellors, e.g. KULeuven which had 51 FTE "monitors" in the academic year 1994-95 (Annual Report KULeuven), do not face this problem, particularly where they have well-defined guidelines on methodology and content for this type of guidance support (Onderwijsraad KULeuven, 1988).

This mixed situation leads to the difficulties in assessing the "level" of this support system. In some institutions (e.g. VUB) the departmental counsellors are strongly integrated into the regular teaching activities and assessed to operate at the first-in-line level. In other institutions (e.g. RUG) they are not directly involved in teaching activities but are closely linked to them. In this situation the second-in-line level seems to be more appropriate to describe their activities. However, even this cannot be generalised for all counsellors within the same institution, due to the large variation in how this function is implemented across the departments.

Another problem is the temporary nature of the appointments of the departmental guidance workers. Most counsellors are young graduates who hold either a temporary administrative (RUG) or teaching-assistant (all other institutions) position. Only a limited number of the departmental counsellors manage to gain a permanent position, and doing so is related to achieving a doctorate and sufficient publications. At KULeuven about 35 to 40% hold tenure, while at VUB the figure is about 25 to 30%. This situation has severe consequences for the level of devotion to the counselling tasks, since the decision on tenure depends on academic record and not on the quality of guidance provided.

In addition to the departmental staff, the counsellors in the central services need to be taken into consideration. In the academic year 1993-94, VUB had in the central guidance services a total of 18.2 full-time-equivalent counsellors. If this is added to the 28.9 FTE of departmental counsellors (Annual VUB Report), it leads to a total of 47.1 counsellors/advisors for 8,087 students, or a ratio of 1 to 171.

The figures for VUB, a university with a long-standing tradition of attaching importance to student support, are relatively high, and it seems likely that other universities will have a less favourable counsellor-student ratio.

At first sight, the counsellor-student ratio is good in Flanders. The real question is, as pointed out above, the quality of the counselling activities at departmental level.

### Guidance for special target groups

The Vlaamse Interuniversitaire Raad (VLIR), representing all Flemish universities, published in 1992 special guidelines for specific target groups (Hulpiau, 1993). They proposed support measures for 4 groups in particular: varsity sport students, performing-arts students, students with a different cultural background, and students with disabilities.

Even before these recommendations were published, some universities (e.g. KU Leuven, RUG and VUB) had developed special guidance and counselling units for students with disabilities. However, most other universities have within their student support services (mainly the Study Advice Service) at least one person responsible for paying special attention to this target group. The VUB service operated originally as an independent service, but after some time was integrated as a specialised unit within the Study Advice Service. KU Leuven from the outset integrated its unit for students with disabilities within the Study Advice Service, though it was a distinct unit with different premises for part of its support activities. Though both universities have tried to have all other guidance and counselling services involved in the support of students with disabilities, only KU Leuven realised this project. The KU Leuven "Werkgroep Gehandicapte Studenten" (working group for disabled students) managed to incorporate all services in a master plan for supporting this target group. Within each service, special trained counsellors were appointed to deal with students with disabilities. The rationale for this approach is the feeling among the counsellors that this could enhance the integration of students with disabilities into the university. Separating students with disabilities from the traditional students by sending them to distinct specialised services would stigmatise them, whereas allowing them to use the mainstream services would bring them closer to other students.

Within the School of Educational Science of RUG, a special independent non-profit service for students with disabilities has been created. This service is financed and controlled by the university in co-operation with the partners (provincial authorities and local *hogescholen*); consequently the



service also supports students in the other types of higher education (see section 2b.2). They work in close collaboration with the Study Advice Centre, but although discussions took place to integrate the service into the centre, it remains independent for the present.

The guidance and counselling units for students with disabilities, mostly integrated within the Study Advice Services, are represented as independent units in the tables in this report. This option was chosen since the support to the students with disabilities is so highly specialised, and the counsellors so intensely involved in this type of support, that they *de facto* have to be considered as an independent service.

The support for other target groups is less well developed. VUB is the only university which has created a special support service and programme for varsity sport students. Other institutions (KULeuven, UFSIA and RUG) have assigned a staff member within a student support service or an academic department who gives special support to these students.

In addition to this, some universities (e.g. VUB) also recognise mature students as a special target group. These institutions have developed special support units, departmental tutorial systems and evening classes for such students. Most of this support remains at the level of administrative support and making available course-related learning support. More specialised types of guidance to meet the needs of these students has not yet been developed. Other universities (e.g. UIA, LUC) have preferred not to develop programmes for mature students on their own but to give more attention to supporting the development of an open university system. Until recently (July 1997) special allowances were given by the Flemish government to the universities through the Flemish Open University Higher Education Centre (STOHO), which works in close association with the Dutch Open University. The activities of this centre were stopped by the Minister of Education and will be replaced by more extensive and direct involvement of the universities in the Open University system. Until now no special guidance support, apart from information-giving and course-specific learning support, have been available in this type of continuing education. How the recent changes will affect the existing guidance support is difficult to tell. Some institutions are aware of this lacuna and are developing limited special support activities (e.g. special opening hours for counselling and guidance services, etc.).

Though students with a different cultural background are considered to be a special target group, no special measures have yet been taken by the universities for this group (see below).

### International students

The Flemish universities attract, despite the language barrier, a relative large number of foreign students. In 1993-94 the number of students of foreign origin had increased to 8.3% (5,605 students) of the total student population, while in the Netherlands (also a Dutch-speaking country) the

figure was only 3.5% (6,405 students) (Hendrickx, 1995b). The difference between the countries is the result of the influx of mainly Dutch and other EU students who try to escape the *numerus clausus* for medical programmes in their home countries: one-third of the EU students who come to Flanders do so for medical studies, since Flanders has not until now imposed admission restrictions for these programmes. This will change from the academic year 1997-98 onwards, with the introduction of an entrance exam.

A more balanced situation is found if the levels of participation in the European exchange programmes (ERASMUS, TEMPUS-Phare) is analysed. Flanders had in 1995-96 a total of 1,444 outgoing ERASMUS students and 1,093 incoming ERASMUS students, plus 197 TEMPUS-Phare students (Huts, 1996).

There are little to no special guidance facilities available for international students. Some universities (e.g. KULeuven and VUB) which have traditionally recruited large groups of international students make considerable special welfare facilities available (e.g. housing, administrative and legal support, financial aid, etc.). This support is organised by special welfare or administrative units for foreign students. Within these welfare activities, some guidance, e.g. on adapting to the educational system and the social environment, is provided.

In general, it can be concluded that regardless of the large number of international students in the Flemish universities, little has been done to cope with their special needs for guidance and counselling. Even the traditional guidance services are not always aware of their difficulties and special needs for cross-cultural guidance and counselling.

### Trends and expected changes

The universities are facing drastic cuts in the levels of financial support from the Ministry of Education<sup>1</sup>. At the same time, the demands from society on the universities is increasing. This leads to a growing competition for resources within the universities, which may have a large influence on the range and availability of guidance activities and also on their independence and their impartiality.

Guidance has never been seen by a large part of the academic staff and authorities as part of the mission of the university. Often resources were granted for the development of guidance services, with the idea of developing units which could improve the recruitment and retention of students. Up to 50% of the budget of universities is dependent upon student numbers: the more registered students, the more money. This leads to a fierce competition among universities in student recruitment. Student support services, especially the study advice or similar services, are often involved in this competition.

---

<sup>1</sup> The budget available for the universities declined from 10.3% of the total education budget in 1992 to 9.6% in 1995. This is due to a decline in the allowance per student of 2.9% over the same period (Bogaert, 1995).



A VLIR (Flemish Interuniversity Council) review team which in 1991-92 assessed the quality of guidance and teaching of first-year students concluded that the PR influence on the information activities of the guidance services was real, and recommended continued vigilance towards this problem (Heene & Jacobs, 1993).

Most counsellors do not accept this situation and try to change it. One of their most successful actions was their fight to reduce the number of information fairs. The competition for student recruitment was reflected in the organisation of numerous local information fairs, from which some universities or *hogescholen* were excluded. Under the influence of the VLIR Working Group on Information (a group of staff members of the Study Advice Centres working within the Flemish Interuniversity Council) this practice has been stopped. Since 1996 only 5 large, regionally spread, information fairs have been organised. All institutions are represented at these fairs. The Study Advice Centres and similar services no longer agree to participate in any other initiatives of this kind.

The problem still remains, however, at the level of the production and distribution of brochures. Information brochures produced by the universities are sometimes, regardless of the efforts of the counsellors to keep them as objective and informative as possible, influenced by recruiting services or the interests of departments.

Positive developments can also be observed within vocational guidance. Universities are attaching more and more importance to career guidance of their students. Major efforts are being made within the departments or by alumni associations. It can be expected that specialised services may develop in the near future. Within the framework of career guidance some universities (e.g. KULeuven and VUB) offer, as part of some of their regular programmes for credit, courses on career management or specific aspects of it.

## **2b.2. Guidance and counselling within the *hogescholen***

Before 1994, only some larger institutions with a “two-cycle basic course” had created polyvalent third-in-line services, which were responsible for all guidance activities. Traditionally, however, in most *hogescholen*, teachers also fulfilled some first-in-line guidance activities. They worked with small groups of students and had good contacts with them. Most of these roles were informal, though in some exceptional cases the guidance role was formalised. Highly specialised guidance activities were not available at the *hogescholen*; instead the students were referred to local community services.

This changed after the *hogescholen* were given special subsidies to develop guidance facilities in 1994. All schools created independent non-profit social affairs units to manage this budget. These units are responsible for deciding how the money for social affairs will be spent. Though in principle

the management of these non-profit units is supposed to be the same for all *hogescholen*, large differences exist.

There are four main models for developing guidance support:

1. The guidance support activities are bought from services within the universities<sup>1</sup> or other independent services<sup>2</sup>. The payment for these services is either a general per student fee and/or a fee per consultation.
2. Autonomous central services are created within the *hogescholen*. The budget and the management of these is in the hands of the boards of the independent non-profit social affairs units (see above).
3. The money available for social affairs is used to give a part-time counselling job to part-time departmental teachers, allowing them to combine it into a full-time counselling/teaching position.
4. A combination of 1, 2 and 3.

The chosen option is related to the general management policy in the institutions and/or who holds the dominant position in the management of the social affairs unit. The lack of firm guidelines from the authorities on how to use this money is a major source of these differences. Some institutions consider the maintenance of buildings or the publication of course material as a major contribution to the well-being of first-year students and accordingly use the money available for social facilities and guidance support.

Most central services are located in the premises of one of the departments. This is certainly the case if these services cater for one department or a small number of departments in the same location.

*Hogescholen* with a large number of geographically spread departments have sometimes opted for an independent location (e.g. the Autonome Hogeschool Antwerpen).

The level of integration of the departments within a *hogeschool* influences the type of guidance facilities they provide. Some institutions, though officially being one *hogeschool*, continue to operate as a loosely connected number of independent operating departments. In this case, the departments become responsible for determining the guidance dispositions. This type of school has no central guidance service but a broad range of very different situations across different departments, varying from no guidance activities to well-developed third-in-line services.

Other *hogescholen* with a higher level of integration between the departments try to develop a more coherent policy. Even here, however, differences exist. Though most actors in this process may not be aware of it, the policy on development of guidance support is sometimes the result of a power game between the different representatives on the boards of the independent social affairs units. In

---

<sup>1</sup> Buying services from universities is limited to those *hogescholen* located in the neighbourhood of universities. This approach has received special support from the Ministry of Education and was originally launched in three centres: Leuven (KU Leuven), Ghent (UG) and Brussels (Katholieke Universiteit Brussel - KUB). Later, new agreements followed, e.g. between VUB and the Autonome Hogeschool Brussel.

<sup>2</sup> Two independent non-profit services ("CHEOBS" and "De Korridor") have been established which are concluding agreements with *hogescholen* to offer guidance to their students (see section 3b.2).



those schools where the influence of the central management of the *hogeschool* is strong, a policy of central support services tends to be developed. In cases where departmental representatives (especially teachers) hold the power in the social affairs units, the guidance support tends to be rather decentralised and a responsibility of the departments.

In general, most schools have created a central service, but have integrated the learning support aspects to a greater or lesser extent with the actual teaching activities. The central services have been given different names, though an appropriate umbrella term would be "Student Support Service". Not only do the names differ, but so do the activities. Some of the services have only one staff member, who is often also or even exclusively responsible for pure welfare aspects such as financial aid, catering, housing, etc. In some *hogescholen* this has been formalised and the service is actually called the "Welfare Service" (*Sociale Dienst*) or "Student Services" (*Studentenvoorzieningen*). In other services, the only staff member is mainly in charge of information-giving as part of educational guidance.

The variety of situations makes it difficult to estimate the counsellor-student ratios. They range from no counsellors in certain departments to 1 counsellor per about 300 students (e.g. economics department (VLEKHO) within the "Katholieke Hogeschool voor Wetenschap en Kunst"), which is much the same ratio as in the universities. However, there is no strict correlation between the size of the student body and the number of counsellors: the ratio is rather determined by the school's culture and its past experiences.

The quantification of the role of departmental staff (teachers), who often fulfil the counselling role as an add-on assignment, is even more difficult. Too many tasks are done on an informal basis or are granted symbolic recognition through a minimal part-time appointment.

The guidance support within the *hogescholen* is, as for the universities, to a large extent concentrated on information-giving to prospective students. This activity is, even more than within the universities, strongly restricted to information on the available programmes within the *hogeschool* or even within the specific department concerned. The counsellors within the *hogescholen* are either not equipped or do not have the time for more general educational guidance related to choosing a higher education programme. They rely more than the universities do on the PMS centres for this type of support. The problem of drawing a clear distinction between information-giving and recruitment is in these circumstances very real. Even re-orientation after a failure becomes a problem, and students are often referred back to PMS centres or other community services. In some cases, *hogeschool* students with this type of problem end up consulting the Study Advice Services at the universities.

The support to first-year students is tending to attract increasing attention. More specialised learning support and personal guidance (especially regarding test anxiety, stress management, etc.) is becoming available within the *hogescholen*. Specialised personal guidance, however, is not usually

available. The *hogescholen* often work in close relationship with specialised local community services or independent non-profit organisations.

Career guidance receives much more attention in the *hogescholen* than within the universities. Most *hogescholen* make available various career guidance activities. The career guidance support is sometimes co-ordinated by a central service, but in most cases is allocated to teachers within the departments. The career support activities are mostly assigned as an add-on job to them, though exceptionally they can become part of their teaching. In most cases the support workers are given clerical support by the departmental administration for executing this assignment. The career guidance is often limited to vacancy information and liaison with employers. The teaching staff involved in career guidance tend to co-operate with employers in preselection of promising candidates. This is connected to the close relationships between teachers and students in the *hogescholen*. The teachers serving as career advisors know much more about their students than is the case in the universities.

Under the influence of SOCRATES, internationalisation has started within the *hogescholen*, but it remains at a much lower level than in the universities. With the exception of practical support at the welfare level, little guidance support is available.

Some *hogescholen* are involved in the development of guidance support for students with disabilities. At the University of Gent (RUG) a special service was created (see section 2b.1) for disabled students studying at any higher education institution within the city of Gent. This service has been extended, with the financial support of the provincial authorities, to other parts of the province of East Flanders. These services give support at all stages of the educational career. A similar project has been launched by KULeuven.

### **2b.3. Vocational guidance outside the educational setting**

Outside the educational institutions, some vocational guidance is available for young graduates. In particular, guidance is made available by the Flemish Employment Service (Vlaamse Dienst voor Arbeidsbemiddeling - VDAB). All units of this public service are open to any person, regardless of the level of education.

The support of the VDAB is limited to making available information on job vacancies and adult training possibilities through a computer system (WIS - Werk-Informatie-Systeem) that can be consulted in all employment agencies and some other public services, including the universities. This system can also be consulted through the Internet.

At present this system is being expanded with the possibility that graduates looking for a job can post their CV on the VDAB computer system (KISS - Het Kandidaten Informatie- en Selectie Systeem).



These CVs are placed, if requested by the candidate anonymously, on the KISS system and can be consulted only by employers who register with the VDAB for this type of service. If the employer is interested in a candidate who is anonymous, they can request the VDAB to inform the candidate of their interest and to invite the candidate to send an application for the position on offer.

The VDAB makes available other more in-depth training on how to find a job, self-assessment, etc. However, these guidance services are not available for young graduates and are only open to the long-term unemployed (minimum two years), regardless of their level of previous education.

The WIS and KISS systems are used quite a lot by young graduates, but cannot be considered as a specific support system for higher education graduates.

### 3. Roles and tasks

#### 3a. Introduction

The task analysis is based upon a student centred holistic guidance model (Gieles et al, 1985; Van Esbroeck, 1995, 1996a, 1996c, 1997c). This model distinguishes three types of guidance:

Educational (E): guidance on choices of educational options, and learner support.

Vocational (V): guidance on choices on, and placement into, occupations and work roles.

Personal (P): guidance and counselling on personal and social issues.

The focus of each guidance service/system has been analysed on a 7-point scale. The allocation of the 7 points is based upon a combination of several variables: time spent, and how the focus is perceived by the counsellor, by the client and by the institution.

The results of this analysis is given in Table 2. The number of staff given in this table refers to the number of persons engaged in this role. A large part of the counsellors are working part-time. This is especially the case for those working at departmental level, certainly within the *hogescholen*; also, some counsellors in central services work part-time. Wherever possible, some reference to the full-time equivalents (FTE) will be made in the commentary section. In the central services, the work of some individuals covered more than one role. In these cases, they were assigned to the role to which most of their time was dedicated.

For each of the occupational roles, a task analysis has been performed. The following task classification (Watts & Van Esbroeck, 1996) has been used:

1. **General management** : general administrative management, including service/programme planning and evaluation. Includes managing guidance activities within the institutional setting, and general liaison with external bodies (e.g. education institutions, guidance agencies, social services, official bodies, and employers). (A)
2. **Information management** : the collection, production and display of information in relation to education and training opportunities, and/or careers, occupations and the labour market . (B)
3. **Information-giving** : providing relevant information to individuals or groups in relation to education and training opportunities, and/or careers, occupations and the labour market. (C)
4. **Counselling** : helping clients to explore their own thoughts and feelings about their present situation, about the options open to them, and about the consequences of each option.
- 4.1. **Short-term individual counselling** : helping clients on a one-to-one basis in a single or limited number of sessions.(D)
- 4.2. **Long-term individual counselling** : as 4.1 but representing a planned programme over a longer period and more sessions. (E)



Table 2 : Main occupational roles and focus

Service/system	Occupational roles	Number	Focus		
			E	V	P
Universities					
Study Advice Service / Advice Centre for Students	Director ( <i>Directeur</i> ) or Head of Service (Diensthooft)	7	5	1	1
	Study Advisor ( <i>Studieadviseur</i> )	13	5	1	1
	Study Advisor for Employment ( <i>Studieadviseur Tewerkstelling</i> )	2	1	5	1
	Study Advisor for Information ( <i>Studieadviseur Informatie</i> )	4	5	1	1
	Study Advisor for Guidance ( <i>Studieadviseur Begeleiding</i> )	5	4	1	2
Service for Students with Disabilities	Study Advisor for Disabled Students (Studieadviseur Gehandicape Studenten)	5	4	1	2
Service for Varsity Sport Students	Study Advisor for Varsity Sport Students ( <i>Studieadviseur Topsportstudenten</i> )	1	4	0	3
Placement Support System	Placement Support Worker ( <i>Plaatsingsbegeleider</i> )	(55)	0	7	0
Centre for Mental Health / Centre for Psychotherapy	Director ( <i>Directeur</i> ) or Head of Service (Diensthooft)	1	1	0	6
	Psychologist for Students ( <i>Studentenpsycholoog</i> )	2	2	0	5
	Psychotherapist ( <i>Psychotherapeut</i> )	5	2	0	5
	Psychiatrist ( <i>Psychiater</i> )	2	0	0	7
	Social Worker ( <i>Maatschappelijk Werker</i> )	1	2	0	5
Centre for Family and Relational Welfare	Head of Service ( <i>Diensthooft</i> )	1	0	0	7
	Medical Doctor ( <i>Arts</i> )	3 (1)	0	0	7
	Psychologist ( <i>Psycholoog</i> )	7 (1)	0	0	7
	Legal Advisor ( <i>Juridisch Adviseur</i> )	2 (1)	0	0	7
Learning Centre	Social Worker ( <i>Maatschappelijk Werker</i> )	2	0	0	7
	Study Support Worker ( <i>Studiebegeleider</i> )	7	5	0	2

Table 2 (continued)

Service/system	Occupational roles	Number (2)	Focus		
			E	V	P
Departmental Tutorial System	Monitor ( <i>Monitors</i> )	(80)	6	0	1
	Teaching Support Worker ( <i>Onderwijsbegeleiders</i> )	(115)	6	0	1
	Teaching Assistant ( <i>Onderwijsassistenten</i> )	(100)	6	0	1

(1) only a minority of the persons in this role has an employee status. The other persons work as independent consultants.

Service/system	Occupational roles	Number (2)	Focus		
			E	V	P
Schools of Higher Professional Education (Hogescholen)					
Student Support Service	Director / Head of Service / Co-ordinator ( <i>Directeur / Diensthoofd / Coördinator</i> )	(85)	5	1	1
	Study Advisor (Sudieadviseur) / Study Support Worker ( <i>Studiebegeleider</i> )				
	Psychologist for Students ( <i>Studentenpsycholoog</i> )				
	Pedagogue ( <i>Pedagoog</i> )				
	Social Worker ( <i>Maatschappelijk Werker</i> )				
Departmental Tutorial System	Monitor (Monitors) Support Worker for Students (Studentenbegeleider)	(200 to 250)	6	1	0
	Instructor-Placement Support Worker ( <i>Docent-Begeleider voor Plaatsing</i> )				
Departmental Placement System		(50 to 100)	1	6	0
External Support Services		(7)	3	0	4

(2) the numbers between brackets are estimations



- 4.3. **Short-term group counselling** : as 4.1 but on a group basis. Tends to be in smaller groups than teaching, to be composed of individuals who share some common characteristics, to focus on their expressed needs rather than on predetermined learning aims, and to be organised to encourage active participation by all the individuals involved.(F)
- 4.4. **Long-term group counselling** : as 4.3 but representing a planned programme over a longer period and more sessions.(G)
- 4.5. **Facilitating self-help groups** : encouraging individuals to form themselves into ongoing groups to share experiences and to support each other.(H)
5. **Advice** : making suggestions based on the helper's own knowledge and experience and on assessment results. (I)
6. **Assessment** : making judgements about individuals' suitability for certain options, based on inventories, tests, observations, interviews, etc.
- 6.1. **Facilitating self-assessment** : supporting individuals in choosing their own assessment devices and drawing conclusions from them.(J)
- 6.2. **Diagnostic assessment** : selecting assessment devices, interpreting the results and making appropriate recommendations.(K)
7. **Referral** : referring individuals to services better equipped to deal with their problem.(L)
8. **Teaching** : programmes of planned experiences, designed to develop the skills, concepts and knowledge that will help individuals to manage their educational, vocational and personal development. (M)
9. **Placement** : into education or training programmes, and/or into employment.
- 9.1. **Liaison with providers** : liaison with employers and with education and training providers to obtain information on the opportunities they offer.(N)
- 9.2. **Coaching** : helping individuals to present themselves effectively (on application forms and in interviews, etc.).(O)
- 9.3. **Vacancy information** : providing individuals with information on particular vacancies in education, training or employment.(P)
- 9.4. **Preselection** : preselecting individuals for particular vacancies in education, training or employment. (Q)
10. **Advocacy** : negotiating directly with institutions or agencies, within and/or outside own institution, on behalf of individuals, especially those for whom there may be particular barriers to access. (R)
11. **Supporting other guidance sources** : providing training sessions and disseminating information materials to teaching staff and other guidance providers.(S)
12. **Feedback to providers** : collecting information on the unmet needs of particular groups, and encouraging providers of opportunities to respond by adapting and extending their provision.(T)
13. **Follow-up** : contacting former clients to see what has happened to them. Its purposes may include data for use with subsequent clients, evaluating the effectiveness of the guidance given, and offering further support needed.(U)

For each of the tasks listed, a rating on the importance of the task is given on a 0 to 4 scale, on the basis of the work normally carried out within the role:

- 4 major involvement
- 3 considerable involvement
- 2 some involvement
- 1 minor involvement
- 0 no involvement

The result of these ratings are found in Table 3, where all tasks listed are mentioned by a letter code (see above). Where there are variations between occupants of a role, these ratings reflect the modal score. These variations are sometimes very large and can even vary for certain tasks from major involvement to none.

These ratings were originally made by a member of the expert practitioners team and reviewed after discussion within the expert group. The reviewed ratings, together with the annexed comments (see 3b) and detailed occupational profiles (see 3c), were submitted to a further group of 10 practitioners who came from different types of HE and represented different services/systems (with, where possible, two representatives of each service/system). The distribution of the practitioners was as follows:

Type of HE :	Universities : 7
	Hogescholen : 3
Services/systems :	Study Advice Services (general): 2
	Study Advice Services (employment): 1
	Service for Disabled Students : 1
	Centre for Psychotherapy : 2
	Learning Centre : 1
	Student Support Service : 3

### **3b. Task analysis : comments**

#### **3b.1. Universities**

The focus of the services and systems within the universities is to a large extent on educational guidance, including choosing educational options and learning support, and on personal guidance. Vocational guidance, though available to a certain extent in most institutions, receives much less attention (see table 2).

The Study Advice Centres, including the Services for Disabled Students on the one hand and the Learning Centres and the Departmental Tutorial Systems on the other, are mainly oriented towards



Table 3 : Tasks performed in the main occupational roles

note: the roles are grouped according to their services as listed in Table 2

Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
<b>Universities</b>																					
Director / Head of Service	4	1	2	1	0	0	0	0	4	2	1	2	0	3	0	0	0	2	2	1	0
Study Advisor	0	3	4	2	1	0	0	0	4	3	2	3	2	2	1	1	0	1	1	1	0
Study Advisor for Employment	1	3	3	2	0	0	0	0	3	0	0	2	0	3	2	3	1	0	0	0	0
Study Advisor for Information	1	4	4	2	0	0	0	0	4	3	1	2	0	3	2	2	0	1	1	1	0
Study Advisor for Guidance	0	1	1	3	2	1	0	0	4	3	2	3	2	2	0	0	0	1	1	1	0
Study Advisor for Disabled Students	3	2	3	2	0	0	0	2	3	2	1	4	0	3	2	1	0	4	2	1	0
Study Advisor for Varsity Sport Students	3	1	3	3	2	0	0	0	3	0	0	4	0	3	0	0	0	4	0	3	2
Placement Support Worker	2	3	3	0	0	0	0	0	1	0	0	0	0	4	2	3	0	0	0	0	1
Director// Head of Service	3	1	1	4	2	1	1	0	0	0	2	1	0	0	0	0	0	1	1	1	0
Psychologist for Students	0	0	1	4	2	2	0	0	1	0	3	1	0	0	0	0	0	0	0	0	0
Psychotherapist	0	0	0	4	2	2	1	0	0	0	3	1	0	0	0	0	0	0	0	0	0
Psychiatrist	0	0	0	4	3	1	1	0	0	0	3	1	0	0	0	0	0	0	0	0	0
Social Worker	2	0	2	4	1	1	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0
Head of Service	3	1	1	3	3	0	0	0	4	0	2	1	0	0	0	0	0	1	1	1	0
Medical Doctor	0	0	0	1	1	0	0	0	4	0	4	3	0	0	0	0	0	0	0	0	0
Psychologist	0	0	4	4	3	0	0	0	4	0	2	1	0	0	0	0	0	0	0	0	0
Legal Advisor	0	1	4	0	0	0	0	0	3	0	0	2	0	0	0	0	0	0	0	0	0
Social Worker	2	1	4	2	2	1	0	0	3	0	0	3	0	0	0	0	0	0	0	0	0
Study Support Worker	2	2	3	2	0	0	0	0	4	3	3	2	4	0	0	0	0	1	2	2	0
Monitor	1	1	2	0	0	0	0	0	3	0	1	3	4	0	0	0	0	1	0	0	0
Teaching Support Worker	1	0	2	0	0	0	0	0	3	0	0	3	2	0	0	0	0	0	0	0	0
Teaching Assistant	1	0	2	0	0	0	0	0	3	0	0	3	2	0	0	0	0	0	0	0	0

Table 3 (continued)

Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
<b>Schools of Higher Professional Education (Hogescholen)</b>																					
Director/Head of Service/Co-ordinator	3	2	3	0	0	0	0	0	3	1	0	3	2	1	0	1	0	0	1	1	1
Study Advisor / Study Support Worker	2	2	3	0	0	0	0	0	3	1	0	3	2	0	0	1	0	0	0	0	0
Psychologist for Students	2	2	3	0	0	0	0	0	3	1	0	3	2	0	0	0	0	0	0	0	0
Pedagogue	2	2	3	0	0	0	0	0	3	1	0	3	2	0	0	0	0	0	0	0	0
Social Worker	2	2	3	0	0	0	0	0	3	1	0	3	2	0	0	0	0	0	0	0	0
Monitor	0	0	3	0	0	0	0	0	3	0	0	0	4	0	0	0	0	0	0	0	0
Support Worker for Students	0	0	3	0	0	0	0	0	3	0	0	0	4	0	0	0	0	0	0	0	0
Instructor-Placement Support Worker	0	2	3	0	0	0	0	0	0	0	0	0	0	3	1	4	1	0	0	0	0
Counsellor-Psychotherapist	0	0	0	3	1	0	0	0	3	0	1	0	2	0	0	0	0	0	2	1	0



educational guidance, though they all pay some attention to more personal problems. The Study Advice Centres give more weight to support educational choices, while the Learning Centres and departmental systems place more weight on learning support.

Personal guidance and counselling is largely left to those services which are more related to mental health. These services are concerned with counselling (D to H) and psychotherapy tasks. The involvement of Study Advice Centres in these guidance tasks is limited to specific problems related to learning and choosing (e.g. test anxiety <sup>1</sup>, indecisive personality, etc.) and consist mostly of short-term individual interventions (D) with some group counselling (F). Though long-term individual counselling (E) can occur, it is relatively exceptional.

Most counsellors have a specific guidance focus and may specialise in certain guidance tasks, but they tend to be very well aware of the complexity of the problems of their clients and that adequate support may sometimes require the intervention of different specialists. The holistic student-centred model is well-known and used by most counsellors. The referral practice (see above) is a good measure of this approach.

Some guidance tasks receive, in general, minor attention. Little work is done in relation to advocacy (R), feedback to providers (T) and follow-up (U). Most services are so preoccupied with their clients that less time is available for these tasks. Systematic analysis of the client population and their problems, efforts to assess the causes of these problems, and assessment of the efficiency of the techniques used, are exceptional and dependent on the personal interests of some counsellors. Considerable differences exist among the services in this respect: follow-up (U) is an important task for the Study Advisors for Guidance at KULeuven. The reason for the general situation is the lack of demand from the academic authorities of the universities to engage in these tasks. Their main preoccupation is student numbers: as long as the numbers are going up, they do not bother too much about feedback and efficiency. Those involved with support to students with disabilities, and to some extent also those working with other special target groups, tend to be relatively active in advocacy (R) within their institutions as well as outside.

Due to the lack of analysis, little is known about the client population of the support services. Are students from other cultural backgrounds and lower socio-economic groups using the available guidance facilities? These students are clearly under-represented in the student population (Verhoeven & Beuselinck, 1996). It is known that adolescents with such backgrounds tend to have more problems which need guidance and counselling but tend to make less use of guidance facilities (De Clercq *et al*, 1996). Is this also the case for university students? There is no material available to answer this question. The same is true in relation to foreign students in general and EU students in particular. There is a relatively high foreign student populations at the universities, especially from

---

<sup>1</sup> At KULeuven test anxiety is no longer part of the tasks of the Study Advice Centre but has been transferred to the Centre for Psychotherapy

EU countries (see above), but it is not known to what extent these students make use of the guidance facilities. Some annual reports from the guidance services tend to indicate that foreign students make as much use of the support facilities as Belgian students do. The VUB Mental Health Service, for example, reports 10% of their clients to be of foreign nationality (UDGG,1992); this is equivalent to the proportion of foreign students at VUB.

For none of the above-mentioned groups are specific guidance and counselling dispositions available. This contrasts markedly with the considerable efforts made to develop social welfare support. The foreign students, but also the autochtone students from the lower socio-economic classes, are treated in the same way as the traditional student group, most of whom tend to belong to the Flemish middle or upper classes. The differences in value systems and the use of foreign language are topics that are occasionally mentioned in the annual reports. As an illustration of the lack of preoccupation with the topic, of all the counsellors working in a second- or third-in-line service at the Flemish universities only one is of foreign origin. Even the international graduate programme of VUB, called Vesalius College (VECO), had to create its own personal and career guidance support since too many of its students did not receive appropriate help from the traditional services.

The existing counselling staff is not held responsible for this situation. All counsellors individually recognise the need to prepare for cross-cultural guidance. But the present workload and the lack of possibilities to expand the counselling staff, due to budgetary restrictions, make it impossible to change the situation. Also they have few or no possibilities for continuing training in Flanders. Cross-cultural guidance is not readily available, certainly not in the recognised educational institutions.

A positive aspect is that the majority of all students tend to make use of the guidance facilities. In particular, first-year students make ample use of the support activities. At VUB, e.g., about 60% of the new first year students register for pre-entry remedial courses and learning techniques training, while the Learning Centre for sciences and medical programmes is consulted by nearly the total first year student population. The departmental support systems tend to be frequently used by most students at all universities, as e.g. is the case for the *monitoraat* at KULeuven (Jacobs & Heene, 1993). The services for special target groups are also very popular. The Service for Disabled Students at the KULeuven gave support in 1996 to 103 students. The VUB Service for Varsity Sport students supervised 73 students in the academic year 1995-96.

It can be concluded that the guidance activities for the traditional student are well developed and that even for some specific target groups support is available. However, the universities are not yet prepared for dealing with some minority groups (cultural and socio-economic). They may not even be aware that special needs exist and that counsellors may need specific skills and training to deal with these new needs.



In general, most guidance services in the Flemish universities work in a very complementary way. This can be demonstrated by a more detailed analysis of the focal points of some of the main services.

### Study Advice Centres

These centres are mainly involved in information-giving in relation to educational guidance (B and C), in advice (I) and to a lesser extent in assessment (J and K). The counsellors are available to students well before entering the university and all through university up to the moment of entering postgraduate education. They have an extremely important role for students who want to switch courses during or at the end of the first year. The learning support is limited to general learning techniques and test-anxiety problems. However, choosing an educational option is strongly related to career aspects. Therefore most Study Advice Centres are also indirectly involved in some aspects of career guidance. They tend to collect some career information, which is used in support of the educational guidance activities. A detailed analysis of all these activities and the possible types of specialisation among the counsellors is given in section 3c.

The importance of the role of information-giving and management (B and C) in the Study Advice Centres is reflected in their involvement in the production and distribution of information materials. In some universities, the production and the distribution is entirely in the hands of the Study Advice Service; in other institutions, the centres influence to a large extent the content of these brochures, while the distribution is left in the hands of PR services.

The Study Advice Centres are increasingly using new technology for the information activities. Most counsellors make use of network and other types of computer databases for collecting and spreading the information. Student access to this type of approach varies. Some universities give all their students access to the network, allowing them to consult the databases used by the counsellors. The prospective students, on the other hand, often have no access to these types of information, at least not via the universities. The use of European networks, e.g. Ortelius, tends to be popular in some institutions, but does not receive full support from all universities.

Computer-assisted guidance is, despite the existence of a Flemish version of "Choices" (ISM/Vormingscentrum voor de PMS-centra, 1994), not very popular in the Flemish Study Advice Services. Only at the KULeuven a British computer-assisted guidance programme (Gradscope - CSU) is used.

Though assessment (K) is not one of the most common guidance tasks in the Study Advice Centres, some counsellors use computer-assisted assessment techniques or even help to develop these techniques. KULeuven, e.g., annually conducts about 400 complete individual assessments and 300 more limited assessments (KULeuven Studentendiensten, 1996). This service makes extensive use of computer-assisted testing, partly for self-assessment purposes (J). This is much less the case at the other universities.

The staff of the Study Advice Centres comprises a director or head of service, counsellors and clerical staff. Though the clerical staff do not play a formal counselling role, they are usually the first point of contact with the clients. Clients tend often to briefly present their problem at the reception desk. Based upon the problem presented by the client and the client's general attitude, the clerical staff sometimes give advice to clients on which counsellor to see, or even negotiate with the counsellor for an emergency intervention. The clerical staff also play an important role in the information-giving. They sometimes help the students to find their way through the available information materials or select for students those materials that could be of help to them. Though not officially involved in guidance, good skills on how to deal with clients is essential for this group of staff.

The director/head of service also serves as a counsellor and sees clients in addition to their managerial tasks. Depending on the size of the service, the managerial task (A) can be very dominant or not. Related to the managerial involvement is liaison with providers (N). In some institutions the director tends even to be involved in institutional policy-making. This is reflected in involvement in advocacy (R), connecting to other guidance services (S) and providing feedback to providers (T). The contacts with clients tend to be limited to information-giving (C) and advice (I), with some limited counselling activities.

Four types of counsellors can be identified:

- Study advisor (general). This person may have some specialisation, but deals with all types of problems presented by clients. A more detailed description of their tasks will be given in section 3c.
- Study advisor for employment. These counsellors specialise in career guidance. A more detailed description of their tasks will be given in section 3c.
- Study advisor for information. These advisors specialise in information-giving related to educational options (graduate and postgraduate) (C) and may also be involved in some specific information activities which relate to international career possibilities (P) and training to prepare for this (M). This puts these counsellors close to the role of study advisor for employment. The production and distribution of information material (B) is certainly one of the other major tasks. Another important task of some of these advisors lies in the coaching of students (O) while they are applying for postgraduate admission or for scholarships to pay for postgraduate education. Especially at this point, some efforts are made to improve liaison with providers (N). Giving advice (I) and stimulating self-assessment (J) are further important tasks for these counsellors.
- Study advisor for guidance. These counsellors tend to concentrate on educational guidance with on-course students: especially re-orientation of students who fail their educational programme or are in danger of failing, and those who want change their educational options. Non-course-specific learning support to entering students is a major point of attention. This can be restricted to supporting the development of learning skills, but can sometimes also include test-anxiety training and stress-management support. These latter aspects can in some cases be very close to personal



guidance activities. These counsellors are strongly involved in assessment (J, K) and advice-giving (I), but individual counselling (D, F) also tends to be important. Some group counselling activities (F) may occur in a few cases.

The types of counsellors and their distribution over the different specialisations vary between the universities, depending on the size and options of the service. The smaller services tend to have less specialisation among their staff, while the larger ones mostly opt for greater specialisation. This is not always the case: VUB, with 5 counsellors (head of service included), only have general study advice counsellors, who may have some field of specialisation but who all deal with any problem presented to them.

In both of the universities with a mental-health-related type of service, KULeuven and VUB, a new trend is developing of transferring some of the more personal-guidance-oriented tasks (see above) from the Study Advice Service to the mental-health-related services (see below).

All staff within the Study Advice Centres often refer clients to other better-equipped services (L). This tends to occur quite often, because these centres play a pivotal role in the guidance support structure. There is ready access to this service: having problems related to one's studies is sociably very acceptable, and the services are very well-known among students.

#### Services for students with disabilities and other special target groups

As explained above, the services for students with disabilities are, except at RUG, part of the Study Advice Centres.

Most attention in these services is devoted to educational and some to personal guidance. The educational guidance includes the choice of options at graduate level, and also the exploration of postgraduate study-abroad possibilities within the framework of EU exchange programmes. Vocational guidance does not receive as much attention. Counsellors for students with disabilities discover more and more that their clients do not always have the same career opportunities as the traditional students. The concerns around this topic may become a new focus of attention in the near future. The question will be: who takes responsibility for this type of support? Will the counsellors for disabled students do it themselves or will they refer it to the career guidance units? At RUG and KUL, the first activities in relation to career guidance were organised by the service for students with disabilities.

These services act mainly as a go-between with limited direct guidance support services of their own. Their activities are based upon a few specific starting-points:

- The guidance support to disabled students is built upon the idea of maximum integration of disabled students within the university. Therefore these counsellors want the disabled students to use all the available facilities as much as possible. They try to restrict their role to giving very specific forms of

support which the other counsellors are not able to offer, including some specialised diagnostic assessment.

- Students with disabilities are approached as highly skilled, motivated young adults who are striving for independence and recognition. This attitude explains the support given to the development of self-help groups on learning skills, integrating into the student community, etc. (H).
- They act much more than other counsellors as defenders of the rights of their clients. This means that they dedicate more time to advocacy (R) and liaison with providers (N) than most other counsellors do.
- Guidance of students with disabilities is based on team work. In this respect they often call upon the help of other departmental specialists or other external support groups (L). In particular the 24-hour support to students with major disabilities requires the availability of extensive support systems. Also helping students with disabilities with developing social contacts and with practical support, e.g. regarding transportation problems, access to facilities and services, etc., builds upon a large network. In this respect there exist two different approaches. At KULeuven, a large university with buildings spread over the entire city, a permanent group of 550 student volunteers are involved. At VUB, a medium-sized university based on one campus, the need for this type of voluntary support system is not felt. The transportation problems are much less acute and the service has accordingly opted to support the development of ad hoc informal networks. In this case the student with disabilities plays an active and central role, while the support unit limits its role to that of go-between and facilitator.

Some services may also be involved in more administrative procedures for filing requests, on behalf of the university, with the Ministry of the Flemish Community for receiving reimbursement of special equipment and other educational materials. This can be related to the production of course material in braille or other equipment which is indispensable for the disabled students.

A detailed description of the tasks executed by the counsellors for students with disabilities will be given in section 3c.

The only other service offering guidance for special target groups is the service for support to varsity sport students. The tasks of these counsellors are to some extent similar to those of counsellors for students with disabilities. They are strongly involved in general management (A), liaison with and feedback to providers (N and T) and referral (L). Indeed, they often play the role of go-between between providers, the teachers, the sport leagues and the students. The contact with the varsity sport students is often characterised by an intense, sometimes emotionally loaded, relationship. Individual counselling, short- as well as long-term (D and E), in personal and educational matters occurs frequently. The same is true for information-giving (C) and giving advice (I).



### The Learning Centres and the Departmental Tutorial Systems

These services/systems are mainly involved in course-specific learning support, though they also fulfil a role in the early detection of more general problems among students. The main goal of these centres is to support the students in their development of an efficient self-study approach.

The Learning Centres, which only exist as such at VUB, are involved to some extent in formal teaching but mainly work as a second-in-line specialist service on learning support. They are involved in remedial activities with prospective students and in assessing the knowledge and learning styles of entering students with individual feedback of the results (K). These assessment activities are largely computer-assisted. The remedial activities with first-year students are especially geared to filling the gaps in their preliminary knowledge and influencing their learning styles. Also, computer-assisted self-evaluation packages (J) are available for first-year course components: they serve as a course-related library of self-directed study materials. The learning centres even offer the possibility to review lecture or discussion sessions (AV support) and to repeat some of the lab activities as a support to the development of experimental skills. Another important remedial activity at one of the learning centres at VUB is the IWG (interactive working groups). These activities are intended to enhance learning skills and styles on the basis of course-related educational materials.

The key role in these Learning Centres is fulfilled by counsellors with an educational background that is in line with the educational programmes for which they give support. The directors of these centres tend to be full professors who are specialists in the subject for which they give support. The director takes this job as an add-on to his/her regular teaching and research position. The counsellors in the Natural Sciences Centre are mathematicians, physicists, chemists or biologists, while in the centre for the Humanities and Social Sciences they hold a degree from this area. They receive strong support from departmental counsellors, who use the centres for certain activities, and even from regular teaching staff. These departmental staff members are, e.g., sometimes available for IWG activities and individual discussions with students on course-related problems.

The concrete tasks of the counsellors within the Learning Centres are especially related to information-giving (C) and the development of information materials (B). Giving advice (I) in relation to making up for missing knowledge, skills, learning strategies and styles is one of the main tasks. Individual short-term counselling (D), for educational as well as personal aspects, is an essential task in some centres. However, this cannot be generalised to all centres. Also, support to or executing the assessment of knowledge and the progress in acquiring this knowledge (J and K) is an essential part of their activities. Most counsellors work in close association with other, more specialised services, e.g. the Study Advice Service. They frequently refer students to these services (L). These counsellors are also involved in course-related remedial teaching, with the purpose of developing appropriate learning skills and styles (M). These teaching activities are in some cases integrated into the formal teaching activities. It can be concluded that the teaching task (M) is, together with advice-giving (I), the most important task. Feedback to providers (T) is very important



in one learning centre. This feedback works through systematic analysis of the collected data by the counsellors within the centre and a special task force for liaison with departmental instructors.

As explained before, the tasks of the departmental tutors are less clearly defined in the Flemish universities. However, it can be concluded that due to their close relationship or even involvement in the regular teaching activities, they clearly serve as first-in-line counsellors. Of all Flemish universities, only KULeuven has developed a structured assignment for their departmental tutors, called "monitors". The tasks of the monitors are to offer support to :

- the development of learning skills, related to a course-specific approach;
- learning progress evaluation;
- exam preparation;
- detecting any kind of social or psychological problems which might negatively influence the learning process.

In relation to student guidance, the main tasks of the "monitors" are information-giving (C), giving advice (I), assessment related to course-specific knowledge, learning skills, etc. (J and K) and course-related teaching (M).

However, they are also assigned a liaison function towards parents. They, e.g., annually inform parents about their existence and invite the parents to contact the "monitor" whenever they feel there might be some problems. This is a function that cannot be directly considered as a guidance activity, but it can contribute a great deal to the well-being of the student and help to avoid the development of possible problems.

In addition to all this, the monitors fulfil an important role in the feedback to faculty (T). They are expected to collect reactions of students in relation to the actual teaching and the organisation of the educational programme, to synthesise these reactions, and to submit them to the departmental educational advisory boards.

The other universities are developing similar types of departmental guidance support. However, these departmental "teaching assistants", or "teaching/study support workers" are not yet working within clearly defined structures. They are searching for a task pattern. Most are involved in the same types of tasks as those executed by the KULeuven "monitors". In some universities they may be involved in very specific activities. Within the department of Engineering at VUB, the "study support workers" lead small discussion groups with students and participate in a mid-year meeting in which the progress of every student is assessed by the teaching staff and the support workers. In this meeting, proposals for remedial actions are proposed. The remedial activities are implemented by the "study support workers", sometimes with the help of the Learning Centre or other guidance services.



Centres for Mental Health or Psychotherapy and Centre for Family and Relational Welfare

As explained earlier, the personal guidance and counselling is left to the mental-health-related services. The Centres for Mental Health work on a broad basis and deal with a large variety of personal problems, while the more specialised Centre for Family and Relational Welfare concentrates on support to persons with relational problems. These relational problems are usually concerned with contacts with relatives, partners and sometimes broader social contacts. Legal advice-giving, in connection with family and relational well-being, is part of the work of these centres. The universities which do not have this type of support available on their campus refer their students to similar local community services.

The Centres for Mental Health or Psychotherapy, but also the more specialised Centre for Family and Relational Welfare, mainly work on an individual counselling basis (D and E). Most of the counselling activities tend to be short-term (D). Long-term counselling (F) occurs at a lower level. The services of VUB and KULeuven report that for about 20 to 25% of their clients, the sessions are not concluded within the current academic year.

Group counselling (F and G) is less popular in these services. At KULeuven, about 11% of their clients are given group counselling (KULeuven Studentendiensten, 1996). It is particularly problems related to learning situations (e.g. test anxiety, assertivity training, etc.) that lead to group support activities.

The development of self-help groups does not occur within the universities, but is left to services outside the educational environment.

The staff of these centres is largely defined by the regulations imposed by the Welfare, Public Health and Culture Department. All centres have at least one medical doctor or psychiatrist who is the only person to support the remedial activities with medical prescriptions. However, the majority of the staff are psychologists, sometimes also called psychotherapists. In some services, a social worker is also a member of the team. The Centre for Family and Relational Welfare also employs a legal advisor.

In one service the psychiatrist serves the director of the centre, while in other cases this task is taken care of by one of the psychologists. The director tends to be in charge of the management tasks (A). The psychologists and psychiatrists are all involved in the diagnosis (K) of the presented cases. The psychologists are often responsible for specific psychological testing. The main task for all staff members, including the social workers with training in a specific therapy, is counselling. The type of counselling (D to G) will differ a great deal according to the specialisation and methodological background of the staff member. It is impossible to assign the type of counselling to a specific occupational role. In general, psychiatrists tend to be involved in the treatment of the more severe syndromes which might need medical support in addition to psychotherapy. This is less the case in

the Family and Relational Welfare Service, where the medical doctor is more involved in medical diagnosis (K), advice-giving (I) and referral (L). While social workers are also involved in therapy, they often serve as the first point of contact for clients, through their role in the intake and reception of clients. It is however impossible to generalise about this because in one service a part-time psychiatrist is mainly in charge of the intake. The social worker within the Family and Relational Welfare Service is less involved in counselling (D), but pays more attention to referral (L) and advice-giving (C).

A growing involvement in education-related support is found. The Mental Health and Psychotherapy Services tend to work more and more on problems of test anxiety, stress management and procrastination. This is certainly the case at KULeuven where this service was granted full responsibility for dealing with test-anxiety problems. Test-anxiety counts for about 20% of the clients, depression for 15 to 20%, and adjustment problems for 10 to 15% (see UDGG-VUB,1992). The Centre for Family and Relational Welfare is not involved in any type of education-related support. All clients with these types of problem are referred to other more specialised services. This service deals a lot with relational problems in which sexual aspects play a role, reflecting the fact that these centres started their activities as Centres for Family Planning and Sexual Problems.

The legal advisor, a role specific to the Centre for Family and Relational Welfare, is mainly involved in information-giving (C) and advising (I) to the clients in relation to legal problems, e.g. divorce procedures, rights of students who want to live independently from their parents, etc. Referral to other more specialised services (L) is another of their tasks.

### Placement Support System

Career guidance at the Flemish universities is, as explained before, rather limited. The way in which the career guidance is organised varies a great deal.

At RUG, a unit within the Advice Centre for Students takes responsibility for all activities. The tasks of the counsellor within the unit tend to be strongly focused on information-giving on career and job possibilities (C), and much work is done to assemble the necessary information materials (B). But the main tasks are liaison with employers (N) and the distribution of information on vacancies (P). The involvement in coaching of students (O) in relation to how to apply for jobs is mostly limited to organising training activities.

At KULeuven, there is a split responsibility. Aspects of training (M) in relation to writing a CV, interviewing, etc., and general information-giving on careers (C), are in the hands of a unit within the Study Advice Service, while vacancy information (P) and liaison with employers (N) are in the hands of a Co-ordination Committee for Employment. The members of this committee are departmental staff members. This type of departmental involvement exists also at other institutions, e.g. UFSIA, where the co-ordinator for postgraduate programmes is responsible for placement support.



At VUB, everything is organised by the Alumni Association. The guidance workers in this service are mainly involved in spreading vacancy information (P) and organising training in relation to applying for a job (M). The liaison activities with employers (N) also take up quite a lot of time.

The existing services have developed limited documentation centres. These centres are often incorporated in the documentation centres of the Study Advice Centres on education in Belgium and abroad. The counsellors responsible for the career guidance are sometimes also responsible for information-giving and support in relation to educational options.

Job fairs are popular at all universities for graduating students. These fairs may be intended for graduating students from specific fields (e.g. engineering, pharmacy, business, etc.) or may be open to all students. However, the fairs are very often organised by student organisations (e.g. AIESEC at all universities) or alumni associations. Only KULeuven has an institution-wide annual fair organised by their institutional placement support system. The same situation also exists for company presentations on campus. It can be concluded that in general, the alumni associations and/or departmental academic staff members (e.g. UFSIA, VUB, KULeuven) play an important role in this part of career guidance support.

The attitude of most of these placement support workers towards preselection (Q) is not clear. Some agree to preselect students on the basis of objective criteria, e.g. specific skills, language knowledge, specific training, etc. (e.g. the VUB Alumni Association) or even participate in selection committees (e.g. RUG). In other cases, they call upon the faculty of their institution to make recommendations and preselect the candidates. At present, there are no clear guidelines on this topic.

### **3b.2 Hogescholen**

Analysing the tasks within the different guidance roles in the *hogescholen* is even more difficult than it is for the universities. The differences in the organisation of services or systems and the assigned tasks are enormous. This is related to the fact that guidance support is under implementation at the moment in most *hogescholen*.

Some *hogescholen* offer, in the field of educational and vocational guidance, much the same support facilities as most universities. This is certainly not the case for personal guidance, though some institutions are making serious efforts to fill the gap. At the other end of the scale are the institutions which have hardly anything available at all, except for some information-giving, and even this can be considered largely as a recruitment activity.

To illustrate the situation in the *hogescholen*, three examples are given below. Each of these examples represents a specific type of approach, and together they cover more or less the range of

the different systems. The general picture, however, is much less favourable than is represented by these examples. The examples are:

1. VLEKHO (Economics and Translators - Interpreters Departments within the Katholieke Hogeschool voor Kunsten en Wetenschappen): a system with strong departmental guidance support and no central support system.
2. Autonome Hogeschool West-Vlaanderen: a system with a central support service, strongly supplemented by departmental support systems.
3. Katholieke Hogeschool Leuven: a system with a limited central service, and limited departmental activities, but where the guidance is entrusted to the neighbouring university (KULeuven) and private non-profit services (CHEOBS).

#### 1. VLEKHO

The *hogeschool* of which VLEKHO is a division has 6,500 students, of whom 1,200 are within VLEKHO. This *hogeschool* leaves a large degree of freedom to the different departments. Every department decides on its own policy in relation to the development of guidance facilities. In line with this policy, the *hogeschool* has not developed a central guidance service.

VLEKHO opted for a complete integration into one service of guidance and student welfare activities. This service, called “Service for Information, Study Advice and Placement” (Dienst Informatie, Studieadvies en Plaatsing), has four full-time staff members. Two of them have a psychology/education training at licentiate level and two hold an economics degree.

This service takes care of all welfare aspects such as housing, financial aid, etc. The guidance aspects are especially oriented to educational and vocational guidance. Personal guidance is not part of their tasks, though they are adequately equipped to detect major personal problems and to give some first-level support; if more specialised help is needed, the students are referred to local community services, with which they maintain informal contacts (L).

The educational guidance activities cover a wide range of tasks:

- Information-giving (C) is one of the major tasks. Prospective students and their parents are given information on studying in higher education and more specifically on the possibilities within the department.
- The production and distribution of brochures (B) is part of the service's assignment.
- Graduating students can receive information on postgraduate education.
- Training (M) in relation to learning skills is readily available to prospective and existing students.
- For test anxiety, some individual support is available. However, more severe cases are referred to external specialists.



- All first-year students are invited to discuss the mid-term exam results. This might lead to some advice-giving (I) in relation to remedial activities, learning skills, etc.

As part of vocational guidance, information is given to graduating students on career possibilities and vacancies (P). Some liaison with employers also occurs (N). A course on how to choose a career is organised, along with some information sessions on specific occupations (M). This service is also responsible for an annual follow-up survey of new graduates (U).

The head of service also plays an important role in institutional policy-making through extensive feedback to the institutional authorities (T) in relation to the results of the quality evaluation of the guidance activities (U), and the feedback from students, graduates and employers. The head of service is a member of the department's "Strategic Management Committee".

The service is also involved in some other specific tasks:

- They act as a third-in-line service for teachers and counsellors at secondary level (S).
- They are responsible for a special programme for parents (Goossens-Gevelers, 1996). All parents of first-year students are invited to a special information evening. The parents are given a "signalling" function, and can contact the service whenever they feel something is going wrong with their child; further contact with parents is however contingent upon the student's approval.

## 2. Autonome Hogeschool West-Vlaanderen

This *hogeschool* has slightly over 3,000 students and 5 departments, spread over a very large geographical area. Some departments are 75 km from the central administration. This situation has a major influence on the model used for student support.

The *hogeschool*, like most of the other autonomous (ex-state) *hogescholen*, would like to opt for the development of a holistic three-in-line model. There is a working group in which a large group of those involved in guidance support, at both central and departmental level, are active.

At the moment this institution has developed a central welfare service, with two staff members, which has two locations. This central unit operates as a third-in-line service and is mainly involved in social welfare support for financial aid, housing, etc., but it also plays a role at the level of personal guidance and in the detection of study-related problems. The central unit has an important role in the referral of students with more severe problems for which the school has no support facilities available (L).

The actual counselling, especially learning support, is based within the different departments, with a first-in-line tutorial system that is staffed by instructors. Each department tries, within its financial possibilities, to appoint one part-time teacher as a "monitor". The goal is to grow to one-third of a

full-time position for each department. Some departments are facing financial difficulties in realising this goal.

The “monitors” serve as the persons with an awareness of possible problems that some students might develop. They are responsible to detect these students and give them first-level advice (I). This sometimes can lead to short-term individual counselling (D). Entering students are also given some training possibilities on learning skills, based on a group approach (M) as well as on individual support. Those “monitors” with a psychology or pedagogy background sometimes add support in relation to stress management and test anxiety. In addition, information-giving to prospective students is often one of their major tasks (C). Any problem that needs more specialised support will be referred to external services. This is even the case in those departments which lack “monitors” with a psychological training. In these departments, all problems related to test anxiety etc. are immediately referred to external services. The re-orientation of students who are in danger of failing or who have actually failed the programme is taken care of by the first-in-line support team. However, if diagnostic testing or broad information-giving on educational possibilities is needed, the students are referred to PMS Centres or to other community services.

Vocational guidance is limited to some placement support (vacancy information) (P), and liaison with providers (N) organised by teachers on a voluntary basis. In some departments these instructors receive help from the alumni association. More general information on career possibilities and career development is given through information sessions in which some external specialists (e.g. from the VDAB) are involved (C).

### 3. Katholieke Hogeschool Leuven

This *hogeschool* has 5 departments spread over 6 locations, all but one of which are concentrated in the urban area of Leuven, with a total of 4,500 students.

Only a very limited central student service (Studentenvoorzieningen), with one half-time staff member, has been developed. In addition to the central unit, “Ombuds Services” have been created in all departments. These services are staffed by teachers with a part-time appointment. The central staff member serves as a co-ordinator of activities and tries to stimulate the development of support systems. The role of the central unit and the “ombuds” services is mainly at the level of social welfare.

The main characteristic of this *hogeschool*'s approach is the agreements they have made with KULeuven and a private non-profit guidance service (called CHEOBS). The agreement with KULeuven allows their students to make use under certain conditions of all facilities in relation to housing, catering, etc. Financial aid remains within the *hogeschool*. The support for students with disabilities lies in the hands of the *Werkgroep Gehandicapte Studenten* of KULeuven. The



methodology and type of support is for this reason very comparable to what is done for the students at the university. At present the development of support to disabled students is at the stage of consciousness-raising and training the teaching staff.

The actual guidance of students is in the hands of the departments. The departmental "ombuds" persons are involved in information-giving to prospective students and to graduating students who want to do further studies (C). The graduating students can also receive support on this topic from the Study Advice Service of KULeuven. The production of brochures and information booklets, especially in relation to general aspects, is carried out by the central service with the support of KULeuven (B). For educational information-giving to students on course, especially in the case of re-orientation, the students are referred to the Study Advice Service of KULeuven. However, this service is not responsible for advice (I) or counselling (D).

All counselling of students, mostly individual short-term counselling (D) and some short-term group counselling (F), is carried out by the external non-profit organisation. They also are responsible for group training activities (M). They work on problems related to study skills, assertiveness, test anxiety and time management. Their services are paid for by the *hogeschool* through a general fee, while in addition the students pay 250 BF per consultation. The individual counselling takes places in the premises of the external service, while the group training is organised within the departments of the *hogeschool*.

Vocational guidance also remains in the hands of the departments and is realised by the "ombuds" persons with the help of other instructors. Some help is given by KULeuven which make its vacancy information (P) available to the graduating students of the *hogeschool*. The students can also consult the VDAB information data bases at KULeuven. In addition, information-giving on career possibilities and practical aspects related to entering a career (C) is carried out by external specialists.

In addition to what is done in the *hogeschool*, it seems important to highlight the activities of the private non-profit guidance organisation. The best-developed organisation is CHEOBS (Centrum voor Heroriëntering en Begeleiding van Studenten). CHEOBS is as a non-profit organisation which operates exclusively on basis of the contribution of clients and the institutions for which it works. Though it also works with clients from secondary schools, the majority of their clients (65%) are students in higher education. It is also involved in the training of guidance staff and teachers in the *hogescholen*.

The staff of this service are all psychologists or pedagogues with an additional psychotherapy (behaviour-oriented) training. They give individual counselling, short as well as long-term (D and F), and run some group counselling sessions (D), though some of these activities should perhaps rather be considered as training programmes (M). All these activities are strongly connected to the development of learning skills, including motivational aspects and concentration problems, test

anxiety and time-management. Outside the study-related aspects is the assertiveness training, which is at a more general level.

The task analysis of the guidance workers and counsellors in the *hogescholen* leads to the conclusion that most *hogescholen* :

- have little support available at the level of personal guidance;
- provide educational information to prospective students and to some extent to graduating students, but with little attention to on-course students;
- have developed within their guidance support service/systems little or no professional advice, counselling and assessment; in the cases where these guidance tasks are executed, they are limited to study-related aspects and are often provided by external services;
- often refer their students to external services;
- limit the vocational guidance to some general information and a lot of vacancy information, with some liaison with providers; training and coaching in this area are not available.

The guidance systems used by the *hogescholen* are broadly comparable to what is done at the universities, but they do not yet have the same amount and extent of guidance support available, especially when compared to the larger universities. Some of the problems which counsellors within the universities are facing also appear in the *hogescholen*, e.g. the distinction between information-giving and recruitment. It should not be forgotten, however, that most of these institutions started the development of guidance systems only recently and that the financial resources for guidance provision are lower than those available at the universities.

### 3c. Detailed profiles

A detailed task analysis will be given in this section for three occupational roles:

- Study Advisor (General). This occupational role has been chosen because it is the largest occupational group. The profile will include some reference to the level of specialisation in specific tasks.
- Study Advisor (Employment). Though only one advisor can currently be labelled as such, it is expected that more importance will be given to this guidance focus in the future. For this reason a detailed analysis of the role is interesting to indicate what its actual tasks are and to explore its growth potential in Flanders.
- Study Advisor for Disabled Students. This occupational role is analysed because it can serve as a model for the development of other occupational roles dealing with special target-groups.



Study Advisor (General)

The study advisor within a Study Advice Service is commonly viewed as a general educational and vocational guidance counsellor. Within some Study Advice Services, however, the role is split into more specialised roles: study advisors for information, or for assessment and counselling, or for employment. Other types of specialisation can occur. Some study advisors specialise in supporting the decision-making process for entering postgraduate study, or in learning support activities, or in the production of information materials. This may be reflected in the occupational titles used by the counsellors, leading to titles with a specification added to the general title of "Study Advisor" (see Table 2).

For most study advisors, the majority of the tasks are related to supporting prospective students and current students within the universities with making choices in connection to educational programmes. Learning support tends to be an important aspect of this role.

Collecting, producing and displaying information in relation to education and training (B) is an important task. This may include the production of special guidance materials for use in secondary schools as logbooks (e.g. a logbook called "KiesWijzer" (Choose Wise) published by VUB and the brochure "Je Studiekeuze" (Your Choice) published by KULeuven), information leaflets, etc. However, the advisors are often supported for this part of their job by administrative support staff. The majority of their time is spent on giving information (C) to prospective students and first-year students who, for reasons of dissatisfaction or failure, need to review their initial educational choices.

Though prospective students often have access to individual information sessions, most are reached by group information sessions at their schools, at fairs or at special locally organised presentations. These presentations are usually organised by parents' associations or local counselling services (PMS Centres). Student advisors also play an important role at special information days on their campus. Prospective students are only exceptionally assessed (K) by the study advisors, though facilitating self-assessment (J) is strongly supported. Based upon the self-assessment results and an analysis of the previous educational records, advice in relation to recommended educational options can be given (I). If prospective students request further assessment, they are usually referred to their local counselling services or to other specialised vocational counselling services outside the university.

A different approach is found for the on-course students. All students who want to review their initial choice can draw on extensive individual information sessions, usually supplemented by visits to the information centre of the Study Advice Service, and by diagnostic assessments (K). For these students, a self-assessment approach (J) is also strongly promoted.

On-course students sometimes call again upon the study advisors for choosing a specialisation within their educational options. Study advisors are not very well prepared for this type of question, except

in relation to relevance to the labour market: they often need to refer the students to their departmental first-in-line guidance workers. A more important role is played in the process of choosing postgraduate education. Some study advisors organise information sessions and training programmes for those who intend to study abroad.

In the process of informing, assessing and advising these on-course students, only limited reference is made to job possibilities and career aspects. Study advisors tend to neglect the career aspect. Questions in relation to career are approached as an analysis of career possibilities or restrictions connected to certain educational options. Anything that is connected to placement, vacancy information and liaison with employers is not seen as a task of the study advisor. Students with questions of this type are referred to special services within or connected to the university, and to specialised counsellors within the Study Advice Centres. The role of a study advisor usually ends at the moment a first degree is earned or a postgraduate programme is started.

This is not the general approach in all Study Advice Centres (see above). Some of these centres play a role in student placement and career advice. They help, in collaboration with other student support units and/or the alumni association, to organise job fairs or training sessions.

Though counselling in relation to the educational career can occur, it is usually restricted to short-term individual counselling (E). The other counselling approaches (F, G and H) are usually connected with learning support activities (e.g. test anxiety, learning styles, etc.) or counselling activities which are very close to personal guidance (e.g. locus-of-control problems, negative self-image, etc.). Depending on the background of the study advisor, they will handle these counselling activities themselves or refer their clients to more specialised colleagues or services.

The learning support activities need more attention. Many study advisors are involved in training programmes on learning skills. These are a type of teaching programme (M) where general skills are developed or highlighted. The transfer of these skills to course-specific situations is realised in collaboration with or entirely left to the departmental first-in-line study-support workers.

Advocacy (R), feedback to providers (T) and follow-up (U) are not major concerns of the study advisor. Whether they are involved in these types of activity depends largely on the tradition and attitudes of the director of the Study Advice Service. Supporting other guidance sources (S) has become a more important task since 1991, when a major reform of the universities was introduced and all Flemish universities had to develop a departmental tutorial system (see above). Most academic staff were not prepared for this type of activity. The only services with experience in this field were usually the Study Advice Services. The departments, or those who were assigned a first-in-line guidance role, tended to call upon the Study Advice Services to help them acquire the necessary skills and knowledge.



Study Advisor (Employment)

These counsellors specialise in vocational guidance. They tend to be part of the larger team of the Study Advice Service. However, their role is in all institutions supplemented by other persons and organisations. As explained before, within the departments or at the level of student and alumni associations, other complementary activities are organised. The persons involved in these dispersed actions are mostly doing this on a voluntary (e.g. those working for the associations) or an add-on (e.g. departmental staff) basis.

Though there exist differences between the two universities with study advisors for employment, this detailed profile will refer only to the advisor for whom vocational guidance is the only and full-time activity or to the tasks that are related to vocational guidance. The role of the other advisors with mixed vocational and educational guidance tasks is not discussed in the framework of this contribution. At some points reference will be made to differences between these roles.

Where a mixed role exists, the educational guidance tends to be connected to support in relation to choices of postgraduate programmes. The mixture between choices of postgraduate education and of career entry are close. From the student's point of view it may be preferable to work with a counsellor who knows both areas well, rather than with a counsellor who is specialised in one area and ignorant of the other.

The study advisors (employment) concentrate their activities mainly on final-year students and young graduates. In some institutions graduates can make use of the service only during the first year following graduation. Support to older graduates may be contingent upon the available time and resources.

The task of the advisor is mainly connected to information-giving (C), and more especially to vacancy information (P). This implies also a lot of information-management work (B). These advisors are responsible for making the service known to the final-year students, for the production of general brochures on starting a career, and for distributing these to students. They also collect information on job vacancies, systematise this information and make it available to students through bulletin boards and a newsletter. Some vacancies are even sent to selected groups on an individual basis.

A large part of the available time is dedicated to the development of a general information centre in which the students can consult information on how to apply for a job, on career management in general and on large companies in particular. Though great importance is still given to printed information, new technology has been widely adopted. At some institutions the VDAB data basis (KISS and WISS - see earlier) can be used. In addition, the Internet can be used to consult company information.



At VUB and RUG, not much attention is given to assessment of students (J and K). At KULeuven, on the other hand, computer-assisted self-assessment is encouraged (J). Advice-giving (I) on an individual basis is an important task of the counsellor. It can be related to how to apply for a job, legal aspects, working abroad, etc. In some cases, when students finally opt for postgraduate education, they are referred to other counsellors specialising in this field (L).

Vocational counselling (D to G) is not really available in Flanders, though some short-term individual counselling (D) might occur occasionally. Also, training of students (M) is relatively new and organised in a different format (see section 3b.1). At VUB, it is organised by the Alumni Association in co-operation with a non-profit training organisation as stand-alone activities, while at KULeuven the Study Advice Centre organises these activities in co-operation with a broader departmental support group as an integral part of a comprehensive support package.

Liaison with employers (N) is also one of the priorities. The counsellor often contacts employers, meets with them personally and organises company presentations on campus. The marketing of these presentations is also in the hands of the counsellor. This specific part of the task is often supplemented by activities organised by the departments and associations, who organise company presentations and job fairs for specific target groups.

Follow-up (U) and feedback to providers (T) used to be an important task of counsellors for employment. This is now no longer the case. The change occurred partly because of more weight being given to the information and advice-giving tasks, but also because follow-up surveys on the career development of graduates are conducted by the departments, as part of the inter-university review of graduate programmes supervised by VLIR. These follow-up studies have the advantage that they produce higher response rates from the graduates and have more impact on the academic authorities (T), but the disadvantage is that their results are not comparable with one another because their survey methodologies vary.

The European component is becoming more and more important. Counsellors try to be involved in the EURES programme, and are tending to expand the information centre with new materials on international and European career possibilities. This is reflected in the choice of training topics: group information sessions on international careers, and specific training on how to find international jobs and apply for it, are now regular elements in the training programmes.

### Study Advisor for Disabled Students

As explained above, the study advisors for disabled students consider their role as that of a go-between. Accordingly they are all-round counsellors, who mostly have a special concern for educational guidance and some knowledge of personal guidance.



Though these counsellors are integrated in the Study Advice Services, they have a large amount of administrative work (A). This work is related to the reimbursement of the costs for specific learning equipment by the Ministry of the Flemish Community and to their go-between role within the university. Writing letters, making reports, etc. just to prepare for the arrival of one new student with a disability can be very demanding.

These counsellors concentrate strongly on information-giving (C) in relation to educational options in general and to specific problems related to realising these options for disabled students. To a certain extent, information on possible restrictions in later career progression is included. The information-giving to prospective students is much more time-consuming than for traditional students. Much of the work is on an individual basis and requires more on-site visits, which often need to be tailored to the specific disability of the student.

The information management (B) is mainly related to collecting and making available information on the problems which disabled students can face in educational programmes, how these problems can be overcome, and especially the existing support materials. The development of a good database on relevant support services, mainly outside the institution, is crucial. These counsellors are less involved in the production of information materials.

The contacts with prospective and entering students which go beyond information-giving often involve advice-giving (I) and some stimulation of self-assessment (J). The self-assessment is often related to the development of a "realistic idea" regarding their skills and/or aptitudes in relation to the requirements for the chosen educational option. Most disabled students have gone through a thorough assessment procedure before entering HE and tend to have clear ideas about their strong and weak points. Problems sometimes arise in making them accept that their skills and aptitudes are not in line with what is expected of them. This can be very difficult since most disabled students are very determined. Their educational choices are usually the result of a long and thorough decision-making process. They often opt for vocational possibilities which have been successfully tried out by other persons with disabilities. Yet sometimes they may choose educational options based upon "impossibilities" instead of "possibilities". In such situations a more individual short-term counselling process (D) can occur.

Some short-term counselling is also one part of the tasks in some other situations. However, it is restricted to situations which need specific knowledge and skills from the counsellors. This might e.g. be the case for students with a hearing disability. Other types of counselling (E to G), adapted to their needs, are not offered by the counsellors for disabled students. Students who might need that type of support are referred to other more specialised services (L).

As explained above, referral (L) is one of the most important tasks of these counsellors. It is only matched by advocacy (R) and liaison with providers (N). Counsellors for students with disabilities

are constantly contacting academic and administrative staff within their institutions to negotiate specific support measures for their clients. This can include requesting extra exam time, special equipment and access to certain facilities for disabled students. Though most staff are sympathetic, they still may need some extra stimulus to make the requested support available. In particular the question of costs, which as explained before may be reimbursed by the Ministry of Education, is one of the major discussion points.

These counsellors tend to make, as part of their liaison activities, some efforts to develop contacts with interest and pressure groups of disabled persons (e.g. for the hearing-impaired, etc.). This is usually done to develop a better understanding of the concerns and problems of the disabled and their environment.

In some cases the counsellors may need to coach their clients in order to prepare them for confrontation with certain situations (O). This can include preparation on how to ask an instructor for specific support, writing an official request to the chairperson of an examination jury, etc. But it can also cover how to respond to fellow-students who react in a negative and prejudiced way. In some cases this can be supplemented by supporting the development of self-help groups (H). There are mixed findings in relation to the success of self-help groups: while they have worked well in some institutions, they have failed in others. There is no clear explanation for this difference, but it might be related to the availability of other informal support. If students with a disability are surrounded by fellow-students who understand their situation and give spontaneous support there is probably no need for self-help groups.

The counsellors for disabled students make extensive use of the new technologies. They are especially skilled in the use of audio-visual equipment and computer technology. This is necessary to help blind students (e.g. transcribing courses in Braille, including maps and other type of illustrations, etc.) or the hearing impaired. In this respect they often call upon the help of other departmental specialists or external support groups (L).

For some years now the counsellors have also been active in helping their students to participate in the ERASMUS programmes. They help them in acquiring information on the existence of the required support services in the host institutions. The Flemish counsellors have participated actively in the development of a European checklist of requirements and an inventory of the services available to students with disabilities in HE within the EU.

In view of their frequent contacts with advisors from other services, the counsellors often fulfil a training role with these advisors (S). Most of this support tends to be informal, though some more formal training programmes (e.g. for secondary-school counsellors and for counsellors in the *hogescholen*) have been made available.



Though the counsellors for students with disabilities have intensive contacts with their students, this tends to end at the moment their students leave the university. As long as the students are on campus, there is careful follow-up on the students' progress. This is not the case once the students have graduated (U).

## 4. Training and Qualifications

### 4a. Introduction

In the previous sections some reference has been made to the training of the HE counsellors. It has already been made clear that there is no formal training at all in counselling in Flanders, neither within the educational institutions nor within the professional organisations.

There are not even any specific professional associations for HE counsellors or guidance workers. The only general guidance or counselling association that exists is "VV-PMS" (Vlaamse Vereniging van PMS Medewerkers), an association of those working in the school guidance centres. All the other professional organisations are built around specific therapeutic approaches (e.g. behaviour therapy, gestalt therapy, etc.), training therapists in their approach, or are based on specific occupations (e.g. the associations of psychologists, and of social workers), with the main purpose of defending the occupational title and related employment possibilities.

The analysis of the qualifications and training for the different guidance roles tends therefore to be rather monotonous (see table 4).

### 4b. Commentary

Most people involved in HE counselling entered this profession shortly after graduation. Some might have had an experience in other kind of guidance or information services at other educational levels or in more general personal guidance or counselling services. They are usually hired because of their general educational background and interest in the specific role. Experience in the field of guidance or counselling might play a part, but is certainly not a requirement.

Originally the counsellors in the student guidance services were psychologists or pedagogues. This was related to the origin of these services. The first guidance services were established at the larger universities as units within the departments of psychology and pedagogy. The guidance task was seen as a complex combination of different roles, of which assessment and counselling was an inherent part. Since only psychologists and pedagogues were adequately prepared for these specific roles, they were the only persons to be hired to perform them.

The broadening of the tasks of these services, especially at the level of information-giving to prospective students on educational programmes and to graduating students on postgraduate education, study abroad and career possibilities, led to the introduction of counsellors with different educational backgrounds. The first non-psychologists to be appointed were social workers, with a *hogeschool* educational background of a one-cycle basic course type. This was in imitation of the situation in the secondary-school guidance services (PMS Centres), where social workers play an



4 Table 4 : Training and qualifications

Service/system	Occupational roles	Minimum educational qualifications for entry	Initial training in guidance and counselling	In-service training in guidance and counselling
<b>Universities</b>				
Study Advice Centre	Director / Head of Service	4 or 5 yrs first degree (FT), usually psychology or pedagogy	none	occasional seminars or conferences
	Study Advisor	4 or 5 yrs first degree (FT), usually psychology or pedagogy	none	id.
	Study Advisor for Employment	4 or 5 yrs first degree (FT), not necessarily psychology or pedagogy	none	id.
	Study Advisor for Information	id.	none	id.
	Study Advisor for Guidance	4 or 5 yrs first degree (FT), usually psychology or pedagogy	none	id.
Service for Students with Disabilities	Study Advisor for Disabled Students	4 or 5 yrs first degree (FT), usually psychology or pedagogy, or diploma in social work	none	id.
Service for Varsity Sport Students	Study Advisor for Varsity Sport Students	4 or 5 yrs first degree (FT), preferably psychology or pedagogy	none	id.
Placement Support System	Placement Support Worker	4 or 5 yrs first degree (FT), not necessarily psychology or pedagogy	none	id.

Table 4 (continued)

Centre for Mental Health	Director / Head of Service	Psychiatrist (MD + 5 yrs specialisation) or 5 yrs (FT) first degree in psychology	training in psychotherapy	id.
	Psychologist for Students	5 yrs first degree (FT) in psychology or pedagogy	id.	id.
	Psychotherapist	5 yrs first degree (FT) in psychology	id.	id.
	Psychiatrist	7 yrs medical doctor (FT) + 5 yrs specialisation (FT)	training in psychotherapy recommended but not required	id.
	Social Worker	3 yrs <i>hogeschool</i> diploma (FT)	training in psychotherapy	id.
Centre for Family and Relational Welfare	Head of Service	5 yrs first degree (FT) in psychology	none	occasional seminars or conferences
	Medical Doctor	7 yrs MD (FT) and 5 yrs (FT) specialisation in gynaecology	none	id.
	Psychologist	5 yrs first degree (FT) in psychology	none	id.
	Legal Advisor	5 yrs law degree (FT)	none	id.
	Social Worker	3 yrs <i>hogeschool</i> diploma (FT)	none	id.
Learning Centre	Study Support Worker	4 or 5 yrs first degree (FT), not necessarily psychology or pedagogy	none	id.
Departmental Tutorial System	Monitor	4 or 5 yrs first degree (FT), from the department they work for	none	id.
	Teaching Support Worker	4 or 5 yrs first degree (FT), from the department they work for	none	id.
	Teaching Assistant	4 or 5 yrs first degree (FT), from the department they work for	none	id.



Table 4 (continued)

Service/system	Occupational roles	Minimum educational qualifications for entry	Initial training in guidance and counselling	In-service training in guidance and counselling
<b>Schools of Higher Professional Education (Hogescholen)</b>				
Student Support Service	Director/Head of Service/Coordinator	varied, minimum 3 to 4 yrs (FT) first degree awarded by university or <i>hogeschool</i>	none	occasional seminars or conferences
	Study Advisor / Study Support Worker	varied, minimum 3 to 4 yrs (FT) first degree awarded by university or <i>hogeschool</i>	none	id.
	Psychologist for Students	5 yrs first degree (FT) in psychology	none	id.
	Pedagogue	5 yrs first degree (FT) in pedagogy	none	id.
	Social Worker	3 yrs <i>hogeschool</i> diploma (FT)	none	id.
Departmental Tutorial System	Monitor	varied, minimum 3 to 4 yrs (FT) first degree awarded by university or <i>hogeschool</i> in one of the fields taught at the department	none	id.
	Support Worker for Students	id.	none	id.
	Instructor-Placement Support Worker	id.	none	id.
External Support Services	Counsellor-Psychotherapist	5 yrs first degree (FT) in psychology or pedagogy	training in psychotherapy	id.

important role in the guidance and counselling of pupils. Due to the growing importance of the information task, more and more services continued to hire non-psychologists, mostly with a humanities or a social sciences educational background.

When the guidance services started to spread to other universities and *hogescholen*, a new trend appeared. This was related to the fact that guidance was often limited to information-giving. Some HE institutions in the first place hired their own graduates. They were considered to be the best-placed persons to give information and advice to prospective students. Institutions with mainly economics programmes often started their student guidance activities with staff members holding an economics degree from their own institution. The same was true for schools with e.g. more science or engineering-oriented educational programmes. However, in these institutions a reverse development occurred: the need for personal guidance and general learning support was often recognised and led to the hiring of psychologists and pedagogues.

At present most student guidance services, with the exception of the mental-health-related units, have a very mixed staff. Psychologists and pedagogues work next to persons holding other HE degrees. This trend has been strengthened by the development of more learning support activities, e.g. the Learning Centres and the tutorial systems (see above), and the integration of first-in-line departmental guidance as part of the formal teaching activities.

The staff within the mental-health-related services are all psychiatrists, psychologists, or pedagogues and social workers with psychotherapy training. Except for the psychiatrists, all staff are hired on the basis of this additional training, though some staff have been hired before they have finished the training scheme.

The psychotherapy expertise is either acquired through a postgraduate specialisation programme, available at KUL and RUG, or through training schemes organised and supervised by professional psychotherapy organisations. Most training programmes are tied into specific psychotherapeutic approaches. The postgraduate programmes at the universities require one year of full-time study, of which an intensive supervised internship programme is an integral part. However, most mature students follow these programmes on a part-time basis. The programmes are open to psychologists, pedagogues and psychiatrists in training. Other persons, with extensive professional experience, are sometimes accepted after an entrance exam. The professional training programmes include, in addition to more formal training periods, a supervised work placement.



#### **4c. Detailed profiles**

##### Study Advisor (General)

As explained above, the study advisors can have a varied background. The psychologists, pedagogues and even social workers are only given a minimal specific guidance and counselling for higher education training in their initial education. All the psychologists and pedagogues receive extensive courses on psychology, with all subspecialties included, and on assessment techniques. The use of new technologies, e.g. computer-assisted assessment and self-assessment techniques, receive extensive attention during this training. Introductory courses on psychotherapy are also included. However, only those specialising in clinical psychology are given more extensive training in specific psychotherapy techniques and counselling. Most clinical psychologists have had only one or at most two courses on vocational and/or career guidance and counselling in educational settings. Only those in a school psychology option dedicate a considerable amount of time to this topic. Unfortunately the bulk of this training is related to secondary-school situations. The same is true for the pedagogues, who are given more extensive training in dealing with learning problems. The social workers also receive some training on guidance in educational settings, with special attention to the influence of environmental (especially social) variables.

Though a growing amount of attention is paid to work with non-traditional groups (e.g. multi- or cross-cultural groups, disabled students, socio-economically disadvantaged groups, etc.) it remains one of the weak points in the training of psychologists and pedagogues. Students with a special interest in these topics only have access to a number of introductory courses. Most of the training in this field is part of internships or research projects.

Indeed, all students in psychology, pedagogy and social work programmes are required to go for an extensive internship programme. Those students who have had an internship in guidance and counselling services are the only ones with relevant practical experience.

It is taken for granted that graduates with a psychology or pedagogy degree have developed enough skills and knowledge within their first degree to work as a counsellor in higher education. Accordingly, no initial training is required. At most, some occasional in-service training may occur.

The situation is even less favourable for those study advisors without an initial psychology or pedagogy training. They are hired exclusively because of their interest in the job and their profile. The only requirement is a profile that shows good relationship skills, verbal qualities, flexibility and a person-oriented attitude. Their main task consists of managing and providing information.

New counsellors might have a brief in-service training period where they work under supervision of an older, more experienced counsellor. This, however, depends on the availability of staff and the

period of the year when they start working. Where a new staff member starts his/her job at the beginning of the academic year, there is little time available to organise such in-service training.

Even follow-up training is not mandated. Most counsellors try to participate in seminars or conferences to update and enhance their skills and knowledge. There is a large need among HE counsellors for training on how to deal with non-traditional students, with the internationalisation of the student body, and to get a better understanding of how guidance operates in other EU countries. These needs are not met in many cases, due to budgetary restrictions on participating in training abroad and to the lack of training possibilities for HE counsellors in Flanders.

### Study Advisor (Employment)

Most study advisors for employment hold not a psychology degree, but a human or social science degree. They have not received any formal initial training. They are rather to be considered as self-instructed counsellors or as counsellors who were given a brief in-service training by a more experienced colleague on starting their job. This puts them in a comparable situation, at least as far as initial and in-service training is concerned, with most of the general study advisors.

### Study Advisor for Disabled Students

All study advisors for disabled students are either psychologist/pedagogues or social workers. Apart from the skills and knowledge acquired during their entry educational training, they have not received any special initial training. This puts them in the same situation as for the general study advisors. The same is true for further in-service training. However, some changes are to be expected for this professional group. At least in one case (Katholieke Hogeschool Leuven) all advisors for students with disabilities received special in-service training before resuming their tasks.



## 5. Conclusions

It can be concluded that HE guidance in Flanders is well developed, very accessible to and in frequent use by students. The guidance services and systems are well known to the students and academic staff alike.

The guidance services are highly professionalised, often at a third-in-line level. This is due to the fact that guidance is usually not seen as part of teaching, and faculty are reluctant to take responsibility in relation to tasks which are linked to guidance. Too often professors see themselves as experts who, as expressed by J.M. Hart in 1860, are "... not responsible for the success of students. He is responsible only for the quality of his instruction. His duty begins and ends with himself" (Hofstadter & Smith, 1961, p. 578). This attitude is no longer supported by the national authorities, and serious, legally supported efforts are being made to integrate guidance within the formal teaching activities. Some excellent examples of how this can be done are to be found at some universities.

However, only the larger universities (VUB, KULeuven and RUG) can claim to provide a fairly full range of support facilities. This is less the case for the smaller universities and *hogescholen*. Within the *hogescholen* the guidance support is still under development, and it can be expected that in the coming years matters will improve. The *hogescholen* tend to follow the model of the universities and sometimes even work in close association with them on the development of the guidance facilities.

Even the larger universities do not give equal attention to all fields of guidance. Most attention is given to educational guidance, where some serious problems exist in relation to the overlap with recruitment activities. In some institutions this tends to be the only guidance activity. Personal guidance, though less well developed, is only available at the larger institutions as a built-in service. Other institutions either ignore their responsibility in this matter and refer their students for this type of support to external community services, or accept responsibility but solve the problem by hiring in external expertise. Vocational guidance is the real weak point. Most institutions have some type of placement support available. However, fully-fledged vocational guidance support, including counselling, does not exist. The larger universities recognise the needs among their students at this level and are currently expanding the available vocational guidance support.

Though the quality of guidance can in general be assessed as good, the quality of guidance is not a top priority of the authorities. Institutional management is mainly concerned with student numbers. Guidance is often seen as a system that can help to produce high student retention. As long as the numbers are there, not much work is done on quality control. In the past, only one inter-university assessment of guidance facilities for first-year students has been delivered. This was a review conducted under the auspices of VLIR (Jacobs & Heene, 1993). However, this review was mainly concentrated on educational guidance and more particularly on learning support, with some attention

to personal guidance and student welfare aspects. Vocational guidance was not taken into consideration. The same is true for the VLIR reviews of the graduate programmes.

The quality studies, however limited, tend to support the notion that guidance, and especially educational guidance, at universities is of a satisfactory to a good quality. This is the case at least as far as the quality of staff, of infrastructure and of available programmes is concerned. However, aspects of ethical behaviour, readiness for working with non-traditional student groups (e.g. multi-cultural students and other special target groups), preparation for new technologies, awareness for and knowledge of the European component in our society, etc. are barely touched.

In particular the lack of skills among the existing staff and the lack of availability of specialised staff for dealing with non-traditional students (students of foreign origin or low socio-economic classes, and mature students) are weaknesses. This can only change if the necessary training facilities are made available to the present staff and through a staff increase in the existing services to allow the creation of specialised units within these services.

This may be linked to the lack of systematic and mandatory initial and in-service training of counsellors. Our survey indicated clearly, with the exception of therapy-related training, there is no initial training at all, while the in-service training is left to the goodwill and initiative of the counsellors. The minimal level of education required is high, and the majority of counsellors, especially these with a psychology, pedagogy or social work background, have acquired substantial general guidance skills and knowledge. The only question is the extent in which they have been prepared for the specific demands of HE guidance. More continuing training possibilities are needed.

The potential for this type of continuing training is available to some extent at the Flemish universities. Within the schools for psychology and pedagogy there exist some highly specialised courses related to guidance which could be the starting-point for more systematic continuing training of the HE counsellors. What is needed is a framework or model into which this continued training can be organised.

A postgraduate programme on "Counselling in HE" at national level is not viable. The available staff and resources is apparently too limited to develop an appropriate curriculum. Also, the problem of a too limited group of interested prospective students must be taken into account. The group of candidates for such a postgraduate programme is in practice limited to those working in HE counselling at a second- and third-in-line level and the restricted group of young graduates interested in developing such a career. The first-in-line departmental counsellors are certainly less willing to invest time and money in such training. This reduces the possible candidates for such a programme to about 150 persons. The only solution would be the creation of an international, perhaps European-wide, postgraduate programme with a credit-based curriculum. If the Flemish and Dutch universities combine their efforts, they must be able to develop a substantial number of courses taught in Dutch



which could serve as the core for such a programme. The more specialised and optional parts of the curriculum could be handled through intensive courses (summer), open university courses, computer-assisted learning, etc. taught in other European languages and in other countries.

## References

- Bogaert, V. (1995). Financiering van de universiteiten :1992-1995. *Universiteit en Beleid*, 9(2):3-19.
- Bogaert, V. (1996). Het personeelsbestand aan de Vlaamse universiteiten op 1 januari 1996 en in zijn evolutie. *Universiteit en Beleid*, 10(4): 14-29.
- B.S. (Belgisch Staatsblad) (1960). Wet van 3 augustus 1960 houdende de toekenning van sociale voordelen aan de universiteiten en gelijkgestelde inrichtingen , *B.S.* van 23.8.1960.
- B.S. (Belgische Staatsblad) (1976). Koninklijk besluit van 8 april 1976 tot vaststelling van de samenstellende elementen van de ontvangsten en uitgaven van het patrimonium van de universitaire instellingen , *B.S.* van 7.5.1976.
- B.S. (Belgisch Staatsblad) (1978). Koninklijk besluit van 31 augustus 1978 tot wijziging van het koninklijk besluit van 4 augustus 1972 tot vaststelling van het bedrag van de inschrijvingsgelden in de universitaire instellingen en van het koninklijk besluit van 8 april 1976 tot vaststelling van de samenstellende elementen van de ontvangsten en uitgaven van het patrimonium van de universitaire instellingen, *B.S.* van 1.9.1978.
- B.S. (Belgisch Staatsblad) (1995), Decreet van 27 december 1994 betreffende het onderwijs VI, *B.S.* van 16.3.1995.
- De Clercq, M., Vrancks, A., Navarro, F., Piette, D. (1996). Onderzoek naar de geestelijke gezondheid van jongeren uit het secundair onderwijs in het Brussels Hoofdstedelijk Gewest. Brussel: ULB-Ecole de santé/Overlegplatform voor Geestelijke Gezondheid voor Brussel-Hoofdstad.
- Gicels, P., Lap, J., Konig, A. (19985) Opbouw van het mentoraat: een beleidsvoorstel. 'sHertogenbosch: KPC.
- Goegebeur, W., Van Esbroeck, R. (1996). De aansluitingsproblematiek in Vlaanderen. *Tijdschrift voor hoger onderwijs en management* , 96(3): 27-33.
- Coossens-Gevelers, M. (1996). Rol van ouders bij studiekeuze. *Tijdschrift voor hoger onderwijs en management*, 96(5):
- Hendrickx, V. (1992). De vrouwelijke studentenbevolking aan de universiteit. *Universiteit en Beleid*, 7(1): 2-7.



- Hendrickx, V. (1995a). De studentenbevolking aan de Vlaamse universiteiten in '94-'95. *Universiteit en Beleid*, 9(4): 11-19.
- Hendrickx, V. (1995b). De aantrekkingskracht van Vlaamse universiteiten voor buitenlandse studenten. *Universiteit en Beleid*, 9(3):21-30.
- Hofstadter, R., & Smith, W. (eds) (1961). *American Higher Education: a documentary history* (vol 2). Chicago: University of Chicago Press.
- Hulpiau, V. (1993). Wetenschappelijk onderwijs voor bijzondere categorieën van studenten. *Universiteit en Beleid*, 7(2): 2-10.
- Huts, A. (1996). Internationalisering en participatie aan de Europese Onderwijsprogramma's in Vlaamse universiteiten. *Universiteit en Beleid*, 11(1): 28-34
- ISM / Vormingscentrum voor de PMS-centra (1994). *Choices Vlaanderen*. Brussel: Vormingscentrum voor de PMS-centra.
- Jacobs, I., Heene, J. (eds) (1993). *Opvang van en onderwijs aan eerstejaarsstudenten: een evaluatief overzicht*. Brussel: Vlaamse Interuniversitaire Raad.
- KULeuven Studentendiensten (1996). *Jaarverslag 1996*. Leuven : KULeuven Studentenvoorzieningen.
- Ministerie van de Vlaamse Gemeenschap (1991). *Decreet betreffende de Universiteiten in de Vlaamse gemeenschap, verzameling van documenten*. Brussel: Departement Onderwijs, Administratie Algemene Onderwijsdiensten en Voorlichting, Centrum voor Informatie en Documentatie.
- Ministerie van de Vlaamse Gemeenschap (1994). *Decreet betreffende de Hogescholen in de Vlaamse Gemeenschap*. Brussel: Departement Onderwijs, Afdeling Informatie en Documentatie.
- Ministerie van Onderwijs (1986). *Statistisch jaarboek van het onderwijs, schooljaar 1984-1985*. Brussel: Ministerie van Onderwijs.
- Onderwijsraad KULeuven (1988). Het monitoraat. In : Jacobs, I., Heene, J. (eds) (1993). *Opvang van en onderwijs aan eerstejaarsstudenten: een evaluatief overzicht*. (p186-197). Brussel: Vlaamse Interuniversitaire Raad.

- Universitaire Dienst voor Geestelijke Gezondheidszorg (1992). *Jaarverslag 1991*. Brussel: UDGG-VUB
- Van Esbroeck, R. (1993). *Student counselling: the impact of legal changes on institutional policy*. Paper presented at the IRTAC - CRE Conference, Bordeaux, April 1993.
- Van Esbroeck, R. (1995). Beschouwingen bij het drielijnen model. *PMS-Leven*, 95-1: 28-40.
- Van Esbroeck, R. (1996a). Adjustment for academic success. In: Van Esbroeck, R. *et al* (eds). *Successful adjustment to university and progression beyond in a European context*. (p. 7-10). Louvain-la-Neuve: FEDORA.
- Van Esbroeck, R. (1996b). Beschouwingen bij een model van leerlingenbegeleiding. In: *Handboek Leerlingenbegeleiding* (rubriek Begeleidingsplan: 1/1-1/26). Brussel: Kluwer Editoriaal.
- Van Esbroeck, R. (1996c). Overgang SO-Universiteit: begeleiding van eerstejaars aan de Vlaamse universiteiten. *PMS-Leven*, 24 (2): 2-16.
- Van Esbroeck, R. (1997a). A vocational guidance programme for secondary schools. In : Sultana, R.; Sammut, J. (eds). *Career education and guidance in Malta*. (p. 335-367). San Gwan (Malta): Publishers Enterprises Group.
- Van Esbroeck, R. (1997b). The changing role of guidance counsellors in Flanders. *International Journal for the Advancement of Counselling*, 19(1): 1-16 (in press)
- Van Esbroeck, R. (1997c). Topics on guidance and psychological counselling in higher education. In: Abreau, M.V., *et al* (eds). *A informação e a orientação escolar e profissional no ensino superior*. (p. 63-70). Coimbra: University of Coimbra.
- Van Esbroeck, R., & Watts, A.G. (1997). *Training for new skills for a holistic guidance model*. Paper presented at the VIth FEDORA Conference, L'Aquila (May 1997).
- Verhoeven, J., Beuselinck, I. (1996). *Higher education in Flanders (Belgium): a report for the OECD*. Leuven: Department of Sociology, KU Leuven.
- Watts, A.G. (1992). *Occupational profiles of vocational counsellors in the European Community: a synthesis report*. Luxembourg: Office for Official Publications of the European Community.



Watts, A.G., Guichard, J., Plant, P. & Rodriguez, M.L. (1994). *Educational and vocational guidance in the European Community*. Luxembourg: Office for Official Publications of the European Community.

Watts, A.G., & Van Esbroeck, R. (1996). *Task Classification*. Working Paper for LEONARDO project on New Skills for Vocational Guidance in Higher Education. Brussels: FEDORA.