

New Skills for New Futures Higher Education Guidance and Counselling Services in The Netherlands

Iija Ramaker
Universiteit van Amsterdam



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



**New Skills for New Futures
Higher Education Guidance and Counselling Services
in
The Netherlands**

Ilja Ramaker
Universiteit van Amsterdam

A country report of a study on
“New Skills for Vocational Guidance in Higher Education”
carried out under the auspices of FEDORA,
with the support of the Commission of the European Communities
under the LEONARDO DA VINCI programme

1998

This report is published and distributed by the European Forum for Student Guidance / Forum Européen de l'Orientation Académique (FEDORA)

Copyright

FEDORA, Boîte Postale 55, 1348 Louvain-la-Neuve, Belgium.

Legal Deposit: D/1998/7553/12

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system in any form or by any means, electronic, mechanical, photocopying, recorded or otherwise without written permission of the copyright holder.

FOREWORD

This country report is part of larger study on “New Skills for Vocational Guidance in Higher Education”. The study has been carried out under the auspices of the European Forum for Student Guidance - Forum Européen de l’Orientation Académique (FEDORA). It has been funded by the European Commission as part of its LEONARDO DA VINCI programme.

FEDORA provides a platform for counsellors and advisers in higher education to meet and exchange their experiences. Its activities have enabled practitioners to gain insight into the wide range of guidance methods and activities in Europe, and to benefit from the richness of this diversity.

In particular, the FEDORA Summer Schools have provided opportunities for practitioners to learn from each other’s experience, and to relate this experience to recent theoretical developments. The Summer Schools revealed the strong demand for more systematic training in this field, and the potential benefits of responding to this demand at a European rather than purely national level. It was felt, however, that before planning any initiatives of this kind, a clearer map was needed of guidance and counselling services in higher education in Europe, and of current training provision for practitioners. A proposal for the study was presented to the European Commission, and the Commission agreed to fund it under its LEONARDO programme.

The study is of wide significance. For the first time, a comprehensive analysis is available of higher education guidance and counselling services across the whole of the European Union. In several cases, the study has provided the first such analysis even at national level. Because it is based on a common structure and methodology, the study also enables practices in each country to be contrasted with the others.

This report, together with the 15 other national reports on all Member States of the European Union and the synthesis report written by A.G. Watts and R. Van Esbroeck, is an important one both for FEDORA and for guidance and counselling in higher education in Europe.

This resource will be invaluable for international and national policy-makers, for higher education managers, and for guidance and counselling practitioners, as well as for employers in planning their higher education recruitment links. In particular, it enables the strengths and weaknesses of the different national systems to be identified, and is a powerful source of ideas on how the services in each country might be improved. It will also give clearer direction to the work of the European Commission, FEDORA and other European bodies in supporting such development.

Joachim Klaus
President, FEDORA

Dutch abbreviations

HO	=	Hoger Onderwijs = higher education (tertiary)
WO	=	Wetenschappelijk Onderwijs = university education
HBO	=	Hoger Beroepsonderwijs = higher professional education
VO	=	Voortgezet Onderwijs = secondary education
VWO	=	Voorbereidend Wetenschappelijk Onderwijs = <i>pre-university education</i>
HAVO	=	Hoger Algemeen Voortgezet Onderwijs = <i>upper general secondary education</i>

studentendecanen WO	=	student deans at universities
studentendecanen HBO	=	student deans at schools for higher professional education
studie-adviseur	=	study adviser
onderwijsadviseur	=	study programme adviser
studieloopbaanadviseur	=	educational counsellor
loopbaan-adviseur	=	careers counsellor
docenten	=	tutors/lecturers

CONTENTS

Preface	1
1. Summary	2
2. The structure of guidance in higher education	4
Introduction: Higher education (<i>Hoger Onderwijs, HO</i>)	4
2a. The main guidance and counselling services and systems: their history	6
2b. Comments	6
2.b.1 Student guidance in universities	7
• table 1	7
2.b.2 Student guidance in HBO	8
2.b.3 Centralised guidance services	8
2.b.4 Decentralised guidance services	10
2.b.5 HBO - WO differences	11
2.b.6 Control and funding	12
2.b.7 When is student guidance/counselling important? Enrolment, transfer, and graduation guidance	13
2.b.8 Counsellor-student ratios	14
2.b.9 Guidance/counselling of specific target groups	14
2.b.10 Professionalisation of guidance and counselling	15
2.b.11 Careers counselling outside the educational setting.	15
2.b.12 Trends	18
3. Roles and tasks	18
Introduction	18
• table 2	21
• table 3	22
3a. Comments: Task Analysis	23
3b. Four detailed profiles	24
3.b.1 WO student dean	27
3.b.2 Student dean in HBO	27
3.b.3 Study adviser	29
3.b.4 Careers counsellor at universities in the Netherlands.	31
4. Qualifications	34
• table 4	34
4a. The study programmes	35
4b. Comments	36
4c. Qualifications for the four profiles	37
5. Conclusions	39
References	40

PREFACE

This report lists the Dutch higher education services/ institutions that are responsible for student guidance as well as their (graduate) staff and their backgrounds. The term *officer* encompasses all those persons who are responsible for the guidance of students in higher education.

This report has been written according to a structure predetermined by the co-ordinators of the Leonardo project on 'New skills for vocational guidance in higher education'. This project aims at competently comparing student guidance in various European countries. Its ultimate aim is to provide research base for exploring the usefulness of developing a European master's degree in guidance/ counselling. The idea behind this is that guidance is likely to be stressed more and more in the near future but that there is as yet no clear training structure for it. What training there is, is extremely diverse. In view of an increasing co-operation among the various European universities, it may be expedient to develop a European master's degree in this field.

This report has been written on the basis of my experience of many years in student guidance at one of the largest universities in the Netherlands. In the writing of this report I have co-operated closely with three colleagues: Daan Vunderink, head of the student service department (*Studentendienstverlening*) at the *Universiteit van Amsterdam*; Theo Janssen, student dean at the *Universiteit van Amsterdam*; and Annemiek Maas, student dean at the *Hogeschool van Amsterdam*. Others have helped the development of this report with their comments, by filling in questionnaires, or through interviews. Finally, various reports and memoranda have been drawn upon in writing the report.

For the Netherlands, this report can form a starting point for a closer scrutiny of the organisation of student guidance and a critical review of the requirements regarding student counsellors' expertise and training.

Ilja Ramaker
September 1997

1. SUMMARY

New Skills for Vocational Guidance in Higher Education:

Research into/ stocktaking of the organisation and the contents of student guidance in higher education in the Netherlands

This report is the Dutch contribution to the 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:

- To provide an 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.
- 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.
- 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 master's degree in guidance and counselling in higher education

The structure of the report follows a uniform pattern for the country studies in order to facilitate a coherent synthesis report on all EU Member States.

In this report quantitative data are presented by means of tables that give an overview of the various topics discussed in this report:

table 1: a survey of guidance and counselling (guidance) services in higher education in the Netherlands

table 2: human resources: their number, functions and the focal points within student guidance

table 3: the various tasks of the most important student counsellors and advisers

table 4: training and qualifications of these officers

These are then followed by chapters commenting upon the various topics covered.

Part 2 deals with the organisation of student guidance, their origins and the differences in university education (WO) and higher professional education (*Hoger Beroepsonderwijs*, HBO). The Dutch institutions of higher education fund their own student guidance activities. These institutions in their turn are subsidised, mainly by the government. A distinction is drawn between guidance at centralised and decentralised levels.

At universities, *specialists* have often been appointed at a centralised level for the particular tasks within student guidance (for instance, university psychologists and careers counsellors). In HBO, the situation is quite different.

At a decentralised level, tutors/ lecturers who are also appointed as mentors or student deans, guide and counsel students; sometimes however, this is the task of specially appointed officers who have a more general, multi-faceted counselling role.

Finally, this chapter describes a number of current trends.

Part 3 deals in detail with the tasks of the various officers. It covers four profiles rather than three, because the role of the student dean at a university differs greatly from that in *HBO*. Separate profiles have accordingly been written for each of them.

Part 4 goes into the training and qualifications of the various student counsellors/advisers. There are a few training options in the Netherlands. However, a specialised educational programme does not exist for student counsellors/advisers in higher education. It is clear that as regards vocational counselling, specialised training or university courses for the various officers could valuably promote Dutch student counsellors'/advisers' expertise regarding their current and anticipated tasks.

2. THE STRUCTURE OF GUIDANCE IN HIGHER EDUCATION

Introduction: Higher education (*Hoger Onderwijs, HO*)

To be able to view Dutch student guidance in perspective, it is essential to have some idea of the educational system in the Netherlands.

Depending on their results in primary school, some children at the age of 12 may enrol for upper general secondary education (five years of *Hoger Algemeen Voortgezet Onderwijs - HAVO*) or pre-university education (six years of *Voorbereidend Wetenschappelijk Onderwijs - VWO*). After completing secondary education, children are free to choose further education, to enter the labour market, or to choose university education. Those who finish their senior secondary education mostly choose higher professional education (*Hoger Beroepsonderwijs - HBO*), which might be compared with the former polytechnics in the UK. If they want to go to university, it will take them two more years to obtain their pre-university diploma. Another possibility is to go to *HBO* and obtain a propedeuse diploma after a one-year preliminary phase. With this diploma it is also possible to enter university. Those who have completed their pre-university education can choose between a course in higher professional education or at university. 60 % choose university education, 30% choose a course in higher professional education and 10% postpone their decision or search for a job on the labour market. Higher professional education focuses on practical training, while students at universities are trained to be independent researchers at a scientific-academic level.

In the Netherlands there are:

- universities (*wetenschappelijk onderwijs: WO*): one of these specialises in distance learning; three are specialised in technology, and one in agriculture; the others offer a wide range of subjects.
- around 70 institutions (called *Hogescholen*) for higher professional education (*hoger beroepsonderwijs - HBO*); each of these teaches many different subjects. Within higher professional education many *hogescholen* have merged in the past decade, resulting in fewer but much larger institutions.

Both educational systems basically offer four-year programmes. This used to be different: the duration of educational programmes at universities used to vary greatly (between 4 and 9 years). In 1982 the minister of education determined that the duration of all programmes must be equally long, with a few exceptions, e.g. medicine.

The total number of *HBO* students has not changed markedly, but *WO* programme attendance has increased (see table a). In recent years, the number of women attending higher education programmes has increased considerably. At the moment they comprise almost half the student body. However, there are still obvious gender differences between individual programmes. Once a specific programme has been chosen, there are hardly any differences between men and women as regards dropping out or changes of programme (CBS, 1994).

number	1985/86	1994/95
HBO-students	221,462	227,626
WO-students	168,858	185,215
total number of students	390,320	412,841

* data from the *Statistisch Jaarboek 1987* and *Statistisch Jaarboek 1997*

In view of the declining number of graduates from secondary education, the student population in higher education will probably drop in the near future. The drop in the number of female pre-university graduates is particularly marked (see table b).

	1985/86	1994/95
secondary education graduates		
HAVO/male	18,595	15,254
HAVO/female	21,991	19,097
VWO/male	17,002	14,737
VWO/female	14,739	14,324

Research indicates that after three years around 25% of the students have dropped out of their original programme (de Jong, Koopman, and Roeleveld, 1991). Recent research shows much the same level of drop-out (Prins, 1997).

The way in which students are taught is one of the main differences between *WO* and *HBO*. In *HBO* students are usually taught in 'small' groups (of around 30), 5 days a week. At universities, lectures are given, sometimes to groups of over 200 students; there are also tutorials. However, contact between tutors/lecturers and students is much less frequent (sometimes 8 contact hours per week) than in *HBO*.

In principle, students are free to choose which programme they would like to join. For some programmes it is possible for *HBO* graduates to continue their studies at university (e.g. economics). These special programmes are called *doorstroomprogramma* (bridge programme).

Universities and most institutions for higher professional education require no entrance examination and are basically open to applicants who have completed their secondary education. They are mostly government supported; there are no private universities in the Netherlands that provide a full academic programme, but some of the *HBOs* are private.

The government expenditure, expressed in Dutch guilders, on *HBOs* is shown in table c.

	1985	1993
Government expenditure on HBO		
Higher professional education	1,851 million	2,213 million
Expenditure per student	9,250	8,740
University	3,753 million	5,111 million
Expenditure per student	23,390	28,910

* data from the *Statistisch Jaarboek 1987* and *Statistisch Jaarboek 1997*

The government funds each institution on the basis of student numbers and achievement. Basically, each institution is free to decide how and on what the money will be spent. The minister determines the tuition fees to be charged for all students with a grant or loan. For other students (e.g. those attending evening classes) each institution determines the fees it will charge. Most universities and institutions charge approximately the same price (about NLG 3,000). Many public facilities/utilities have been privatised over the past decade. One wonders if, when, and how privatisation will start to have an impact on higher education.

2a. The main guidance and counselling services and systems: their history

Sometimes the guidance and counselling services at the various institutions of higher education in the Netherlands consist of specialist departments. Occasionally these departments, with their professionals, come together to form a larger department. Soon after World War II the idea was launched that universities should concern themselves with more than just education. In the fifties, a report (Rutten, 1956) was published that further developed the idea of professionalised student guidance.

In the early sixties, the beginnings of the Dutch grants and loans system led to the appointment of the first student deans. This officer is also mentioned in art.7.34.1. of the Dutch higher education act. These were the beginnings of a guidance and counselling system that rapidly expanded in the following years. Because of an enormous increase in student numbers (baby boom) over those years, the need for a good guidance system grew. Especially in view of the many changes and obscurities in the related rules and regulations, the students hardly knew where they stood. The student dean gradually became versed in these matters; this resulted in their being increasingly regarded as an essential and basic service. In addition, in the sixties, student performance was monitored. It emerged as being alarmingly low! Educational guidance came to be regarded as the means of increasing the student output.

With the appointment of a student dean in the sixties, the first educational guidance task was assigned to a special officer at a central level. Advising students on statutory measures and regulations, and guiding them regarding study conditions (e.g. finance, housing), have always been the student dean's main task. The way in which this guidance has been organised largely depends on the size of the educational institution and on the counsellors'/advisers' training.

By now, every university and *hogeschool* has a department employing student deans. Also, various other officials responsible for student guidance have now been appointed. However, the guidance systems in the two kinds of higher education differ considerably from each other, as tables 1 and 2 indicate.

2b. Comments

2.b.1 Student guidance in universities

At the universities the central student deans' department is noticeably growing and expanding into a central department with several specialists. This department aims to promote the students' well-being. It is often called *Dienst Studentenzaken* (Central Student Affairs Service). Often, its staff includes: psychologists, physicians, careers counsellors, PR officers, and organisational staff. Sometimes these disciplines form separate departments, with their own heads; sometimes they form a sub-department within the Central Student Affairs Service. Occasionally, the psychologists and the physicians together form a separate health care department.

At a decentralised level in the faculties, a guidance system is also developing: the office of the study-adviser. It often forms a part of the department for educational matters (*afdeling onderwijszaken*) within the faculty, and is, therefore, accountable to the faculty. This department is responsible for the support and guidance of the students within the faculty. The faculty runs its own student administration and keeps the student records. The study-adviser is within this department the person to whom students can go to discuss all study-related questions (see 3b.3). A debate has been going on for some time now as to whether the organisation of student guidance should be more centralised or more decentralised.

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

<i>Service/systemFunding/</i>	<i>administrative control</i>	<i>Location</i>	<i>Extent</i>	<i>Level*</i>	<i>Target-group</i>
Universities					
Central Student Affairs Service (<i>Centrale Dienst Studentenzaken</i>)	funded and controlled by university	within university	all	3	all students
Department of student deans (<i>Afdeling studentendecanen</i>)	funded and controlled by university	within universities	all	3	all students
Careers Advice Centre (<i>Loopbaan Advies Centrum</i>)	mostly funded and controlled by university	mostly within universities	most	3	students and graduates
Student Psychologist Department (<i>Afdeling Studentenpsychologen</i>)	funded and controlled by university	within university	all	3	all students
Student Medical Department (<i>Afdeling Studentenartsen</i>)	controlled and funded by university and insurance company	within university	3 universities	3	all students
Information Centre (<i>Informatiecentrum</i>)	funded and controlled by university	within university	most universities	3	all students
Departmental Tutorial System (<i>Decentraal begeleidingssysteem</i>)	funded and controlled by faculty and university	within university	all	2(3)	all students, focus on first year
Schools of Higher Professional Education (<i>Scholen voor Hoger Beroeps Onderwijs</i>)					
Central Student Affairs Service (<i>Dienst Studentenzaken</i>)	funded and controlled by institution	inside	all institutions	3	all students
Department of Student Deans (<i>Afdeling Studentendecanen</i>)	funded and controlled by institution	inside	all institutions	2(3)	all students
Student Psychologist Department (<i>Afdeling Studentenpsychologen</i>)	funded and controlled by institution	inside and outside	some institutions	3	all students
Information Centre (<i>Informatiecentrum</i>)	funded and controlled by institution	inside	most institutions	3	all students
Departmental Tutorial System (<i>Decentraal begeleidingssysteem</i>)	funded and controlled by institution	inside	most institutions	1(2)	all students

* The category "Level" indicates the level of the services, i.e. whether the service is:

1. part of the formal teaching function (first-in-line)
2. linked to teaching, but with some degree of specialisation (second-in-line)
3. separated from teaching, and offered by specialists (third-in-line)

2.b.2 Student guidance in HBO

In *HBO* the reverse development is taking place: originally the *HBO* tutors did the guidance; now, gradually, an increasing number of specialised officers are being appointed. This is due to statutory measures and regulations having become increasingly intricate. These *HBO* student deans are in close contact with educational matters and are accountable to their faculties, just as the university study adviser is. However, in an increasing number of *HBO* institutions a central department for student affairs has been created to cater for the vast student numbers resulting from past mergers. Various experts work there: for instance, psychologists, speech therapists, and remedial teachers. What services should be centralised and what services decentralised is also being extensively discussed in *HBO*.

Student deans appeared in *HBO* later than in *WO*. Originally, this task was part of a tutor's task. In contrast to the *WO* student deans, who never teach, those in *HBO* are commonly teachers, who get a number of contact hours assigned for guidance and counselling. Sometimes these guidance tasks function as stepping-stones to a career within the institution's management. Some people believe that an *HBO* student dean can only function properly if he/she teaches. The official line of the National Consultative Body of *HBO* Student Deans (*Landelijk Overleg- orgaan Studentendecanen in het HBO*) is that student deans must be independent officers. Today, around 50% of the *HBO* student deans also teach. The various viewpoints have not yet converged. The on-going discussion is about whether an *HBO* student dean should be in close contact with the teaching process, preferably acting as a dean to the programme on which he/she teaches, or in a central place where several student deans work for the whole institution.

2.b.3 Centralised guidance services

Central Student Affairs Service

This service often accommodates the following disciplines: student deans, psychologists, physicians, careers counsellors, PR officers, and organisational staff. Sometimes these disciplines form separate departments. In other words, this department is sometimes big, and sometimes smallish, depending on what disciplines are included.

Department of Student Deans

The higher education act states that students have a right to collective student facilities/services, and specifically to those of a student dean. So each university and *HBO* has one or more student deans, mostly as a specific department. The way in which they are organised depends on the individual institution. Universities usually have a centrally organised department. They all use the same professional title: *studentendecaan* (student dean). At the *HBO* the organisation varies: some have centrally organised departments, others have located theirs decentrally at the various faculties. Currently, some reorganisations are taking place.

Careers Advice Centre

In the past, it was not acceptable to speak about the university as a supplier of manpower for society. At a conference in 1980, the theme was: the labour market and the university's responsibility for graduate employment. Some of the participants thought it to be a communist idea if members of the university community were to take into account the demands of the labour market in their way of teaching students. But much has changed in the past decade.

Mostly, due to governmental measures, students are today under much greater pressure, both

in choosing their field of study and in terms of time they are allowed to spend in getting their degree. They also pay much more attention to their future chances on the labour market.

University education has greatly expanded, so the "consumers" of university graduate are confronted with an extremely varied supply. The labour market is constantly changing and is becoming less and less easy to understand and to predict to academics. Changes in the labour market and changes in university education have not made it easier for students to find suitable jobs or, conversely, for the employers to find suitably educated employees.

The University of Amsterdam was the first of the 13 Dutch universities to recognise this problem and set up a Careers Advice Centre (in 1991). By the summer of 1997, most universities and some of the institutions for higher professional education in the Netherlands have at least one or more careers advisers (*loopbaanadviseurs*) as specialists in their organisations. A few centres have employed officers with specific expertise, such as a training officer, an internship coordinator or an educational careers adviser. Most centres have their own heads, but sometimes the careers counselling forms a small department in a bigger Central Student Affairs Service.

However, in *HBO* there is less of a necessity for such a professional. Because of the content of *HBO* programmes, *HBO* has always had closer contacts with the labour market. The *HBO* programmes specifically train students for a profession.

The Student Psychologist Department.

In the sixties special psychologists for students were appointed at the universities; these psychologists were originally appointed to help students choose the right educational programme (van Loo, 1993). Later, this task was extended to the guidance of students with personal problems that negatively influenced their academic progress, and with study-related problems - for instance, fear of failing exams. This officer can now be found at all the Dutch universities, but - barring a few exceptions - not in higher professional education. Occasionally a university psychologist is consulted by *HBO* officers/students. Students can contact this officer independently, but often these students are referred to the psychologist by one of the more general counselors.

Student Medical Department

University physicians have always been part of the university's central service. However, these specialists disappeared and now students go to ordinary family doctors. The occasional university physician is basically an ordinary family doctor and/or a company doctor who also works for students. Most of the problems the students come with relate to issues like vaccinations and contraceptives. Once in a while a student's complaints are psychosomatic; the consultations will then be counselling ones. One of the physicians usually acts as the head of service.

Information centres

Over the past 20 years, many institutions of higher education established information centres, due to the ever-increasing student need for good advice and information. Many university information centres are virtually split in two: one part answers questions about statutory measures and regulations, grants and loans, enrolment period, etc.; while the other answers questions about choice of educational programme, studying abroad, and the labour market.

In *HBO* the student deans usually deal with questions about statutory measures and regulations, grants and loans, etc., whereas initial questions about choice of programme are answered in documentation/information centres. These information centres also have much public infor-

mation material. Often these centres have a central position within an institution. Frequently, a faculty also has a space where students can go for basic information.

Student Pastoral Services

The student pastoral services are mentioned separately here because the university does not contribute to their costs, or does so only minimally. Over the past few years the student pastoral services have become more active again. In particular, gatherings and discussions on philosophical matters are often dealt with.

Student Administration Bureau

There are a number of services that do not explicitly guide or counsel students, but do play an important role in the (public) information and support of students: for instance, the student administration bureau. In the past few years enrolment rules and regulations have changed drastically, and they are still changing. The bureau implementing these rules and regulations - the student administration bureau - has become an important department which registers all student data. Also, an increasing number of institutions, especially *HBO* ones, are adopting *studenten volg systeem* (a student monitoring system). Each institution has its own fully-fledged student administration, while most faculties have their own.

Office for Student Grants and Loans

An external (regional) office for student grants and loans has also been set up due to the complex grants and loans regulations caused by many statutory changes. Students can go there with questions about grants and loans. A national office supplies the regional ones with information; these support all students receiving grants and/or loans.

Various other services

Besides the above-mentioned bureaux/services there are several other services that students can make use of: sports facilities, housing, cultural organisations, nurseries, student restaurants. In general, to a greater or lesser extent, these services are subsidised. However, just as with other public facilities, subsidies are being continuously reduced, provoking these services to generate funds of their own.

2.b.4 Decentralised guidance services

Study Adviser

In the seventies, the government introduced measures to decrease the duration of university studies. The numbers of students had increased considerably, and the studies lasted a long time, especially when compared to those in *HBO*, so higher education had become extremely costly.

Before 1975 one or two faculties took the initiative to employ their own study adviser. She/he was to support the educational policies initiated by the faculties. The study adviser was ever more confronted with all the above-mentioned issues as regards enrolment, and grants and loans. Students having problems with, for instance, the duration of the programme or grants/loans increasingly called on the study adviser of their faculty.

After 1975, the universities' Executive Boards determined how and where study advisers would be appointed. This policy was determined at a central level to allow for better monito-

ring of educational processes. It is remarkable that the executive board of the *Universiteit van Amsterdam* offered 20 full-time-equivalent staff for the appointment of study advisers. At first, they were meant to help the university formulate (as regards content) carefully argued requests for five-year educational programmes as an answer to the four-year courses required by the government. These officers' current role still consists of this combination of varying tasks: policies and educational organisation on the one hand, and student guidance and counselling on the other.

In *WO*, the student guidance of the study adviser's department at the faculty overlaps with that of the student dean. One way of describing the distinction is that the student dean is specialised in statutory measures and regulations and as a second-in-line officer transfers this knowledge to the study adviser, who is a front-line officer at a decentralised level. Currently, there is a trend to have front-line services at a faculty information point and have the study adviser work in a back office. Where that happens, there is also centralisation and decentralisation at faculty level. However, the differences between a centralised and a decentralised post are not always very clear. The student sometimes determines whom he/she will turn to first. Finally, it must be said that the content of this position varies considerably across educational programmes.

Departmental Tutorial System: tutors/lecturers, students, mentors

Both within *HBO* and *WO*, *docenten* (tutors/lecturers) are exempted from teaching for a number of contact hours to be able to guide students more personally. These people are called tutors or mentors. Especially in the first year, mentors are used. These mentors guide and counsel the students individually, but also in smallish groups. Sometimes also senior students are deployed as mentors for first-year students. These student mentors are given a short specialised training. The mentoring tutors'/lecturers' task is to guide and counsel the students in their studies, whereas the student mentors' task is to embed the fresh(wo)men in the social climate of the educational programme and student culture.

In the faculties these mentors are often supported by the *HBO* student dean or the *WO* student adviser.

2.b.5 HBO - WO differences

One of the most remarkable differences between the *HBO* and *WO* counselling and guidance systems is the expansion and increased specialisation in *WO* student guidance in contrast to the situation in *HBO*.

In the sixties the number of *WO* students increased enormously, resulting in a drop in student-tutor/ lecturer contacts. Also, the changing grants and loans system made universities introduce a new guidance structure (see above). Originally guidance tasks at the university were accomplished by specialists, whereas these tasks at the *HBO* were accomplished by teachers/tutors.

Higher professional education originally took place in relatively small entities where teachers did most of the guidance. *HBO* students have always been able to make easy contact with their tutors. The latter play a much larger part in student guidance than do their *WO* colleagues.

Because of the many government-imposed *HBO* mergers of the past five years, these institutions have become very large. This has resulted in an expansion of the *HBO* guidance system. This expansion did not, in contrast to the *WO*, lead in the *hogescholen* to the development of separate specialists in the area of educational guidance. On the contrary more and more instructors are being involved in this task and trained for guidance tasks in general.

The student dean is often the only 'professional' counsellor within the *HBO* institution. The equivalents of the university study adviser's and careers counsellor's tasks are attached in *HBO* not to professionals but usually to tutors/lecturers. Most *HBO* institutions lack the psychologist available at each university. As stated earlier, *HBO* institutions do occasionally make use of one of the university psychologists.

At present, half of the *HBO* institutions have a centralised student deans' department/office. All student deans within the universities work within a central department, while in half of the *HBO* institutions the student deans work within the faculties at a departmental level.

In contrast to universities, *HBO* institutions give their students a binding recommendation regarding the continuation of their studies. This recommendation states whether a student may or may not continue his/her studies. This has been included in the Dutch higher education act under article 7.9.2. Today, there is one university that also gives a binding recommendation. Basically, at universities, the recommendation is not a binding one. This fact is of the utmost importance in student guidance. Students' academic progress must be carefully monitored, requiring regular consultations between students and tutors.

2.b.6 Control and funding

The higher education institutions receive from the ministry a yearly amount to pay for their educational and research tasks. The size of this amount is partially influenced by the number of entering and graduating students. Each institution decides which part of this amount is used for guidance and counselling at central level, while the faculties decide which amount is used for these purposes at a decentralised level. Due to the increasing fees, students tend to put higher requirements upon the institutions in relation to the quality of educational and guidance support. However, due to the ongoing organisational changes, especially within the *HBO* institutions, many situations remain unclear in relation to student counselling and guidance.

Most guidance and counselling services in higher education are entirely funded through the institutional budgets. Most services do not have revenues of their own, since they operate free of charge. Some services charge students for documentation or for some training programmes; the amounts are mostly minimal and barely cover the production costs. The fee which is asked for some courses is also meant to let the student feel responsible for his/her participation in the course.

At present, however, a change is taking place in the way the institutions for higher education are controlled. Previously, as members of the university council, staff and students had a say in university matters - at a central level. This form of decision-making has now been replaced by a representative advisory body. Recently, the minister appointed supervisory boards (*Raden van Toezicht*) that will have to review the policies of the Executive Boards (*Colleges van Bestuur*). Next year all kinds of new governing bodies, designed to promote the staffs' and students' interests, must be set up and installed. The Executive Boards are responsible for their punctual establishment.

2.b.7 When is student guidance/counselling important? Enrolment, transfer, and graduation guidance

Research into student wishes and characteristics among students at the *Universiteit van Amsterdam* shows that 78% think that the existence of a study adviser is important, 67% the existence of an information centre, 62% of a careers advice centre, 53% of university psychologists, and 36% of university physicians. The university library was thought to be the most important facility (95%) (NIMMO, DSW, 1994). The same research also shows that students tend first to ask fellow-students for advice in the case of problems not strictly related to their studies, and then the study adviser or the Central Student Affairs Service.

Informing future/potential students

The higher education PR departments work hard on public information before students enter higher education. Due to the decreasing numbers of students in the past decade, canvassing has become more and more important. At many secondary schools, information on studies is given by *HBO* student deans and university study advisers. Information days (*Voorlichtingsdagen*) are regularly organised at the institutions of higher education. These vary as regards content. For instance, some present basic information on many study programmes, aimed especially at secondary-school pupils in the pre-exam form. A study programme may also inform potential students about its courses throughout a day when lectures and tutorials can be attended. An increasing number of 'attendance days' (*meeloopdagen*) are organised, allowing potential students to attend lectures. The organisation of this kind of information is done more and more often by a special PR department. The *HBO* student dean and the university study adviser are often involved in this kind of information, especially as regards the content of the information about the programmes. Tutors/lecturers are also often involved. Many faculties have appointed special PR officers.

Previously, canvassing was important, which meant that much attention was paid to the layout of folders, posters, and advertisements. Now, more attention is being paid to the content of the information provided (the right student in the right place). There are various projects for the improvement of the interface between secondary and higher education. These include a teacher-tutor exchange, and more contacts between pupils and students. In these projects, PR-officers, student deans and (educational) career counsellors work together.

Introduction

Usually, there is an introductory period when the students enter institutions of higher education. The *HBO* student deans and the university study advisers are usually involved in the organisation of the introduction periods. Often, however, a central PR department organises them. Senior students also play an important role in their organisation. In such a period the students are informed about the kind of counselling and guidance they can ask for during their studies.

Enrolment

In the first year, students receive extra guidance to help them with the enormous change in study methods and way of life: new study programme, new friends, city, digs (often), different study methods, etc. This guidance is often organised by their mentors and is carried out by tutors and senior students. The policy aims at familiarising the student with the culture in the institution of higher education as adequately and quickly as possible.

Progress

Another important experience for students is their business placement. In *HBO* tutors or business placement co-ordinators (in some faculties) guide students in the year of their business

placement and the year preceding it. Students are also often confronted with choices during their studies, e.g. specialisations and/or optional subjects. Guidance is often given by a university tutor/lecturer, the study adviser or the *HBO* student dean. Usually, students have to write a thesis for their graduation. Writing this paper can prove very problematic for some, partly because entry to the labour market is getting very close which sometimes puts the student under greater pressure. Guidance and counselling is then given by student deans and/or psychologists.

Graduation

Career counselling is extremely important in a student's move into the labour market. The universities are increasingly professionalising their career counselling. As stated earlier, most universities have integrated career counselling in their Central Student Affairs Service, often in the form of a careers advice centre. However, the faculties too are showing an increasing interest in the counselling of graduating students. *HBO* has also started to pay more attention to this now. However, interrelations between *HBO* and the labour market have always been much closer than those of the universities and the labour market. Careers counselling is currently tending to shift to an earlier stage within the study programmes.

2.b.8 Counsellor-student ratios

The norms for the number of students per student counsellor vary enormously. Within *HBO* there is mention of one student dean per 1,000 (full-time) students. One wonders whether this norm is met everywhere. We can expect that some institutions meet this norm while others do not. A university student dean - who usually has a quite different set of tasks from his/her *HBO* colleague - has around 5,000 students assigned to him/her. The same number of students is assigned to the psychologist. As far as the career counsellor is concerned, a ratio of 1 to 6,000 students is found. However, it must be taken into account that these counsellors mainly work with graduating students.

2.b.9 Guidance/counselling of specific target groups

Almost all institutions pay special attention to students with disabilities. Some student deans specialise in this field. A national higher education working group exists which occupies itself with the counselling and guidance of students with disabilities. The "umbrella-organisation" which supports this group is *Handicap & Studie* (Disability and Study). This is a national work-group.

Some institutions have a policy on sexual harassment and have appointed a special ombudsman to deal with these cases.

In *HO*, there are very few foreign students with Dutch preparatory schooling. No separate data are listed, due to privacy-related considerations. The data that are available show that students from the Dutch Antilles, Dutch Guinea, Turkey and Morocco together make up one (universities) and two (*HBO*) per cent of the student population in higher education (Roeland, Roijen & Veenman, 1991, 1992).

Dutch education inspectorate research (1993) shows that ethnic-minority students do not appreciate separate guidance. Yet there often are specialised counsellors. This is a point for further

discussion: whether there should be a separate officer, with the danger of possible stigmatisation of this minority group, or whether knowledge in this field should be spread across all the counsellors. In particular, students with a foreign secondary education quite often have financial and housing problems that lead to negative academic achievement. These categories of students require specific guidance.

Sometimes there is a separate counsellor for students who want to study part of their programme at a foreign institution. Usually, however, this kind of counselling is done by a counsellor close to the student. The foreign study programme must be increasingly well planned due to the ever-diminishing duration of studies. Lately, the Netherlands have appointed Eures advisers who specialise in career counselling for job-seekers, in head-hunting and selection for employers in other EU member states. More and more use is being made of them.

2.b.10 Professionalisation of guidance and counselling

The various officers mentioned above usually meet nationally in their specific professional associations, namely:

- the Landelijk Beraad van Studentendecanen (university student deans)
- Het Landelijk Overleg Studentendecanen HBO (HBO student deans)
- The WASA (Werkgroep Aansluiting Student Arbeidsmarkt) (careers counsellors)
- Landelijke vereniging voor studie-adviseurs (study advisers)
- Landelijke werkgroep studentenpsychologen (university psychologists)
- Landelijk overleg informatiecentra (information centres).

These associations play an important role in the professionalisation of the profession and also in defining guidelines of conduct and the development of new guidance projects and approaches.

2.b.11 Careers counselling outside the educational setting.

In the Netherlands there is a regional network of bureaux for educational and vocational guidance. Psychologists as well as careers counsellors work for them. To a large extent these bureaux are still subsidised by the government. Thirty years ago, one of their major tasks was to advise on the transfer from primary to secondary education. However, once secondary education changed and its first two or three years were turned into an extended transition period, pupils had more time to find out which direction suited them best, and the need for specialised guidance regarding these transfers decreased.

Usually, these bureaux now co-operate with secondary schools with which they conclude contracts as regards activities to be executed. They especially counsel on the choice of school subjects and further, optional education. These days the schools themselves receive government funds for these activities. Usually, they will use these funds to hire an educational and vocational guidance bureau, but they are not obliged to do so.

These bureaux have very little contact with institutions of higher education. Occasionally, a student is referred to such a bureau or asks for referral him/herself.

As the subsidies for these bureaux decrease ever more, the costs of professional guidance on choice of study are now prohibitive for most students.

At a central level, outside the educational setting, there is also a national body (the *Landelijke Dienstverlenend Centrum: LDC*) that develops material which can facilitate the making of a choice. There are guides on educational programmes in the Netherlands and other instruments that teachers and careers counsellors use when guiding their pupils/students. These are extensively used, also by counsellors in higher education.

2.b.12 Trends

Guidance in close contact with education

In the Netherlands there is a tendency to create a closer contact between guidance and education. The routes to the deans and the tutors will then be shorter. With shorter routing the students can more easily call on the various counsellors. The motto is: everything must be decentralised, except However the opposing view also still exists: centralised complementary guidance is a must. The arguments in favour of the latter view are: independent position, better contacts with colleagues, easy fillings-in, close to legislative and regulatory policy-making, and stimulation of equality of rights.

Generalists/specialists

At present, we have the impression that there are generalist (firsts-in-line) counsellors/advisers in close contact with the educational programmes, to whom the students can ask any question and who approach the students holistically. In addition, there will always be counsellors who are more specialised in educational, vocational, and personal guidance (second and third-in-line). Naturally, they will monitor the coherence and any interaction across the various fields. This is still being discussed.

Guidance and counselling systems

The ideal occasionally sketched is that study guidance is embedded in a guidance and counselling system in which the tutor is primarily responsible for the adequate and systematic guidance of students. However, specialised officers (study advisers, student deans, university psychologists, and careers counsellors) must also play a role in the organisation and execution of these tasks (ten Dam, 1997).

Educational institution

At the universities, education is developing towards a separate organisational form: the educational institute (*het onderwijsinstituut*). The most important change is that study programmes are becoming more independent, organisationally and financially. However, the universities hope to get more of a grip on their organisation of the education and guidance of students. In close contact with the study programme, student guidance will then get a much more central role. The form in which this will take place is not yet clear. Obviously, the main aim is to improve student guidance.

Independent institutions

The institutions of higher education are becoming increasingly independent. This will lead to growing variation in the organisation of student guidance. It is expected that the institutions will stress their distinctive features in their student guidance systems.

Customer friendliness

There is a trend for student guidance to be more and more fine-tuned to student and faculty demand. In such a situation, a careers advice centre could organise certain career-related activities at the request of a faculty.

Educational career guidance

Originally, educational problems were stressed in student guidance. Now more attention is being paid to the whole of a student's learning process in relation to his/her personal development. Students must increasingly manage their own study programmes and related choices. Consequently, in student counselling more attention will have to be paid to educational career guidance.

Enrolment management

Currently, much attention is paid to so-called enrolment management. This is in line with the American model. Special attention is given to the transition from secondary to higher education. Part of it is the support to choosing appropriate educational options, and also to the guidance and counselling of first-year students. In this area several experimental projects are going on, in which guidance and counselling hold a key position. One of the reasons for this approach is the fact that for several years now the number of drop-out students after one year of study has been relatively high and remains at 25%.

Study abroad

To many students, study abroad opportunities are very attractive. However, the study load because of the limited duration of studies, combined with having to give up their Dutch part-time student-job for instance, often form prohibitive obstacles. The faculties should provide more facilities by recognising credits obtained abroad. Students are still unfamiliar with the various options related to foreign studies. In the near future more attention will be paid to these options. The Dutch Ministry of Education is strongly promoting study abroad, for instance by supplying special grants.

The labour market

It is becoming increasingly important to prepare higher education students effectively for the labour market. Often, there is a huge gap between higher education and the labour market. Currently, institutions are looking for ways of changing this by having students participate more actively in various organisations: for example, through business placements. Obviously, more attention is also being paid to career counselling that aims at the promotion of career awareness.

Change, insecurity, and guidance

At present, change is a key notion in Dutch society (and elsewhere!). Norms and values change. Today's individual has greater freedom and thus a greater responsibility as regards educational choices, to give but one example. The educational environment is subject to far-reaching changes: many new study programmes have been developed, institutions and study programmes have merged, educational programmes have changed, and changes in legislation have left the student with less time and money. No-one knows what the future will bring. The labour market is changing rapidly. Graduates now apply for a wide variety of positions. These days, many contracts offered are flexible ones. Today's graduate must be versatile. Personal skills must meet ever-stiffer demands. The higher education student or graduate must meet the exacting demands all these changes have brought about. This entails a stronger need for personal guidance. In the future not only students with problems will ask for such guidance.

Educational career guidance and counselling will play a far more central role in all higher education students' lives. Some HBO institutions have already started in-service training in educational career guidance for their tutors.

The promotion of expertise

At present, there is an ongoing discussion about guidance and counselling expertise. For further information, see the chapter on qualifications.

3. ROLES AND TASKS

Introduction

The task analysis is based upon a student centred holistic guidance model (Gieles et al, 1985; Van Esbroeck, 1995, 1996, 1997). 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 in this table refers to the number of persons engaged in this role. A large part of the counsellors are working part-time.

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

Task Classification

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. educational 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)
 - 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. **Facilitate 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 service 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 results of these ratings are presented 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 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 11 practitioners who came from different types of Higher Education (*Hoger Onderwijs, HO*) and represented different services/systems. The distribution of these practitioners was as follows:

Type of <i>HO</i> :	<i>WO</i> :	8
	<i>HBO</i> :	3
Services/Systems:	<i>Studentendekanen WO</i>	3
	<i>Studentendekanen HBO</i>	2
	<i>Studentenpsychologen</i>	1
	<i>Studie-adviseur</i>	2
	<i>Loopbaanadviseur</i>	2
	<i>Information centre</i>	1

Table 2 : Main occupational roles and focus

Service/system	Occupational roles	Number	Focus		
			E	V	P
Universities					
Central Student Affairs Service	Head of Service (<i>Diensthofd</i>)	13	5	1	1
	Policy Officer (<i>Beleidsmedewerker</i>)	50	5	1	1
Department of Student Deans	Student Dean (<i>Studentendecaan</i>)	50	2	1	4
Careers Advice Centre	Head of Service (<i>Diensthofd</i>)	3	2	3	2
	Careers Counsellor (<i>Loopbaanadviseur</i>)	30	2	3	2
Student Psychologist Department	Psychologist for Students (<i>Studentenpsycholoog</i>)	50	1	1	5
Student Medical Department	Medical Doctor (<i>Arts</i>)	12	1	0	6
	Medical Assistant (<i>doktersassistent</i>)	4	0	0	7
Information Centre	Head of Service (<i>Diensthofd</i>)	13	3	3	1
	Information Officer (<i>Voorlichtingsmedewerker</i>)	120	3	3	1
Departmental Tutorial System	Study Adviser (<i>Studie-adviseur</i>)	500	3	1	3
	Lecturer/Tutor/Mentor (<i>Lector/Tutor/Mentor</i>)	...	4	1	2
	Student Mentor (<i>Student/Mentor</i>)	...	4	0	3
Service/system	Occupational roles	Number	Focus		
			E	V	P
Schools of Higher professional Education (<i>Hoger Beroeps Onderwijs</i>)					
Central Student Affairs Service	Head of Service (<i>Diensthofd</i>)	70	5	1	1
	Policy Officer (<i>beleidsmedewerker</i>)	50	5	1	1
Department of Student Deans	Student Dean (<i>Studentendecaan</i>)	200	3	2	2
Student Psychologist Department	Psychologists for Students (<i>Studentenpsycholoog</i>)	20	4	1	2
Student Medical Department	Medical Doctor (<i>Arts</i>)	4	0	0	7
	Medical Assistant (<i>Doktersassistent</i>)	1	0	0	7
Information Centre	Head of Service (<i>Diensthofd</i>)	40	3	3	1
	Information Officer (<i>Voorlichtingsmedewerkerr</i>)	200	3	3	1
Departmental Tutorial System	Lecturer/Tutor/Mentor (<i>Lecturer/Tutor/Mentor</i>)	...	4	1	2
	Student Mentor (<i>Student/mentor</i>)	...	4	0	3

Table 3 : Tasks performed in the main occupational roles

Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
Universities																					
Head of Service	4	1	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	2	1
Policy Officer	4	3	3	0	0	0	0	0	0	0	1	1	0	2	0	0	0	1	2	3	1
Student Dean	1	3	4	3	1	1	0	1	4	2	1	3	1	0	0	0	0	1	2	2	1
Head of Service	4	2	2	1	0	1	0	1	1	1	1	2	1	1	1	1	0	1	1	3	1
Careers Counsellor	2	2	3	4	1	4	1	1	3	4	2	2	1	4	3	2	1	1	3	2	1
Psychologist for Students	1	1	1	4	3	4	3	1	4	4	4	4	1	1	1	0	0	0	2	1	1
Medical Doctor	3	0	0	1	0	0	0	0	2	0	0	2	0	1	0	0	0	1	1	1	0
Medical Assisitant	1	1	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0
Head of Service	4	3	3	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	2	1
Information Officer	3	4	4	2	0	1	0	0	2	0	0	3	0	1	1	2	0	0	1	2	0
Study Adviser	3	2	3	4	3	2	1	1	4	3	0	3	2	1	1	1	0	1	1	1	0
Lecturer/Tutor/Mentor	2	2	2	2	1	2	1	1	3	3	1	2	3	1	1	1	0	2	1	1	1
Student/Mentor	1	1	1	2	1	2	1	0	2	1	0	2	1	1	1	1	0	1	0	1	1
Schools of Higher Professional Education (HBO)																					
Head of Service	4	2	2	0	0	0	0	0	0	0	0	1	0	2	0	0	0	1	2	1	0
Policy Officer	4	3	3	0	0	0	0	0	2	0	2	1	0	2	0	0	0	1	2	3	1
Student Dean	1	3	3	4	3	1	0	1	4	3	2	3	1	1	1	1	0	1	2	2	2
Psychologist for Students	1	1	1	4	3	4	3	1	4	4	4	4	1	1	1	0	0	0	2	1	1
Medical Doctor	3	0	0	1	0	0	0	0	2	0	0	2	0	1	0	0	0	1	1	1	0
Medical Assistant	1	1	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0
Head of Service	4	3	3	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	2	1
Information Officer	3	4	4	2	0	1	0	0	2	0	0	3	0	1	1	2	0	0	1	2	0
Lecturer/Tutor/Mentor	2	2	3	2	1	2	2	2	4	3	1	2	3	1	2	2	1	2	2	2	1
Student Mentor	1	1	2	2	2	2	2	1	3	2	1	3	1	1	2	1	0	1	0	1	0

3a. Comments: Task Analysis

Part of the comments on the tasks of various guidance and counselling officers in higher education are given in section 2b and in the detailed profile descriptions in section 3b.

Complex statutory measures and regulations

A very important field that all student counsellors/advisers in higher education are often confronted with, to a greater or lesser extent, and that has not been mentioned in the structure of this report, is statutory measures and regulations.

As has been explained in section 1, statutory measures and regulations as regards course duration, enrolment, and the student grants and loans system have changed so often in the past few years that they have become extremely problematic for students. That is why a thorough knowledge of this field is essential for student counsellors. Apart from this, most Services Student Affairs have their policy officers, some working as legal advisers.

Complex consultations

Illnesses or other external factors (mobility, a parent's death) can prolong students' study programmes. To safeguard their grants/loans they will have to present themselves to a student dean or study adviser in such a case. The latter will then determine whether the student qualifies for an extra grant or loan. This implies that many counselling consultations also an administrative, decision-making function. The counsellor needs to be able to meet these requirements.

The first-in-line counsellors - that is to say the mentors, the *HBO* student dean and the university study adviser - will have a holistic approach to their counselling. This approach results from the interrelation of many problems.

These student counsellors will generally have tasks in the field of education, for instance consultations (C), providing information (I), and referral to tutors or other professional counsellors/advisers (L). The latter can be: university psychologists, student deans, careers counsellors, and/or PR officers. These offer increasingly specialised help, but are less directly involved in teaching. Occasionally, however, they will be confronted with study programme choices when a student wants to switch programmes. Moreover, they have a 'signalling' role as regards education, for instance when students regularly come to them with the same course-related problems.

Most universities spend much time on vocational counselling (D,F), with individuals as well as in groups. Besides counselling, they also offer training sessions. These are usually held by qualified staff. The Career Advice Centre of the University of Amsterdam serves as a model for vocational guidance for other universities. There are different specialists working at the centre: a training officer, an internship co-ordinator, an educational career adviser (for choices of courses), a liaison officer for the labour market and an Eures adviser. But every officer works also as an individual counsellor for at least two counselling interviews (each of one hour) a week.

Most *HBOs* have no special officers for this. Within the educational programme, tutors may play a role in vocational guidance, though this varies considerably.

Choice of study programme/career counselling

In the Netherlands, a distinction is still made between counselling related to choice of study programme and that related to career planning. Both forms of counselling originate from the same theories, including those of Super (1991), Holland (1992) and Gottredson (1981).

Some counselling departments cover both the choice of a study programme, reorientation at the beginning of the programme, and career counselling at the end of it. Currently, the role of educational career guidance throughout a course is becoming ever more important.

In their work, student counsellors will almost always be confronted by students' personal problems; as stated above, these are often interrelated with other more practical problems, such

as student grants and/or loans. Should a student's personal problems be such that a more generally oriented student counsellor cannot offer sufficient help, the student will then be referred (L) to a university psychologist or (in the case of HBO) an external one.

In Dutch higher education hardly any pre-selection takes place (Q). Dutch people tend to object to this. Dutch higher education strongly promotes a student's freedom and his/her own responsibility. Selection takes place within the study programme.

Research shows that most students are not well informed about the student guidance options. This holds for 40% of university and 25% of HBO students (van Cleef, 1996).

The same research showed that in over three-quarters of cases, the students had the impression that the student counsellor did not have a clue about what they were discussing. This means that more attention must be paid both to the students' familiarity with guidance and to its quality.

3b. Four detailed profiles

Below, a detailed task analysis is provided for four kinds of counsellors in Dutch higher education. As the student dean is one of the most important roles, but his/her tasks in HBO and WO differ markedly, both have been described.

The four roles are:

- *University student dean*: traditionally the most senior and well-known student counsellor in WO.
- *HBO student dean*: at present the most important guidance role in HBO.
- *WO study adviser*: an important role that is currently subject to many changes.
- *Careers counsellor*: a new and up-and-coming role in the field of guidance.

3.b.1 WO student dean

Tasks

The higher education act states that students have a right to collective student facilities/services, and specifically to the support of a student dean. The student dean is also supposed to support students in financial difficulties. This means that student guidance mainly deals with personal problems, often interwoven with academic progress and/or financing. Occasionally, there are learning-related problems. The student dean will usually refer students with problems related to educational and vocational choices to careers advice centres. As regards study-related problems, the student dean will refer the student to the study adviser.

An WO student dean's key tasks are personal guidance (C,D), the studying and tackling of underlying structural problems and policy-making (T). Generally, the guidance will be short-term; only occasionally will a student receive long-term guidance (E). An excellent administrative and supportive system is of the utmost importance (A), as many students coming to the student dean have problems with enrolment, dropping out, and grants, loans, or financing in general. For this a secretariat is available. Policy-related tasks include, for instance, the translation of statutory regulations into local performance regulations.

Over the past 20 years the student deans have been discussing whether the two tasks mentioned above (personal guidance and policy-making) can be combined effectively. This has caused enormous changes in various universities. Because the enrolment and grants/loans regulations have become increasingly intricate, this has resulted in both tasks becoming more demanding.

Sometimes, officers of the university's central administration are the policy-makers. Elsewhere, policy-making is still the main task of the student deans' department, the personal guidance having been adopted by the faculties or, for instance, an information centre. Some still combine the two tasks. In most cases, personal interviewing remains one of the student dean's most important tasks (C,D).

The student dean is a professional in the field of (statutory) rules and regulations and generally contributes extensively to the collecting of information about grants and loans and about students' legal position. He/she provides data, checks them as regards correctness and sees to it that information material is produced (B,C) and dispersed among the students. Some universities have a separate information department that takes responsibility for the production of this material, but this work is often supervised by the student deans. Due to his/her expertise in the field (statutory) rules and regulations, the student dean will normally guide the student in appeal and/or petitioning cases.

The interviews conducted by the student dean (C,D) generally last 15 to 30 minutes. They conduct about 5 to 10 interviews per day. Most of the student deans also have a phone-in hour that students can use for inquiries, e.g. to inquire about the results of a specific piece of advice. Generally, these are advice-related questions (I) on enrolment, graduation fund, *tempo* grant (= linked to performance targets), bonus regulations, or student grants/loans. Various funds are available to this end. The student dean also helps the student to plan his or her study progress whenever necessary.

Besides ordinary students, the student without the appropriate preparatory education can also go to the student dean when he or she wishes to study at university. This holds for both Dutch citizens and foreigners. These students must submit a request for admission to study, enclosing all the relevant diplomas/certificates. The student dean, assisted by the secretariat, examines the various options, then advises on the conditions for the admission of that particular student to a university course. Students with a handicap can also go to the student dean for a consultation on the possibilities and obstacles to university study, and what facilities could be made available to them. The student dean also regularly mediates for students: for instance, with examination boards or faculty lecturers; and occasionally also externally (R).

Another student group that the student dean pays special attention to is the body of young sports stars. They are often supported by means of special grants or loans.

Student deans are extremely well-informed and have much expertise in the above-mentioned fields. Often, the student dean specialises in one particular field: for instance, in foreign or handicapped students.

The department of student deans is usually structured in such a way that every dean acts as a contact person for one or more faculties. The dean keeps in close contact with the departmental study adviser in relation to student files and educational support.

Opinions differ on this matter. An argument opposing such specialisation is that the support for policies related to specific minority groups will then be smaller. At the *Universiteit van Amsterdam* (Amsterdam University) several student deans have counselling hours for foreign stu-

dents. If there had been only one, these students' problems would be much less visible to his/her colleagues. This might then result in the development of fewer special policies for that group.

Often, a student's need of advice is due to personal problems; sometimes it is a combination of a practical and a personal problem. The student dean has to be very much aware of this. One of the dean's most typical tasks, when practical advice is asked, is carefully to find out whether and/or how they arise from personal problems, and then deal with these problems professionally (D). When it appears that the personal situation is problematic, the student dean will sometimes refer (L) the student to the university psychologist or to a careers counsellor in case of problematic choices. Besides referral in the case of personal problems, the student dean will refer the student to a lecturer or study adviser in the case of study-related problems (L). Occasionally, the student dean him/herself will contact an (academic) staff member. However, the student dean, aided by counselling techniques, will often try to help the student directly in solving his/her problem.

Together with the student, a student dean will try to unravel the problems and to gain a better insight, enabling the student to take his/her own decision. Naturally, the student will have to provide the necessary data (J). Most student deans do not normally use diagnostic devices. A few do (K); sometimes the material is of their own making, for instance questionnaires.

Sometimes, students are also referred to the student dean by, for instance, the university psychologist, whenever the latter expects the student's personal problems to result in problems with loans/grants or the duration of his/her studies. Sometimes, the student deans organise courses (F), usually related to study skills (*studievaardigheden*), and time management. Occasionally, a course is organised together with a university psychologist in which counselling is especially stressed. These courses never last very long (G), usually 6 sessions over a specified period, once a week for a few hours. The student dean may stimulate a student to co-operate with other students to prepare for a test or write a thesis (H). Occasionally, the student dean (sometimes together with the study adviser) will teach a tiny part of the curriculum: for instance, on career planning or study skills (M).

The student deans are in close contact with the study advisers, especially as regards statutory rules and regulations. This has become so intricate in the Netherlands that it is very hard to have full knowledge of the latest developments. Still, because they are close together and centrally housed, the student deans are the central information providers within a faculty, also for the study advisers (C,S). They provide written and oral information for these advisers. This they do both individually, and through special (public) information sessions.

The student deans are usually less active as regards vocational counselling (N,O,P,Q,R), especially now that most universities have established a careers advice centre. Some student deans have been actively involved in their establishment and have occasionally changed positions to become careers counsellors themselves.

A very important task of a student dean is the signalling of problems within education or with rules and regulations (T). When, within a faculty, a specific problem (e.g. with a lecturer) occurs regularly, this will be passed on to the head of the department to which the student dean is attached. Also, enrolment or grants/loans-related problems can be signalled. The management will then have to decide whether to adapt the university policies.

Hardly any measurement of the effects of these services takes place. However, in the Netherlands research is being done into the quality of student counselling in general (van Cleef, et al.,

1996). One of the conclusions is that the student is not always aware of the possibilities of guidance within higher education. Another conclusion is that the quality of guidance is not always as good as the student expect it to be.

3.b.2 Student dean in HBO

Recently a working paper entitled *Beter Werk (Beter Werk)* was presented. This paper has been drawn up by the committee on the Professionalisation of the HBO student dean (*Professionalisering van de HBO-decaan*). The following text draws on this paper.

Tasks

Many of the HBO student dean's tasks are similar to those of the student dean at a university. Important tasks include: the provision of more general and specific information to individuals and groups of students (C), providing help and advice (I), counselling of students with study-related and/or personal problems (D), referrals (L) and advising internal bodies and officers as regards student counselling policies, and the contents of educational programmes, as well as their organisation (T). One of the tasks within HBO is the *studie advice* (study advice), i.e. a recommendation regarding the continuation of a student's studies given at the end of his/her first year (I). A statutory measure allows the institutions for higher education to give students so-called binding study advice after one year. Most of the HBO schools make use of this measure. Officially, it is the exam board's task, but the student dean is often involved, especially where there are problems. Each student is given study advice, based on interviews with him/her and the data on his/her academic progress. This requires efficient administration, based on a proper registration system (A). This task is usually performed in co-operation with the student administration. The registration also provides information on the student's academic performance which can be used by the school's management for its policy-making.

Another important task of the student dean is to support students with financial problems. Various funds are available to this end. In individual interviews the student dean also has to deal with students with foreign preparatory education who want to live and study in the Netherlands. These are often complex cases and require specific knowledge.

The student dean regularly provides information on the study programmes (C). However, information on study programmes in HBO is becoming increasingly professionalised. He/she has an important advisory role in the production of public information material as regards study programmes, the labour market, legislation, directives and study advice. He/she also makes use of this material and distributes it (C).

Most HBO institutions do not have any careers counsellors, unlike the universities. So careers counselling will often be one of the HBO student dean's tasks (N,O,P,R). Whenever they wish, students are coached in how to make job applications (O). But this officer will hardly ever pre-select students (Q).

Sometimes the student deans negotiate with the social security service when students can no longer claim a student grant or loan, but want to continue their studies on social benefits. Occasionally they succeed (R).

Whereas universities have four different kinds of professionals to support their students (student deans, study advisers, PR officers, and careers counsellors), the HBO institutions, especially the smaller ones, only have the student dean, who combines the various tasks of these four officers. The larger the HBO institutions, the more specialists they have.

The educational structure in HBO differs considerably from that of universities: in HBO stu-

dents are usually taught in small groups, resulting in more frequent and extensive contact between tutors/lecturers and students. In many *HBO* institutions, tutors/lecturers have been appointed as mentors to coach students in specific programme-related fields. Only occasionally are tutor/mentors especially trained in coaching and teaching. As a second-in-line officer, an increasingly important part of the student dean's role is to inform these first-in-line officers of the latest developments as regards legislation and directives. These are becoming ever more intricate. Although *HBO* student deans often also are tutors/lecturers, they hardly ever teach on guidance-related matters (M).

One of the *HBO* student dean's most important tasks therefore is individual interviewing (C,D,I). The interviews themselves are very diverse, like the ones at university: from practical discussions to counselling, depending on the student's question. On average around 6 interviews and 10 telephone conversations take place per day. There are appointment hours, walk-in hours and phone-in hours. Many interviews relate to problems due to the prolongation of a study programme. Other frequently discussed problems are: the choice of study or profession, grants/loans, enrolment, dropping out, and funding. Sometimes also conflicts between lecturers and students are discussed with the student dean. Within the group of student deans there is much demand for instruments useful in counselling (J,K). As yet there is not much material available, but it is now being developed. As the position of these student deans is close to the teaching process, it is an accessible service. The result is that the *HBO* student calls on the student dean more often than the university student and may be coached over a longer period (E). This happens, for example, when students fear failure: a task-oriented programme is then set up with the student. Sometimes there will be 6 appointments lasting 30 to 60 minutes (E). There is less group counselling (F), although graduation or fear-of-failure groups are sometimes formed, mainly on a short-term basis. For more intensive long-term group counselling (G), referrals to *HBO* psychologists are quite common. Sometimes people are referred to university facilities if they are locally available.

Students are also referred to other provision (L) outside the educational institutions: for instance, private doctors, pastors, speech therapists, anti-addiction units, etc. When students are referred to these other services, they are often asked to return; this they usually do (U). Most *HBO* student deans have structural contacts with the management and heads of programmes as regards study-related signals received (T).

The knowledge and skills needed for proper functioning as a student dean have been incorporated in the discussion paper mentioned earlier. These indirectly indicate the problems that a student dean is confronted with. The knowledge and skills referred to include:

Skills:

- discussion techniques and support
- inter-cultural communication (for foreign students)
- conflict management and mediation (e.g. for problems between students and lecturers)
- recognition of psycho-social problems
- coaching as regards study-related problems
- dealing with students in exceptional circumstances (e.g. students with disabilities)
- advisory
- negotiating
- advising on policies and signalling

Knowledge:

- legislation and regulations (and their coherence)
- the Higher Education Act

- grants and loans system
- examination regulations
- social benefits
- interference between acts
- internal and external services/facilities
- local/regional social services and contacts with them (*social services map*)
- advanced programmes (*educational map*)
- the field of action

3.b.3 Study adviser

Tasks

The tasks of the university (*wetenschappelijk onderwijs: WO* in Dutch) study adviser are very similar to those of the student dean in higher professional education (*HBO*).

The core tasks of the study adviser are: coaching, information, and advice (C,D,I); also influencing educational organisation and educational policies (T). Sometimes, these tasks are performed by one person, in which case the term used is study adviser/educational adviser. Sometimes, the tasks are divided. Besides the study adviser there will be a counsellor/ co-ordinator. The range of tasks may be *restricted* (C,D,I) or *extensive* (A,C, D,I, T). The study advisers are equally divided (50/50) across these two groups. Even when the study adviser's tasks do not include tasks A and T, he/she may be confronted by them through the information students provide in their discussions with him or her. With the introduction of the *onderwijsinstellingen* (educational institutions, see trends, 2.b.10), the tasks of the study adviser may change, resulting in a clearer subdivision of the three job descriptions.

Each year, the study adviser gives information to prospective students on their study, both individually and in groups, and both at schools and in the university itself. He or she is also responsible for producing relevant information material (leaflets, booklets) about the study programmes (B). In putting this material together, the study adviser is usually assisted by a PR spokesperson. At a central level, most universities have a PR/PA department which organises information/publicity campaigns and produces information in print, but the study adviser determines their contents.

Students and lecturers are increasingly involved in oral information sessions. The study adviser coaches them (O) or has them coached by other professionals.

The study adviser is very much involved in the institution's teaching programme. He or she usually produces the study guide (B), including the content of the educational programmes. Often, the study adviser also takes part in various teaching-related committees/boards: for instance, the exam board, and the departmental committee.

To get a proper overview of the students' progress, the study adviser keeps count of student enrolment, transfer, and graduation numbers (A), usually aided by a secretariat. Based on these data, the study adviser will advise specific student categories (e.g. those with bad results) (I) and sometimes the faculty/institution, for instance on admission requirements for people with inadequate pre-university schooling (T).

The study adviser has various consultation hours: by appointment, walk in, and on the telephone. The consultations usually deal with educational matters: planning, programme choices, study opportunities abroad, problems with tutors/lecturers, business placements, finals papers,

etc. Occasionally a student's personal problems are discussed. An important aim of the study adviser is to provide the student with a safe place within the institution to which he or she can always turn with any questions or problems, for the duration of his/her studies. Many students, at varying times, do return to the study adviser with questions. Sometimes the study adviser makes a series of appointments with a student, for instance when planning his/her study programme poses problems, or with fears of failure (E). These consultations usually last 15 to 30 minutes.

The nature and the quality of the consultations often depend on the study adviser's background. One adviser will be more of a counsellor; another more of an information provider and adviser (C,D,I). As the study adviser's door is often literally open to the student and they regularly meet in the building, the study adviser often hears how the student is doing (U) and how far the consultation has been of any influence.

The study adviser occasionally uses instruments developed by him/herself for the counselling (J), for instance a time investment list or a list of the positive and negative points of a specific choice. No tests are used (K).

In the discussions with students, issues related to labour market orientation sometimes crop up. They are often referred to a careers counsellor when more extensive information is needed. The study adviser does not pre-select students (Q).

The study adviser occasionally organises a professional careers orientation course or workshop (F), generally in co-operation with a careers advisory centre (*loopbaanadviescentrum*). The student adviser sometimes organises brief courses (around 5 x 2.5 hrs) for small groups of students (approx. 8) on fear of failure or study planning problems, usually in co-operation with a student dean or university psychologist. Sometimes a course stresses transfer of knowledge (M): for instance, the writing of a letter of application; at other times, it stresses counselling (F), for instance in fear-of-failure cases. In co-operation with a university psychologist, a longer course is occasionally presented, especially to students with graduation problems (G). The study adviser often refers students to tutors, lecturers, and mentors working within the study programme, but also to various professionals outside the programme, e.g. student deans, university psychologists, and careers counsellors (L).

Most of the universities and the specialists mentioned above have excellent networks of contacts. These contacts are used to exchange information and decide on the information or counselling essential to students (N). The study adviser will occasionally contact a student dean or university psychologist to plead for a consultation with a student or his/her participation in for instance a counselling course.

The study adviser does not usually teach, nor may he or she even have attended the study programme he or she works for. That is why the relationship between the study adviser and the tutor/lecturer differs in many respects from the otherwise similar position of the student dean in higher professional education (*HBO*). Where the study adviser has attended the same study programme, his/her work is likely to be taken more seriously than where he or she has not. That is why the study adviser often cannot train tutors/lecturers, but will sometimes hire professionals to do so, for instance for discussion training and student counselling (S).

3.b.4 Careers counsellor at universities

Traditionally, the questions about the labour market and vocational counselling were answered by the student counsellors. They are general specialists: that is to say, students can contact them with every kind of question. During the last five years, however, the specialism of career counselling has been added to the central department. Sometimes this was initiated by one of the student counsellors, sometimes by the psychologists. The result has been the emergence of a new position of specialised career counsellor, the careers counsellor.

At present, the position of *loopbaanadviseur* is situated at the central university level, mostly as a separate department, but sometimes as a small subdivision of the department of the student dean or university psychologist. Sometimes there is a full department with several counsellors, a secretary, and an information officer; sometimes there is simply one psychologist who specialises in the field of career counselling.

Number/Size

The departments or subdivisions at most of the universities are rather small, comprising 1-4 persons. But some of them, like the *Universiteit van Amsterdam* and the *Katholieke Universiteit Brabant*, are much bigger, with 6-9 persons, most of whom work part-time.

Focus

The focus of the university careers counsellors is to facilitate the transition of students to the labour market and to increase the accessibility of the universities to employers. They also advise students on their choice of study. They do this in various ways. The target groups for their activities can be students, graduates, student organisations, employers, or study advisers within the faculty. Careers counsellors also have expertise on labour market topics, provide training sessions on labour market issues, and stimulate career guidance and research for academic staff.

Tasks

Because the job of careers counsellor is fairly new at the university - at some universities a careers centre has only recently been started or will soon be started - management aspects are very important at present. Usually this is the responsibility of the head of the department. Often, however, the academic staff are also involved in the centre's management.

The careers counsellor often works closely with the student deans and/or psychologists. They have consultations about students and sometimes there are *intervisiegroepen* (a kind of consultation groups exchanging views on specific subjects). The availability of training sessions and courses is discussed. The careers counsellor is mainly a vocational counsellor, but to a lesser extent also a personal one, as students' personal problems sometimes crop up.

In many cases, the careers counsellor is responsible for providing information about education and the labour market (B). He or she gathers information on higher education courses in the Netherlands and abroad, in the form of study guides and folders. The information about the labour market consists of companies' annual reports, vacancies (P), and business placements (in the US, internships). This material is annually requested from the educational institutions and the companies. It is filed away in an information centre open to students. Besides the information mentioned earlier, the students can also find printed and audio-visual material about job applications and general handbooks about the labour market.

However, at some universities other departments (for instance, an information centre) are responsible for this task. The careers counsellor often refers students to this information centre

(L). In the daily practice of the careers counsellor, counselling is his or her core task (D,F). Individual counselling consists of one or a limited number of sessions, mostly of one hour. Short-term group counselling can be either one session of four hours (usually called "mini-training"), or four four-hour sessions spread over a month. These group counselling activities, usually with small groups of about 8 to 10 students, focus on the field of career planning, stressing the exploration of personal qualities, skills, and motivations. The group members are used to hold a mirror up to each other. The starting-point for these short training sessions is the personal perspectives of its participants. Often, the students are set homework, e.g. think of a number of personal characteristics and situations in which these came to the fore (F). Both in individual counselling and in group counselling, tests or other instruments are occasionally used by the *loopbaanadviseur* (J,K). Some of these instruments and questionnaires are developed by the *loopbaanadviseurs* themselves. The results are used in exploring a student's specific qualities and fields of interest. Self-analysis is strongly stressed (J).

This leads to exploration of motivations, experiences, feelings and possible options to the client. The *loopbaanadviseur* makes the student aware of his or her own characteristics, wishes and personal qualities and explores together with the student a direction in which the student could move. The decision making and the actual choices must be made by the students themselves, independently of any kind of external influence. The students have to decide on their own career planning. Before the first individual counselling session, clients are stimulated to explore their own situation by filling in an exploration form (J). After the counselling or between counselling sessions, clients are advised to set out specific goals: for instance, go and see an expert, or obtain more information about a subject or an employer. Support is offered when clients again come to a deadlock. The counselling can be subdivided into: support of choices, perspective development, reduction of insecurity, strategy development, and practical support. Often, however, a number of factors are combined.

Group counselling is frequently offered through courses that stress self-analysis. Besides group counselling, there are also training sessions (M) on the writing of application letters, and how to handle interviews, as well as on presentations and social skills.

Most counselling and training programmes are organised at a central level. However, these programmes are increasingly organised within the faculties. Training in groups is expanding. At the central university level, psychologists, student counsellors and *loopbaanadviseurs* are offering various training facilities to small groups of students. More and more students are making use of this facility. There are also more study-related subjects around which these group activities are organised.

The training programmes are sometimes followed by individual sessions with the participants. This type of support may become a kind of coaching (O).

Self-help groups (H) are only rarely started. They may start spontaneously when a group that has had some counselling indicates that it needs continuation. It is then stimulated to do so without the help of the careers counsellor.

In student counselling, advice-giving (I) is restricted to a minimum. The starting-point of the careers counsellor is that the client must make his or her own choices. However, suggestions as regards courses or positions in the various labour market sectors are given.

When it is clear that clients have more personal problems, they will be referred to the student psychologists. If clients' problems have consequences for their financial situation, they will be referred to the student deans. Referral to the study-adviser (in the faculty) is indicated if problems are related to the educational programme (L).

For the immediate future it is important to structure these new activities more clearly, so that students and academics know which help is offered to them by the central department. There is also at the moment a discussion about the extent to which the central department should be responsible for these kinds of activities. In the framework of this discussion, efforts are made to involve departmental staff in the guidance activities. Sometimes training groups are set up, together with the faculty members. The idea behind this approach is to share and transfer with them the knowledge in relation to the labour market, plus some guidance skills (N). Though it is a target to train teachers and other first-in-line departmental counsellors in certain aspects of career counselling, this still remains at most universities a preliminary phase. Some universities stress a change in mentality within the faculties as regards career planning, and to this end are setting up plans in co-operation with the faculties.

Within the study programmes, students and study advisers are frequently sounded out about what information they require (U). Some universities have better contacts with employers than others (N).

This information can be related to job availability: information that is channelled to students and the placement units (P). Employers are repeatedly invited to take part in panel discussions to pass on knowledge of their own companies to students.

Active placement into education or into employment is not an activity in which the *loopbaanadviseur* in the Netherlands is generally involved. This is a specific task of the Public Employment Service. Nonetheless, some universities are now exploring the possibilities of offering facilities for the handling of job vacancies. Pre-selection (Q) is firmly opposed by some universities, but others are likely to experiment with it in the future.

At the end, courses and training sessions are assessed through a printed questionnaire, but there is hardly any follow-up (U). Occasionally, students are surveyed by telephone to find out what further activities they have undertaken.

In general, the career advice services work reasonably well for the traditional student, but little attention is given to special target groups. Once in a while special training programmes (M), e.g. for students with disabilities, are organised. However, this remains at a very occasional level.

The tasks of the career counsellors are heavily influenced by the fundamental ideas that govern career guidance in the Netherlands. It is generally felt that students have to make their own decisions, develop their career plans and be responsible for the realisation of these plans. The *loopbaanadviseur* is viewed as a coach, trying to stimulate students to develop ways to solve their problems and to develop abilities for managing their own career.

4. QUALIFICATIONS

4a. *The study programmes*

Currently, there is no officially recognised study programme for choice of career, or career counselling, or even a specialisation. It once existed but was discontinued in the late 80s. For some time after, a specialist postgraduate continuing course existed, but this option too has disappeared. The *Nederlands Instituut voor Psychologen* (Dutch Institute for Psychoanalysis) still has a section for choice of career and career counselling (*Beroepskeuze- en Loopbaanadvies*). Psychologists working in this field can join this section and refresh their knowledge.

The only specialised study programme in this field is in *HBO*. There are a number of Personnel Policy and Human Resources study programmes (*personeel en arbeid*) with careers counselling and personnel policies as specialisations. Choice of career, as a discipline, is to be found in the curriculum of the Academy for Human Labour (*Akademie Mens-Arbeid - AMA*) in Deventer and Tilburg. This programme provides training on choice of study and career, careers counselling, finding employment, psycho-diagnostics, and personnel and organisation. Subjects taught are: psychology, economics, management consultancy, discussion techniques, psycho-diagnostics, employment law, labour market policies, and group work. Tutors at these institutions are often prominent in the careers counselling field.

After its merger with the Eindhoven study programme, the AMA in Tilburg started a new part-time study programme in 1996 aimed at careers counselling. This programme is intended for people working in the field who have a *HAVO*, *VWO*, or *MBO* diploma. The programme takes 4 years. *HBO* and university graduates can take a 3-year intensive course. The study programme consists of 4 teaching periods of 10 weeks each; with tutorials on one day a week (afternoon or evening). It is also possible to attend only parts of the curriculum. When a pass has been obtained, a certificate is supplied.

The Netherlands has a register of careers counsellors. It lists the names of careers counsellors who agree to adhere to the ethical norms of their code and who are experienced psycho-diagnostics. The Dutch consumer organisation's magazine (*de Consumentengids*) of May 1997 has an article about careers counselling. In it they advise readers to choose a counsellor who is listed in the previously mentioned register or has joined the careers counsellors section of the Dutch Institute for Psychologists. These two organisations have a code of behaviour and the possibility of submitting a complaint to them.

The Netherlands has an extensive circuit of study programmes, courses, and training sessions aimed at retraining and further in-service training of people from all sectors of the labour market. Some are private; others linked to *HBO* institutions. Much is going on in this field now. The Post-*HBO* Foundation annually publishes a study guide listing as many courses as possible for *HBO* and university graduates.

There is a practical vocational study programme for careers and mobility counsellors. This programme aims at *HBO* graduates who want to start their own careers counselling agency or want to work with a profit-making or non-profit organisation as an internal careers counsellor. This study programme lasts 8 months with 4 contact periods per week.

Table 4 : Training and qualifications

<i>Service/system</i>	<i>Occupational roles</i>	<i>Minimum educational qualifications for entry</i>	<i>Initial training in guidance and counselling</i>	<i>In-service training in guidance and counselling</i>
Universities				
Central Student Affairs Service	Director / Head of Service	any masters degree, (4 yrs)	none	none
	Policy Officer	any masters degree (4 yrs)	none	none
	Legal Adviser	masters in Law	none	none
Department of Student Deans	Student Dean	any masters degree (4 yrs)	workshop 2 days	occasional seminars, workshops + intervision
Careers Advice Centre	Head of the Centre	masters in social science	course/training from 2 days to 400 hours	..
	Careers Counsellor	HBO career counselling		
Student Psychologist Department	Psychologist for Students	masters in psychology	psychotherapy	..
Student Medical Department	Medical Doctor	medical degree	none	..
	Medical Assistant	HBO diploma	none	..
Information Centre	Head of Service	any masters or HBO	none	..
	Information Officer	any masters or HBO pr/communication	course-training 2 days - 400 hours	..
Departmental Tutorial System	Study Adviser	masters in social science or relevant subject	5 days	..
	Lecturer/Tutor/Mentor	masters degree	none	..
	Student/Mentor	minimum 3 to 4 yrs (FT) degree awarded by university in one of the fields taught at the department	none	..
Schools of Higher Professional Education (Hogescholen)				
Central Student Affairs Service	Head of the Service	degree WO /HBO relevant	none	none
	Policy Officer	any WO/HBO degree	none	none
Department of Student Deans	Student Deans	degree WO /HBO relevant	courses and workshops	occasional
Student Psychologist Department	Psychologists for Students	masters in psychology	psychotherapy	..
Information Centre	Head of Service	any WO/HBO degree	none	..
	Information Officer	any masters or HBO pr/communication	none	..
Departmental Tutorial System	Lecturer/Tutor/Mentor	degree HBO/WO in relevant subject	none	in-service training
	Student/Mentor	3 yrs (FT) degree awarded by HBO in one of the fields taught at the department	none	..

One of the AMAs plans to start a Master's degree, called a Master of Arts in Managing Human Resources. This course has been jointly developed by the University of the West of England and by the *Hogeschool West-Brabant* in Breda. There are also contacts with Canada to develop a co-operation as regards a Master's degree in Careers Counselling.

Private training institutions, too, supply shorter or longer courses in careers counselling.

One careers counselling course is aimed specifically at university student advisers. It has been developed by two careers counselling specialists who know about the academic developments in the counselling field. The course takes 5 days and includes discussion techniques, diagnostics, management instruments such as textbooks and tests, the drafting of career plans, and labour market exploration. It was started three years ago and is held about twice a year.

HO student counsellors' backgrounds

Dutch higher education has two kinds of student counsellors: the student counsellor/tutor and the student counsellor/others. In particular, *HBO* student counsellors are or have been tutors. Generally, this means that they have some didactic know-how and skills. However, as regards individual counselling they are usually poorly trained or not trained at all, except in the case of institutions that have appointed professional psychologists and/or careers counsellors. Most university student counsellors, again with the exception of psychologists and/or careers counsellors, have had no formal training in guidance and counselling. There are no national guidelines as regards requirements for a job description in this field. Usually, an academic background is required. The job description may mention additional requirements such as skills in discussion techniques.

4b. Comments

The student guidance and counselling system has developed strongly in the past twenty years. The number of professionals has increased. Their task is to appropriately guide and counsel students during their studies. The professional university psychologists and careers counsellors have generally attended a professional study programme, but this does not hold for the student deans and study advisers. Their expertise is based primarily on personal working experience. However, they are required to have finished a - usually non-specified - higher education course. It is commonly thought an advantage when the student counsellor has attended the same programme as the one he/she is going to work for. They will then know about the study programme and any ensuing problems. This results in better guidance and counselling of the students; also, any student-related contact with tutors/lecturers is likely to run more smoothly. The student counsellor who is a colleague is better accepted than someone with, say, a social sciences background who now works for the physics department. This is especially important for the student counsellors working in close contact with the educational process and the organisation of the programme.

At present, there is a large demand for the promotion of expertise with one category of student counsellors, namely the *HBO* student deans and the university study advisers. As mentioned earlier, the *HBO* student deans recently wrote a memorandum proposing the establishment of proper training for them.

The same development can be seen with the university student advisers: they too feel an increasing need for a proper training that promotes their expertise in guidance and counselling. However, the profiles indicate that these officers often have various tasks, vocational guidance being only one of them. In particular, tasks related to the currently extremely intricate statutory measures and regulations, and keeping informed on them, take up much of their time.

These days, the institutions for higher education have earmarked a specific part of their budgets for the further training of their counsellors/advisers, who make regular use of these facilities. Also, student counsellors are stimulated to refresh their expertise through so-called intervention (consultations among themselves and the exchange of views), supervision, and regular (re)training (*her-en bijscholing*) sessions such as workshops, lectures, and seminars.

Because of the increasing demand for student guidance in choices to be made throughout study programmes, the need for good training in this field will increase rather than decrease. It is to be expected that technological developments in the student guidance and counselling fields will grow rapidly and consequently that related knowledge will have to be refreshed. In particular, information on study programme options and the use of tests and questionnaires as instruments will increasingly be automated.

The student guidance and counselling in a European context is mostly done by tutors. Because student counselling is poor in this field, students make much less use of the options offered than expected. Besides, language differences still form a barrier, preventing Dutch students from studying abroad, and others from studying in the Netherlands. If these developments are to be stimulated, counselling facilities will have to be strongly increased.

4c. Qualifications for the four profiles

University Student Dean

Most university-employed student deans have an academic degree. Their study programmes vary. Sometimes, depending on a person's tasks, a specific degree is required, e.g. law.

Excellent oral communication skills are a standard requirement, and experience in discussion techniques is preferred. However, specific training as a counsellor is not required.

Most student deans attend counselling courses and/or workshops at some time or other. Some times they attend internal in-service training; sometimes, external courses. There are also student deans' offices that actively supervise or exchange views.

The national HBO student deans' consultation group (*Landelijk Overleg Studendecanen HBO (LOS-HBO)*) has an active group of course organisers which university student deans also make use of. They supply courses in discussion techniques, for instance.

University Psychologists

Obviously, he/she is a graduate psychologist. Often they have also specialised, for instance as primary psychologists, clinical psychologists, or psychotherapists.

Careers Counsellors

Many of today's careers counsellors at universities - they hardly exist in HBO - have an academic background, frequently a social sciences one, for instance in sociology, human resources, or psychology. Often they have later attended a course on careers counselling. A number of

careers counsellors have taken the *HBO* course mentioned earlier. Afterwards, a few have of them have obtained an academic degree in a social science.

Currently, they tend to regularly train further in their field through short modules. Much intervention also takes place. However, there is no possibility for further careers counselling training at a university level.

Study advisers

Most study advisers have had an academic training, and usually in the field they are working for. Often this is a requirement. This means that they are generally well-informed on the educational content of the programme and the problems the students may be confronted with. Personal skills such as communication skills are required, but a specific study adviser's educational pack or course is not. Currently, national and local consultation groups are working hard on a new job and task description for study advisers. Its direction is still unclear.

Student deans in HBO

Most student deans in *HBO* have been, or still are, tutors and have finished either an *HBO* or a university degree course in the subject they teach. This means that they are usually well-informed on the content of the study programme they work for. Moreover, they have developed pedagogical and didactic skills in their training. Their training in individual guidance and counselling is less well developed. As mentioned before, there are no training programmes for student deans. It is clear that the quality of these professionals is thought important: this is evident from, for instance, the fact that the *LOS-HBO* annually supplies a training programme for the student dean to train further through short courses and/or workshops covering various fields. Most *HBO* institutions stimulate their student deans' attendance.

The memorandum mentioned earlier (Willemsen, 1997) recommends student deans to spend 2% of the budget for their functions on further training, with an annual minimum of ten mornings/afternoons/evenings. The memorandum also suggests setting stricter requirements for a beginning student dean. Thus future student deans should receive a year-long training in the following subjects: enrolment; graduation; student grants and loans; educational problems; study skills; study prolongation; dropping out; doubts as regards choice; fear of failure; diagnostic discussion techniques; 'bad news' conversations; study advice; and careers counselling. This basic programme must be finished in one year.

5. CONCLUSIONS

In the Netherlands the number of student counsellors/advisers in higher education has grown rapidly over the past twenty years. This development is due to the growth in student numbers and the increasing complexity of statutory measures and regulations related to the duration of registration and student grants and loans.

Rapid changes in society create much lack of clarity and insecurity. Moreover, there are ever more educational options open to students, for instance studying abroad. These options require more intensive guidance and counselling and expansion of other facilities.

The labour market and higher education are trying to bridge the existing gap between them; this has also made people realise that the guidance of students on to the labour market is becoming more important. Career guidance will play an increasingly important role in Dutch higher education in future.

HBO developments differ from those at universities. In the past, *HBO* guidance and counselling has mostly been done by tutors. At universities the transfer of knowledge has been the tutor's more traditional role rather than student guidance. The result is that more and more specialised officers were appointed for student guidance and counselling.

Within this group of officers, a distinction developed between generalists (e.g. student deans, study advisers) and specialists (e.g. psychologists, careers counsellors). The generalists' tasks lie in the fields of educational, vocational, and personal guidance, whereas the specialists' tasks are commonly limited to just one of these fields: either vocational guidance (careers counsellor) or personal guidance (the psychologist). Of course, these two specialists will also be periodically confronted by students' problems in the other two fields. Educational guidance will generally remain a tutor's task.

For the future it will be of the utmost importance that the various student counsellors/advisers are embedded in a well-functioning organisational structure, clarifying who must take on what task. It is essential also that students are correctly informed about the guidance and counselling options.

The increased need for training in higher education is answered by training facilities for the furtherance of its tutors' expertise in guidance and counselling. The specialists and an occasional generalist play an increasing role in the furtherance of tutors' and mentors' expertise.

The student counsellors, especially the generalists among them, also clearly need further training. These people wish to deepen their expertise in various fields. They especially value competence in discussion techniques, as it is one of their key tasks. An officially recognised educational programme does not yet exist. The *LOS-HBO* partly meets this need by providing workshops and short training courses about subjects in which *HBO* student deans wish to further train themselves; university student deans also join in.

Most careers counsellors have had a specialised training programme. However, regular refreshment courses remain essential as the developments in this field are extremely fast-moving. An officially recognised university study programme would enhance the professionalism of these officers.

References

- Centraal Bureau voor de Statistiek (1987; 1997). *Statistisch Jaarboek*. Voorburg.
- Cleef, D.M. van, Gool, J.A.C. van, Looper, H. J-H de, Prinsen, E.M., Schoot, M.J.H. van de. Utrecht (1996) *Begeleiding in Balans. Onderzoek van het Interstedelijk Studenten Overleg naar de kwaliteit van studiebegeleiding in het hoger onderwijs*. Utrecht: Interstedelijk Studenten.
- Dam, G. ten, Hout, H. van, Terlouw, C., Willems, J.(1997) *Onderwijskunde Hoger Onderwijs, Handboek voor docenten*. Assen: Van Gorcum,.
- Gieles, P., Lap, J., Koning, A. (1985). *Opbouwen van het mentoraat: een beleidsvoorstel*. 'sHertogenbosch: KPC.
- Gottfredson, L. (1981). *Circumscription and compromise: a development theory of occupational aspirations*. Journal of counselling Psychology Monograph, volume 28, nr 6, November.
- Holland, J.L. (1992). *Making vocational choices: A theory of vocational personalities and work environments*. Florida: Psychological Assessment resources, Inc., Odessa.
- Janssen, T.M.F, Sonneveld, J.M.F.(1982) *De kwartiermakers: Een onderzoek naar de opkomst en praktijk van de studie-en onderwijsadviseurs van de universiteit van Amsterdam*. Amsterdam: Universiteit van Amsterdam.
- Jong, U. de, Koopman, P., Roeleveld, J. (1991) *Snelwegen en slingerpaden in en om het Hoger Onderwijs, Eindrapport project 'Studieloopbanen in het Hoger Onderwijs'*, 's Gravenhage:Ministerie van Onderwijs en Wetenschappen.
- Loon, van L., Oppenheim, H.J.(1993).*De Studentepsycholoog*. Nederlands instituut van Psychologen, werkgroep Studentepsychologen:Amsterdam.
- Prins, J.B.A (1997). *Studie-uitval in het wetenschappelijk onderwijs- studentkenmerken en opleidingskenmerken als verklaring voor studie-uitval*. University Press:Nijmegen.
- Roeland, Roijen & Veenman (1991/1992) *Minderheden in Nederland. Statistisch Vademecum*. Rotterdam: Instituut voor sociaal-Economisch Onderzoek.
- Rooij, K. de, Maurik, H.M.J.B. van (1994) *Onderzoek naar studentenwensen-en kenmerken*. Amsterdam: NIMMO/DSW.
- Super, D.E. (1991) A lifespan, lifespace approach of careerdevelopment in *Career, Choice and Development*, Browns et al, blz 196-261, San Fransisco: Jossey Bass Publicers.
- Van Esbroeck, R. (1995). Beschouwingen bij het drielijnen model. *PMS-Leven*, 95-1: 28-40.
- Van Esbroeck,R. (1996). Beschouwingen bij een model van leerlingenbegeleiding. In: *Handboek Leerlingenbegeleiding* (rubriek Begeleidingsplan: 1/1-1/26). Brussel: Kluwer Editoriaal.

Van Esbroeck, R. (1997). Topics on guidance and psychological counselling in higher education. In: Abreau, M.V. et al (eds). *A informação e a orientação e profissional no ensino superior* (p. 63-70). Coimbra: University of Coimbra.

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.

Willemsen, T.(1997). *Beter Werk, De studentendecaan in het Hoger Beroepsonderwijs*. Commissie "Professionalisering van de HBO-decaan van het Landelijk Overleg Studentendecanen in het HBO: 's Gravenhage.

FEDORA Publications

1. Synthesis reports produced for the New Skills Project

Watts, A.G., & Van Esbroeck, R. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in the European Union*. Brussels: VUBPress

Watts, A.G., & Van Esbroeck, R. (1998). *De nouvelles compétences pour un avenir différent: Services d'orientation et de counselling dans L'Union Européenne*. Bruxelles: VUBPress.

2. Country reports produced for the New Skills Project

- A Schilling, M. & Moisl, A. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Austria*. Louvain-la-Neuve: FEDORA.
- B(Fl) Van Esbroeck, R. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Flanders (Belgium)*. Louvain-la-Neuve: FEDORA.
- B(Fr) Wouters, C. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Belgium (French Community)*. Louvain-la-Neuve: FEDORA.
- DK Plant, P. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Denmark*. Louvain-la-Neuve: FEDORA.
- FIN Lairio, M. & Puukari, S. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Finland*. Louvain-la-Neuve: FEDORA.
- F Leray, N. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in France*. Louvain-la-Neuve: FEDORA.
- D Rott, G. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Germany*. Louvain-la-Neuve: FEDORA.
- GR Marouda-Chatjoulis, A. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Greece*. Louvain-la-Neuve: FEDORA.
- IRL Aungier, C. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Ireland*. Louvain-la-Neuve: FEDORA.
- I Berta, L. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Italy*. Louvain-la-Neuve: FEDORA.

- L Harsch, R. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Luxembourg*. Louvain-la-Neuve: FEDORA.
- NL Ramaker, I. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in the Netherlands*. Louvain-la-Neuve: FEDORA.
- P Duarte, M.E. & Paixao, M.P. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Portugal*. Louvain-la-Neuve: FEDORA.
- E Repetto, E. & Malik, B. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Spain*. Louvain-la-Neuve: FEDORA.
- S Pérez, M. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Sweden*. Louvain-la-Neuve: FEDORA.
- UK Butcher, V. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in the United Kingdom*. Louvain-la-Neuve: FEDORA.

How to order

The synthesis reports can be ordered through:

VUBPress, Pleinlaan, 2, B 1050 Brussels, Belgium.
Fax: + 32 00 2 629 26 94 - E-mail: kvschare@vub.ac.be

The country reports can be ordered through:

FEDORA - Forum Européen de L'Orientation Académique
Boîte Postale 55, B 1348 Louvain-la-Neuve, Belgium.