

New Skills for New Futures Higher Education Guidance and Counselling Services in Portugal

Maria Eduarda Duarte
Universidade de Lisboa

Maria Paula Paixão
Universidade de Coimbra



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
Portugal**

Maria Eduarda Duarte
Universidade de Lisboa

Maria Paula Paixão
Universidade de Coimbra

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/1998/7553/13

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

CONTENTS

Preface	1
1. Summary	2
2. Structures	4
The structure of higher education	4
2a. Main guidance and counselling services	9
2b. Commentary	9
3. Roles and tasks	15
3a. Tables	15
3b. Commentary: roles and tasks	18
3c. Detailed profiles	19
4. Training and qualifications	20
4a. Table	20
4b. Commentary	20
5. Conclusions	21
References	22

PREFACE

To write a report, as member of a larger European team, replacing a prestigious name (Professor J. Ferreira Marques) is a difficult challenge.

The report is written within a uniform pattern to facilitate cross-national comparisons, although, in comparison with most other Member-States of the European Union, guidance services in higher education in Portugal are not well developed.

This report was built, mainly, on the authors' personal experiences, and was written also with the support of some legal information, and other types of documentation. We thank two practitioners for their collaboration.

Maria Eduarda Duarte

Maria Paula Paixão

1. SUMMARY

This report is the Portuguese contribution to the FEDORA (Forum Européen de l'Orientation Académique) project on «New skills for Vocational Guidance in Higher Education». The project is funded by the European Commission under the Leonardo programme. Its aims are:

1. 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.
2. To identify the extent to which training provision exists within the European Union to equip those in guidance and counselling roles in higher education with the new skills require to meet the changing needs of an increasingly diverse student body, within a European labour market.
3. To provide a basepoint for exploring the extent to which post-graduate 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.

In section 2, the guidance structures in higher education (HE) in Portugal are outlined. However, in comparison with most other Member-States of the European Union, guidance provision in Portuguese higher education «tends to be more rudimentary» (Watts et al., 1994). The main two professional HE guidance and counselling services are:

1. Career guidance and counselling services (Serviços de Orientação e Desenvolvimento da Carreira).
2. Psychotherapy and counselling services (Serviços de apoio psicológico).

These two main guidance and counselling services are outlined and commented upon in terms of:

- The main functions of the services. In general, career guidance services cover educational and vocational guidance and counselling, with some attention to personal/social issues. Psychotherapy and counselling services deal mainly with students with psychological and psychiatric problems.
- The extent to which the services are financed and/or managed by the institution or by other authorities. The majority of Portuguese HE guidance services are financed directly by the HE institutions themselves; in the very few cases where counselling fees are charged, the amounts paid by users are minimal, representing a symbolic payment.
- The extent to which the services are physically and/or organizationally part of the institution, or external to it. All services are both physically and organizationally part of the institutions.
- The stages in the student career at which the services operate (pre-entry, induction, on-course, exit). The emphasis in most services is on on-course guidance and counselling, with some attention to exit guidance.
- The degree of integration-separation between the services, and the linkages between them. Structures of co-operation exist on an informal level.

Despite some initiatives taken in recent years, particularly at Faculty, Institute or Department level, guidance and counselling services continue to be provided today to a limited number of Portuguese university students.

These services exist only in a few places, especially those responsible for the training of psychologists and counsellors, and their names differ between institutions.

Section 3 covers the roles and tasks of guidance and counselling for each of the services listed in section 2, the main occupational roles, the approximate number of people currently occupying these roles, and the focus of the roles. For each occupational role, a detailed analysis is provided of the tasks performed. A more in-depth task analysis is offered for two occupational roles:

- career guidance psychologist (psicólogo);
- counselling psychologist (psicólogo).

Based on information collected on some services, estimates are made of the balance between educational guidance, vocational guidance, and personal guidance.

Section 4, on training and qualifications, provides a table and discussion on the training of guidance and counselling staff. The great majority hold a degree in psychology, and some have received some on-the-job counselling training.

The conclusions (section 5) indicate that Portugal does not have a well-developed guidance system in higher education. There is no special provision for, *e. g.* students with special needs or in the European dimension in HE guidance.

A European Master's degree in HE guidance and counselling, therefore, could greatly enhance the professional level of HE guidance and counselling in Portugal.

2. STRUCTURES

The structure of higher education

The Portuguese education and training structures can be roughly divide into the following main areas:

(1) Elementary school. This provides basic education, and extends for nine years. It is composed of three sequential cycles: a first cycle of four years; a second cycle of two years; and a third cycle of three years.

(2) Secondary school. This extends over a period of three years, and provides two major types of courses: professionally oriented courses (intended for those who want to finish secondary school and enter working life); and study-oriented courses (for those who wish to continue their studies).

The system of access to HE rests upon two pillars: the work developed by the student in secondary education and the evaluation of the competence of the student to attend the desired HE course. The final classification of the applicant is based strongly on the classification obtained in secondary education. The system also assumes that, independently of the area of studies chosen at the beginning of secondary education, the student can apply to any course in HE, provided he/she takes the corresponding specific examinations. The vacancies allocated per year, for each course in each HE institution (*numerus clausus*), are filled by means of a national competition. Both Portuguese and foreign students who have completed the 12th year of schooling, or its equivalent, may apply. Besides this competition, there are also specific competitions for candidates with particular qualifications. Special quotas are created, each year, for applicants from the Autonomous Regions of Azores and Madeira, from the territory of Macau (until 1999) and the Portuguese-speaking countries, for Portuguese emigrants, for members of the Armed Forces on a volunteer basis or under contract, and for those with physical or sensory handicaps.

(3) Higher Education. This includes university and polytechnic education. The Ministry of Education is responsible for all public institutions of HE and supervises the private sector at this level. Some years ago, a series of steps was initiated towards implementing the principle of self-government by public universities, according to which they are now administratively, scientifically, academically and statutorily autonomous. This implies the right to grant their own degrees and diplomas, to create new courses and to determine their own teaching methods. It is a decentralised

system. Polytechnics, in contrast, must submit their curricular proposals to the Minister of Education who is the authority responsible for the approval of their study plans.

(3.1) University education. Essentially theoretical in nature, this is designed to ensure a scientific and cultural background and to provide technical education, equipping people for administering professional and cultural activities and furthering the development of comprehension, innovation and critical analysis. It especially promotes pure and applied research in the different subjects and interdisciplinary areas. University education is provided by universities, which are organised into Schools («Escolas»), Institutes («Institutos»), Faculties («Faculdades») or other units (e.g. departments, courses or projects), and by institutions not yet integrated into the universities. These institutions offer courses in such areas as: Educational Sciences and Teaching Training, Fine Arts and Design, Arts and Humanities (including Theology), Social Sciences (including Economics, Anthropology, Psychology, Sociology, European Studies), Management (including Public Administration, Law, Natural Sciences, Mathematics and Computer Science, Medicine (including Pharmacy and Dentistry), Engineering and Technology, Architecture, Agriculture (including Veterinary Medicine and Food Sciences), Communication Sciences (including Journalism), and others such as Music, Physical Education, Social Service, Military Sciences, and Police Studies.

(3.2) Non-university higher education (polytechnic education) («Ensino Politécnico»). Essentially practical in nature, its purpose is to provide a thorough cultural and technical higher education, to develop the capacity for innovation and critical analysis, and to disseminate theoretical and practical knowledge and its applications with a view to its use in professional activities. Polytechnic education is provided at Polytechnic Institutes («Institutos Politécnicos»). These offer courses in the following fields of study: Educational Sciences and Teacher Training, Fine Arts and Applied Arts (including Interior Decorating, Music, Dance, Cinema and Drama), Arts (including Community Work, International Co-operation, Tourism), Business and Management (including Marketing, Accountancy, Administration, Auditing,

Secretarial Studies), Computer Science, Nursing, Engineering and Communication and Public Relations), and other such as training for Maritime Officers and for Custom-House Officers.

(3.3) Private and co-operative higher education Institutions. The role of private higher education is not fundamentally different from that of public education but is becoming of increasing importance as the demand for higher education increases at a very fast rate and exceeds the number of places at public institutions. Private and co-operative higher education is supervised and partially supported by the Ministry of Education. Currently there are, besides the Catholic Universities, four private universities in Lisbon and Oporto, and 64 private institutions providing university and non-university higher education.

(3.4) Mobility between the universities and polytechnic subsystems. The two subsystems of higher education (universities and polytechnics) are linked and theoretically it is possible to transfer from one to the other. The relevant academic bodies of the higher education institution to which the students wish to move have the power to decide whether to accept them and to define the curriculum which they have to complete in order to finish the new study programme.

(3.5) Mobility between public and private higher education institutions. It is possible to transfer from a public higher education institution, depending exclusively on the Ministry of Education, to a private higher education institution, and vice-versa, according to the rules set up by the institutions involved. The equivalencies of courses are assessed on an individual basis, after the analysis of the candidate's curriculum, by the specific academic body of the higher education institution concerned. A new study programme may be set up, if this seems necessary.

Universities award the following degrees and diplomas:

(a) The licentiate degree («Licenciado»). This indicates a sound scientific, technical and cultural education which forms a basis for study in greater depth in a specialized

field of knowledge and an adequate degree of professional competence. It is conferred after the completion of courses whose length varies from 4 to 6 years. Holders of a «Licenciatura» can apply for admission to Master's («Mestrado») courses, and may also be allowed to apply to Doctor degree («Doutoramento»).

(b) Masters degree («Mestrado»). This indicates an advanced level in a specific scientific field and the capacity for conducting practical research. The postgraduate courses leading to the award of this degree usually last for 1 or 2 years. A dissertation must be submitted and defended within 2 years following completion of the academic course.

(c) Doctoral degree («Doutoramento»). This indicates a high cultural level and capacity to undertake scientific research in a given branch of knowledge. It is conferred after the elaboration and defence of a thesis constituting an original contribution to research in a given field of knowledge. This degree is conferred only by the universities. No period is laid down by law within which the candidate must prepare for the doctorate examinations. The preparatory work usually takes between 4 to 6 years in the humanities, and from 3 to 4 years in technology and pure sciences.

Polytechnics award the following diplomas:

(a) Undergraduate Bachelor degree («Bacharelato»). This degree is a final qualification showing evidence of a scientific, technical and cultural education and the courses leading to it have an average length of 3 years. It qualifies its holder to proceed to studies in order to obtain a Licentiate degree («Licenciatura»).

(b) Specialized Higher Education diploma («Diploma de Estudos Superiores Especializados»). The DESE provides evidence of scientific, technical and cultural education in specialized fields of professional activity. Entry to the courses leading to DESE, which last from 18 months to 2 years, is open to those who hold the Bachelor («Bacharelato») or Licentiate («Licenciatura») degrees. Under specific circumstances, the degree of «Licenciado» may also be conferred to holders of the DESE.

2a. Main Guidance and Counselling Services

The organization of Portuguese higher education implies in general that every student enters a track corresponding to his or her chosen course, and, it is very difficult subsequently to change direction. In this context of selective admission and lack of mobility, very limited guidance services are offered to the students. Students tend only to feel they need educational and vocational guidance if they want to change the direction of their studies (which is very difficult) or if they have problems in finding a job at the end of their course. In the light of the difficulties of changing tracks, there are no special provisions for helping students in their choice.

As far as we know, there are no other services outside HE institutions that students may use; the services provided by the employment authorities are concerned with other issues, not with choices in HE.

A few universities have developed units responsible for a broader variety of guidance support: an example is the Faculty of Engineering at the University of Oporto, though only one psychologist works there.

Polytechnic institutes do not have any kind of guidance services. These institutions have not developed any kind of support systems or structures in guidance or counselling. Little or nothing has been done to deal with this situation, either by the government or by the academic authorities.

2b. Commentary

This section will outline the main HE guidance and counselling services. There will then be a brief discussion of the main functions of the services.

Only a few universities in Portugal have developed, to a limited degree, guidance and counselling services. They operate with specialists who are independent of the formal teaching activities. The services are largely dependent on individual staff members (usually teachers or researchers at the university).

Formally, we may distinguish between (1) career guidance and counselling services, and (2) psychotherapy and counselling services.

Career guidance is provided by psychologists to some university students within the Faculties of Psychology and Education at the Universities of Coimbra, Lisbon and Oporto, at the Institute of Education (University of Minho), and within a few other colleges (Ferreira Marques & Teixeira, 1993).

Career guidance and counselling services include, in general terms, counselling students already at the institution who are considering changing their course of study. In a very few cases they also include counselling potential students. The main goals and functions of these services are, basically, responding to the demands of the students in terms of counselling and occupational selection and training.

The theoretical contexts in which the services are founded are, in general, based on developmental approaches (Super, 1990). The Faculty of Psychology and Education at the University of Coimbra, for example, reconciles developmental and ecological approaches (Vondracek et al., 1986), and the relational theory of motivation and personality (Nuttin, 1964; 1980) to vocational guidance and counselling.

In fact, career guidance and counselling services organize their main psychological intervention activities within four major fields:

- (a) the assessment of psychological processes;
- (b) the promotion of vocational development (e.g. one-to-one psychological counselling, and the provision of relevant information);

(c) the identification and prevention of career indecision problems;

(d) the promotion of cognitive development.

All these strategies encourage students to deepen their self-knowledge, to identify their motivations and interests, and to elaborate a realistic life project.

Most guidance activities are concerned with individual guidance and counselling, though there are a few group activities (e.g., for factual information), especially at the University of Minho.

Psychotherapy and counselling services deal, in general, only with students with psychological and psychiatric problems. The main goals of these services are: providing individual and group therapy to psychologically disturbed students (e.g. with depressive and anxiety disorders, sexual disorders, or eating disorders); providing support to life crisis situations (e.g. marital problems, traumatic situations, relationship problems); referring students with severe psychiatric disorders and addictive behavior to specialized services; and promoting the development of personal and interpersonal competencies, mainly via the development of assertiveness training techniques.

The only psychotherapy and counselling service with a developed structure operates in the Faculty of Engineering at the Technical University of Lisbon (« Instituto Superior Técnico, Universidade Técnica de Lisboa»). This employs 8 psychologists, two of them full-time.

The review of the existing services in TABLE 1 illustrates this situation.

TABLE 1: Main Guidance and Counselling Services - Structures and Content

Service/System	Funding/Administrative Control	Location	Extent	Level	Target-group
Career Guidance and Counselling Services (Serviços de Orientação e Desenvolvimento da Carreira)	Funded and controlled by university	Within the university	4 universities	3 *	All students
Psychotherapy and Counselling Services (Serviços de Apoio Psicológico)	Funded and controlled by university	Within the university	2 universities	3 *	All students

* Level 3: Separate from the formal teaching function, and offered by specialists

The category “level” is a concept that is part of the holistic model, which is being used as a descriptive model in the survey of which this report is a part (Van Esbroeck & Watts, 1997). It indicates whether the service is:

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

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

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

Note that only one level applies to Portugal, which is level 3.

Control and funding

Most guidance and counselling services are funded through research centre budgets within the universities. The balance between the sources of funding can, however, differ between the universities. Most services are free of charge to users; in the few cases where consulting fees are charged, the amounts are minimal. Most services are managed by the universities, and delegated to the academic authorities specializing in these issues.

Links

All services operate as independent units. There are some informal contacts between the guidance services of Lisbon and Coimbra Universities. There are also some informal contacts between the guidance and counselling services in the Faculty of Psychology and Education at the University of Lisbon, and in the Faculty of Engineering at the Technical University of Lisbon. Thus, if the psychotherapy services diagnose guidance problems, they will inform the student about the existence of the service in the Faculty of Psychology and Education at the University of Lisbon.

Stages

It is evident that most students do not receive guidance services at the pre-entry or on-course stages, and guidance at the exit stage plays, in general, a non-existent role in most institutions.

Very little special attention is given to students with special needs. Disabled students and ethnic-minority students get help, for the most part, from other university services, such as the social services in order to access grants and special equipment.

Activities in relation to study abroad have gained importance under the influence of the Erasmus and Socrates programmes. All universities have created a support programme, mostly restricted to practical information (application procedures for admission and registration, housing, and financial support). There are no special guidance facilities available for international students: little has been done to cope with the distinctive needs of these students for guidance and counselling.

New technologies

The usage of new technologies in guidance is rudimentary. In general, only a few universities provide computer assistance, including access to the Internet, in the search for national and international information. The use of computer-assisted assessment is weak, currently confined to initial steps. To our knowledge, there have been no attempts yet in Portugal to create comprehensive HE guidance and counselling Internet gateways, with links to other national and transnational databases/resources.

Trends

Guidance and counselling services are not well developed in Portugal. Neither the government nor the academic authorities have, hitherto, seen guidance as an important part of the universities' services.

Vocational guidance and counselling at HE is a very new and limited field of activity, existing in a very few HE institutions; the few institutions with these kind of services

received little or no financial, technical and logistic support from their rectorates or general management structures.

In private HE institutions, so far as we know, guidance and counselling services simply do not exist at all.

However, positive developments can also be observed: major efforts are being made, and we can expect in the near future to see the development of specialized guidance and counselling services in HE.

For example, the Faculty of Psychology and Education at the University of Coimbra, has participated in the «EuroStudent Project», and has proposed the creation of a Centre for Information and Psychological Support («Centro de Informação e Apoio Psicológico» - CIAP»). According to the proposal for the creation of the CIAP in HE institutions, these centres will enable students to receive support in the psychological processing of career information and the flexible construction of their life project. The centres, according to their structure and functions, will allow a better articulation between the theoretical and practical dimensions of the educational experience during the time students attend the HE institutions. The intention is to promote a better institutional and functional articulation between information and vocational guidance structures, on one side, and educational training models, on the other, to support the students' development of specific personal and interpersonal skills. Focusing on the main career development goals, these centres will be able to create systematic models of intervention contemplating fields and levels in order to promote experiences of success and feelings of self-efficacy, as well as competence in the accomplishment of difficult and complex tasks in significant interactive contexts.

3. ROLES AND TASKS

3a. Tables

In the following sections, the main occupational roles in the two kinds of HE guidance and counselling services previously mentioned, the number of staff and the focus of their roles will be outlined (see TABLE 2). The tasks performed in the main occupational roles are analysed in TABLE 3. The ratings in TABLE 3 were developed by a small working group of experts (four, including the two national correspondents), selected to include representation of the occupational roles that is the basis of the detailed occupational profiles. The working group discussed the ratings attributed by the two expert practitioners, and the two national correspondents prepared the text that follows.

The task analysis is based upon a student centred holistic guidance model (Van Esbroeck, 1997). The 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 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 are included in TABLE 2.

In TABLE 3, under tasks, ratings based on a 0-4 scale are given for each of the tasks listed, 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

Task Classification

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

1. **General management:** general administrative management, including service/programme planning and evaluation; includes managing guidance activities within the institutional setting, and general liaison with external bodies (e.g. education institutions, guidance agencies, social services, official bodies, and employers). (A).
2. **Information management:** 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/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/experience and on assessment results. (I).
6. **Assessment:** making judgments about individual's 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 services better equipped to deal with their problem. (L).
8. **Teaching:** programmes of planned experiences, designed to develop the skills, concepts and knowledge that will help individuals to manage their educational, vocational and personal development. (M).
9. **Placement:** into education or training programmes, and/or into employment.
 - 9.1. **Liaison with providers:** liaison with employers and with education and training providers to obtain information on the opportunities they offer. (N).
 - 9.2. **Coaching:** helping individuals to present themselves effectively (on application forms and in interviews, etc.). (O).
 - 9.3. **Vacancy information:** providing individuals with information on particular vacancies in education, training or employment. (P).
 - 9.4. **Preselection:** preselecting individuals for particular vacancies in education 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).
- 3b. Commentary: roles and tasks

Most HE guidance units are small: in some cases, 1-2 staff members. They tend to developed a restricted range of work, because they do not have time to do more. There is particular concern with short-term individual counselling; in some cases this may extend to long-term counselling (E). Facilitating self-assessment (J) and diagnostic self-assessment (K) are also important in terms of time spent.

There is some attention to information-giving to individuals (and, more rarely, to groups) in relation to education and training opportunities, and to careers, occupations and the labour market (C), supported by information management work (B).

There is however little if any involvement in long-term group counselling (G), teaching guidance-related programmes (M), preselection (Q), advocacy (R), or feedback to providers (T).

The main HE guidance services are mostly staffed by part-time psychologists, who are free to choose their own counselling methods, although the major theoretical

models are developmental. Clinical psychologists mainly use behavioural, cognitive or constructivist approaches.

Trends

As demonstrated, the balance between educational, vocational, and personal/social guidance tends to favour educational guidance. However, most of the counsellors tend to emphasise individual counselling and self-assessment. The guidance systems do not have, yet, a solid structure. But, despite all of that, we expect vocational guidance services in particular to grow in HE, alongside more attention to personal and social aspects.

3c. Detailed profiles

For this section, profiles of two occupational roles have been selected. The profiles start from the framework used in Section 3. Due to the limitations already outlined, we only undertake two profiles. The detailed profiles cover the professional tasks in the two HE guidance and counselling roles:

career guidance psychologist (psicólogo)

counselling psychologist (psicólogo)

Career guidance psychologist

The career guidance psychologist and counselling is concerned with counselling students who have doubts regarding academic choices, or have career problems. Supporting individuals in making their own self-assessments and drawing conclusions from them, in an interactive process of dialogue, is also very important. Attention is also paid to providing information in relation to education and training opportunities; helping clients through the implementation of a programme over a number of sessions; and selecting assessment devices, interpreting the results and making suggestions about the individual's suitability for certain options.

Counselling psychologist (psicólogo)

The tasks of the counselling psychologist (psicólogo) focus on helping clients to explore their feelings about their present situation, in terms of short-term or long-term individual counselling.

Some specialization does take place: a number of the psychologists have undergone a 2 or 3 years psychotherapeutic training programme. The general picture is that staff offer different kinds of individual therapy and counselling over, an average, 8 to 10 sessions. Sometimes, however, they provide some long-term individual counselling, over a period of 1 to 3 years. Diagnostic assessment may be also used, especially observations and structured interview

4. TRAINING AND QUALIFICATIONS

4a. Table

(See TABLE 4)

4b. Commentary

All HE guidance workers have a degree in Psychology. Some also have a master or doctorate degree, but no statistics are available.

At present, there are no training courses for guidance and counsellors workers in HE, specifically designed to qualify these workers. Note that no «career» yet exists in HE guidance and counselling, nor are the services institutionalized.

The nature of psychotherapeutic training consists, in general, of a 3 years postgraduate course, which includes theoretical and practical classes. Usually, this kind of training is run by recognized professional associations.

TABLE 4 : Training and qualifications

Service/System	Occupational Roles	Minimum educational qualifications for entry	Initial training	In-service training
Career Guidance and Counselling Services (Serviços de Orientação e Desenvolvimento da Carreira)	Career Guidance Psychologist	5 years licentiate in psychology	Supervision (1 year) by a senior counsellor	-
Psychotherapy and Counselling Services (Serviços de Apoio Psicológico)	Counselling psychologist	5 years licentiate in psychology	Supervision (3 years) by a senior psychotherapist	-

5. CONCLUSIONS

It can be concluded that HE guidance services are not well developed in Portugal. They are not a priority of the national authorities, and they are not supported by any kind of legislation. There is a lack of structured services, a lack of funding, and a lack of political motivation.

Through some initiatives taken in recent years, guidance and counselling services are provided to a limited number of Portuguese university students. But they exist only in a few faculties.

The level of education of the counsellors is high, all of them being qualified psychologists, who have acquired substantial general guidance skills and knowledge through their psychology background and their practical experience. But there is no specific training on guidance and counselling in HE.

The creation of an international postgraduate programme in HE guidance and counselling could greatly enhance the professional level of HE guidance and counselling in Portugal, and at the same time could command the attention of government authorities to these kinds of issues.

REFERENCES

- Ferreira Marques, J. & Teixeira, O. (1993). *Educational and vocational guidance services in Portugal*. A contribution to a study co-ordinated by A. G. Watts, J. Guichard, P. Plant & M. L. Rodriguez for the Commission of the European Communities (Task Force for Human Resources, Education, Training and Youth). (February 1993).
- Nuttin, J. (1964). The future time perspective in human motivation and learning. *Acta Psychologica*, 23, 60-82.
- Nuttin, J. (1980). *Motivation et perspectives d'avenir*. Leuven: Presses Universitaires de Louvain/Leuven.
- Super, D. E. (1990). Career and life development, in D. Brown & L. Brooks (eds.). *Career choice and development* (2nd ed.), Jossey-Bass, San Francisco.
- Van Esbroeck, R. (1997). Topics on guidance and psychological counselling in higher education. In: Abreu, M. V., et al. (eds.). *A informação e a orientação escolar e profissional no ensino superior*, (pp.63-70). Coimbra: University of Coimbra.
- Van Esbroeck, R. & Watts, A. G. (1997). *Training for new skills for a holistic guidance model*. Paper presented at the Vith FEDORA Conference, L'Aquila (May 1997).
- Vondracek, F., Lerner, R. & Schulenberg, J. (1986). *Career development: a life-span developmental approach*. Hillsdale, N. Y.: Erlbaum.
- Watts, A. G., Guichard, J., Plant, P. & Rodriguez, M. L. (1994). *Educational and vocational guidance in the European Community*. Luxembourg: Office for Official Publications of the European Community.
- Watts, A. G., & Van Esbroeck, R. (1996). *Task classification*. Working Paper for LEONARDO project on New Skills for Vocational Guidance in Higher Education. Brussels: FEDORA.

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.