A.G. Watts and R. Van Esbroeck



new skills *for* new futures

Higher Education Guidance and Counselling Services in the European Union

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New Skills for New Futures:
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The synthesis report of a study on
"New Skills for Vocational Guidance in Higher Education"
carried out under the auspices of FEDORA,
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Executive Summary

Aim

The aim of the report is to analyse the similarities and differences between the systems of guidance and counselling in higher education institutions in the Member States of the European Union, and to identify the new skills required by the professional staff of such services. The report is based on country studies carried out in each Member State: these are being published alongside the present report.

Trends

Section 1 discusses structural trends in higher education in Europe, and their implications for guidance and counselling services. The expansion of higher education means that the student population is now much more diverse, and that higher education now interfaces with a much wider sector of the labour market. This has resulted in greater institutional differentiation within higher education, stronger pressures towards efficiency and accountability, and moves towards greater flexibility. These trends have produced a wider recognition of the importance of guidance and counselling, but also growing pressure to find more cost-effective ways of implementing such services.

Structures

Section 2 analyses the structures of guidance and counselling services. It identifies the key features of the systems in each country. In many countries, most attention is focused on educational guidance, particularly pre-entry and in the early years of courses. Career guidance services are now however growing rapidly in several countries. Tutorial systems are grow-

ing as well. Psychological counselling services are well-developed in some countries: they range from services based in the community to services managed by the institution itself. In general, guidance and counselling services are more strongly established in the Northern European countries than in the Southern countries, but they are developing rapidly in the latter too, especially Italy and Spain.

A taxonomy of services is outlined, based on ten categories: tutorial systems; decentralised educational guidance services; centralised educational guidance services; educational and vocational guidance services; careers services; student welfare services; psychological counselling services; international offices; services for students with disabilities; and services for other special groups. The main features of each are discussed.

Roles and tasks

Section 3 outlines the main roles within guidance and counselling services, and the tasks they perform. A taxonomy of roles is outlined, based on 14 role clusters: "first-in-line" adviser; director (educational and vocational guidance service); director (psychological counselling service); study adviser/counsellor; study and careers counsellor/adviser; careers counsellor/adviser; psychological counsellor; psychiatrist; social worker; adviser for students with disabilities; international adviser; information officer; placement officer; and other specialist roles. While many of these correspond to the taxonomy of services, not all do so: some services encompass a range of roles from different categories. The main features of each role cluster are discussed.

It is estimated that around 50,000 people are actively involved in providing guidance and counselling within higher education across the European Union. Of these, around 10,700 are specialists – 9,000 in educational and vocational guidance, and 1,700 in psychological counselling.

Each role cluster is analysed in relation to a classification of 21 tasks: general management, information management, information giving, short-term and long-term individual counselling, short-term and long-term group counselling, facilitating self-help groups, advice, facilitating self-assessment, diagnostic assessment, referral, teaching, liaison with providers, coaching, vacancy information, preselection, advocacy, supporting other guidance sources, feedback to providers, and follow-up. Each of these tasks is discussed, and means and standard deviations are presented for each task in relation to each role cluster.

Training and qualifications

Section 4 discusses the training and qualifications of guidance and counselling staff. The level of professionalisation varies from psychiatrists, with their extremely long and rigorously controlled qualification process, to many of the "first-in-line" roles where guidance and counselling is merely a subsidiary role for individuals who are primarily teachers, administrators or students. Since teaching in higher education is itself largely uncertificated, efforts to enhance professionalisation in guidance and counselling within higher education run the risk of divorcing it more strongly from teaching and learning. Emerging forms of professional formation are visible among three groups in particular: careers advisers, counsellors, and psychotherapists. But the relative pace of development across the three groups, the framing of the boundaries between them, the strength of the cross-sectoral identity within each of the groups, and their relationship to the discipline and profession of psychology, vary within and across countries.

Three aspects of training and qualification are discussed in detail: the educational qualifications required for entry; the training required for professional practice; and the opportunities for continuing professional development. These are explored in relation to each of the role clusters identified in Section 3. In addition, the moves in a few countries to develop quality standards are noted.

New skills

Section 5 analyses the new skills required by guidance counsellors in relation to the transformations taking place both in higher education and in the structures of work and of career. The student population is becoming more diverse in terms of age, social background, country of origin, style of learning, level of learning, and special needs. The European dimension is exerting increasing influence on higher education, making new demands for information on opportunities in other countries. The new technologies are already having an impact on the working methods of guidance and counselling services, and are likely to have an even greater impact in the future. More effective use of new technologies is one of a number of ways in which services are seeking to respond to the increased numbers of students. All of these trends have considerable implications for training and staff development.

A student-centred holistic model — based on distinctions between educational, personal and career guidance at first-in-line, second-in-line and

third-in-line levels — is proposed as a means through which the services within an institution can be mapped in order to strengthen the linkages between them. It encourages all services to see the holistic nature of students' problems and needs, and how sharing and working together can help to address them more adequately.

In particular, the model could provide the framework for a European Master's degree, on a modular basis. Such a degree could provide a stronger critical mass for high-level continuing education programmes in the guidance and counselling field, strengthen the European dimension in such programmes, deepen the field's intellectual foundations, and provide a broader frame of reference for sharing perspectives and practices across countries.

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Foreword

This report is an important one both for FEDORA and for guidance and counselling in higher education in Europe.

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.

The resulting 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

Preface

This is the synthesis report of a 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): a professional association established in 1988 for those involved in all aspects of student guidance in higher education in Europe. It has been funded by the European Commission as part of its LEONARDO DA VINCI programme.

The study has been based on country studies carried out in each of the Member States of the European Union. A methodology used in a previous CEDEFOP study (Watts, 1992) was refined at a meeting of the national correspondents. It was based on pooling of expert opinion, including task analyses involving consultation with experienced practitioners in each country. The studies describe the situation in each country in late 1997. The authors were:

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Our cross-national analysis is carefully cross-referenced with the country-studies. Responsibility for the selection and interpretation of information is ours. In a few cases, we have made minor editorial changes to standardise the format of the information. Although care was taken to apply a common methodology, some national correspondents interpreted the scope of the study more liberally than others: it should therefore not be assumed that where a particular kind of service or role is mentioned for some countries but not for others, it does not exist in the latter (the most likely cases of such inconsistency are noted in the text). The extent of variability *within* countries should also be noted: in some cases, a generalisation about a particular country can disguise considerable variation within the country concerned. By the same token, the naming of a country as an example of a general point may mean that the statement applies to all institutions, or at the other extreme to only one or two.

We are immensely grateful to the national correspondents, for their diligence and patience with a very demanding task, and to their colleagues in their respective countries for the support they provided. We are also indebted to the members of the project's managerial team (Joachim Klaus, Universität Karlsruhe; Rainer Schulze & Katrin Schmitt, BMW; Nicola de Menezes, EMDS; Lucia Berta, Fondazione Rui; Ligia Mexia Leitão, Universidade de Coimbra) and particularly to Val Butcher, University of Leeds, who has chaired the managerial team and been responsible for the management of the project. Finally, we are grateful to our evaluator, John Webb of Price Waterhouse, for his helpful and constructively critical comments.

We believe that our report provides a more comprehensive picture than has been available hitherto of the current state of guidance and counselling in higher education in Europe. We hope it will provide a basis for further development, at both national and transnational levels, of a field which is critical to the future development of higher education in the context of lifelong learning.

Tony Watts
Raoul Van Esbroeck

May 1998

1. Structural Trends in Higher Education

1.1 Structural trends

The last 35 years have seen a transformation in higher education in Europe. What was a small élite-oriented university system covering some 5% of the relevant age-cohorts of young people has been transformed into a mass system which in most countries now covers between 20% and 30% of these age-cohorts, as well as many more mature students than in the past (Gellert, 1993; Williams, 1996). This massive and rapid expansion has had a considerable effect on both the *input* to and the *output* from the system.

In terms of *input*, it means that students entering higher education are now a much more diverse population than previously. There are many more students from disadvantaged backgrounds, from ethnic minorities, and with disabilities; there are also many older students, some of whom are work-based and/or engaged in distance learning. In many countries positive efforts have been made to provide supported access for these various groups of students, as part of the democratisation of the higher education system.

In terms of *output*, the expansion means that higher education now interfaces with a much wider sector of the labour market than before. Instead of entering a narrow range of élite professions, students now proceed from higher education to a wide range of occupations and organisations. At the same time, labour markets have become more flexible and volatile in nature. The transition into appropriate employment on graduation is much more complex and problematic than hitherto.

These changes have had considerable effects on the higher education system itself. One is that they have led to greater *institutional differentiation*. In many countries a parallel system of higher education institutions has grown up alongside the universities: the *Fachhochschulen* in Austria and Germany; the *hogescholen/hautes écoles* in Belgium and the Netherlands; the *instituts universitaires de technologie* in France; the

polytechnics in Finland (*ammattikorkeakoulu*) and in Portugal (*institutos politécnicos*); the technological educational institutes (*technologica ekpedeftika idrimata*) in Greece. In most cases these institutions place a stronger emphasis than the universities on teaching as opposed to research; in addition, their courses are more applied in nature and more directly linked to the labour market. Many have been formed by upgrading and amalgamating previously specialist institutions of vocational education and training. They tend to have lower status and more limited resources than universities, but this is not necessarily the case: the *Fachhochschulen* in Germany have achieved a clear distinctive status; and in France the long-established *grandes écoles* represent the élite reaches of the higher education system. In the UK, the polytechnics have now been given full university status in an attempt to reintegrate the system, thus introducing much greater diversity within the university sector itself. Italy and Sweden, meanwhile, have retained their integrated systems (Green *et al.*, 1997).

A second effect has been to produce greater pressures towards *efficiency and accountability*. The expansion of student numbers has not been matched by commensurate increases in public expenditure on higher education. The result in several countries has been attempts to reduce the general length of courses, or to introduce more short-cycle programmes, or to reduce the number of programmes and institutions. Efforts have also been made to reduce the level of student drop-out, which in some countries has been very high (up to 60% or even higher), particularly where there is no restriction on entry once the basic university-entrance certificate has been obtained. In some cases, this has been tackled by applying a *numerus clausus* or other means of imposing greater selectivity on entry; in other cases, efforts have been focused on providing more support to students prior to and during their courses.

This is linked to the third effect: the move towards greater *flexibility*. Some countries have introduced credit systems designed to offer students more flexible choices within courses. "Weak" forms of such systems simply provide more visible stages within course programmes, sometimes linked to more exit points; "strong" forms effectively enable students to construct their own programmes within or even sometimes across institutions. Such flexibility has also made it easier to include work placements and periods of study in other countries.

The increased mobility of students across national boundaries is worthy of note as an important trend in its own right. Some students undertake complete degrees abroad: this is especially important in countries like Greece and Luxembourg where the demand for higher education exceeds the national supply of places (Luxembourg, in particular, has no full

university of its own). Others go to foreign countries for shorter periods as part of their studies. Within Europe, this latter form of mobility has been positively encouraged by the European Commission, in particular through the ERASMUS, SOCRATES and TEMPUS programmes, supported by the European Credit Transfer System. The Commission's aim was for one in ten students to spend some of their studies in another member-state, though the maximum figure achieved has been, at a generous estimate, 6-7% (Field, 1998); the proportion of students taking part in the ERASMUS programme in 1994/95 ranged between 0.6% and 3.1% per country (European Commission, 1997). In principle, such mobility is a lever for securing greater harmonisation across national systems, encouraging institutions to adapt their programmes and organisational arrangements not only to the qualifications but also to the wider experiences gained by their students abroad (Gellert, 1993).

1.2 Implications for guidance and counselling services

The different traditions of higher education within Europe have meant that some systems have provided more fertile and receptive ground for the development of guidance and counselling provision than others. Gellert (1993) has pointed out that the English universities have traditionally had a stronger interest in the personal development of their students, contrasting this to the dominance of the research tradition in German universities, and to the greater emphasis on professional training in the French system. Such differences are of degree rather than of kind. They are linked to the extent to which students have tended to go to their local university or to move away from home, and how far institutions have assumed *in loco parentis* functions in the latter case. They are also linked to the extent of occupational flexibility on graduation. All these factors help to explain why guidance and counselling services emerged earlier in some countries than elsewhere, and have taken different forms in different systems.

In all countries, however, attention to guidance and counselling services has grown in recent years, as a result of the trends and transformations outlined in Section 1.1. Thus:

- Attention to guidance and counselling services *pre-entry* has been seen as a way of increasing access to higher education and helping students to find courses suited to their aptitudes and interests, so increasing their chances of success.

- Attention to guidance and counselling services on *entry* has been seen as a way of reducing the chances of early drop-out and enabling students to engage quickly in effective learning.
- Attention to guidance and counselling services *during* courses has been seen as a way of avoiding drop-out due to learning or personal problems, enabling students to take informed advantage of any greater flexibility offered within the curriculum, and attending to learning possibilities that will enhance their employability.
- Attention to guidance and counselling services on *exit* from courses has been seen as a way of helping students to make effective transitions to the labour market, so maximising the economic yield from the substantial public investment in the higher education system.

In these various ways, guidance and counselling services are viewed from a policy perspective as important instruments both for *efficiency* and for *equity* in the higher education system, and for reconciling these two with respect for the autonomy of the individual (Watts *et al.*, 1994). They are particularly important, for example, as a means of reducing drop-out rates within "open enrolment systems" where free access to higher education for those "graduating" from school is regarded as a civic right. In some countries, too, greater competition for students between institutions has encouraged more attention to be paid to the quality of the student experience and to demonstrating concern for meeting students' expectations and aspirations.

In some cases, the pressures to improve guidance provision have been reflected in legal instruments. These range from earmarked government funding for student support services (Report on Belgium (Flanders), pp.6-7 and 14) to legislation regarding guidance on entry to university (Reports on Austria, p.6; Italy, pp.19-20) or regarding guidance in higher education more generally (Reports on Greece, p.11; Sweden, p.11). In some countries, though, the gulf between legislation and implementation can be considerable.

On the other hand, there are counter-forces which tend to limit the resources devoted to guidance and counselling services. One is the continuing tradition that the university's task is limited to research and teaching, with teaching being defined in narrowly instructional terms. This is often linked to the notion that higher education students should be expected to be independent adults, capable of managing their studies and their lives.

The other is the continuing pressure on resources within higher education. In all countries, there is increasing competition for public resources, and growing pressure to contain and if possible reduce public expenditure. As a result, levels of government spending on higher education have

lagged well behind the pace of growth of higher education systems. Some countries have started to charge student fees to make up some of the deficit, though with concerns that this may reduce access to higher education. The reduction in the "unit of resource" has meant that institutions have had to make difficult decisions about where cuts can best be applied.

The combination of these two factors has led in some cases to a fundamental review by higher education institutions of which activities are essential to their purpose, and which might be dropped or left for other organisations to undertake. The role of guidance and counselling services has been reviewed as part of this process. Are they essential to the effective functioning of higher education institutions and to achieving their goals? If not, should students simply have access to whatever services are available within the community, like any other citizen? Such reviews have tended to lead to efforts to clarify the role of guidance and counselling services within institutions, and to improve their demonstrated effectiveness in this respect. Some new services have been created, or existing services expanded; many other existing services have been expected to "do more with less"; and a few have been cut or "outsourced". In general, there is growing recognition of the importance of guidance and counselling within higher education across Europe, but also growing pressure to find more cost-effective ways of implementing such services.

2. Structures of Guidance and Counselling Services

2.1 Introduction

Analysing the similarities and differences in the structures of higher education guidance and counselling services across the European Union is not an easy task. Services take many different forms and are not always clearly bounded: their guidance and counselling activities may be integrated into other teaching, administrative or social-welfare activities; and while some services are specific to higher education, others have a wider clientele. Moreover, since many higher educational institutions have a high degree of autonomy, there is often considerable diversity between institutions within the same country, making it difficult to describe national "systems" for comparative purposes.

These difficulties are exacerbated by semantic problems. The names of services are not always an accurate guide to their functions (e.g. Report on Spain, pp. 13-14). In English, the distinction between "guidance" and "counselling" takes two very different forms: some view "guidance" as the generic term encompassing a range of interventions of which "counselling" is but one (the others including information, assessment, advice, careers education, placement, advocacy, feedback and follow-up); others contrast directive "guidance" with non-directive "counselling". The ensuing confusions are compounded when translating terms from other languages, representing different conceptual worlds (e.g. Reports on Austria, p.26; Belgium (French Community), p.10; Germany, pp.15-16).

For the purposes of the present report, we have adopted the broad definition of "guidance" as covering a range of different activities (to be analysed in detail in Section 3). We have also adopted two key ways of classifying services, in terms of focus and level. Regarding *focus*, services have been classified in terms of the relative emphasis they attach to:

- *Educational* guidance: on choices of educational options, and learner support.
- *Vocational* guidance: on choices of, and placement into, occupations and work roles.
- *Personal* guidance: on personal and social issues.

Services are also classified at three *levels*:

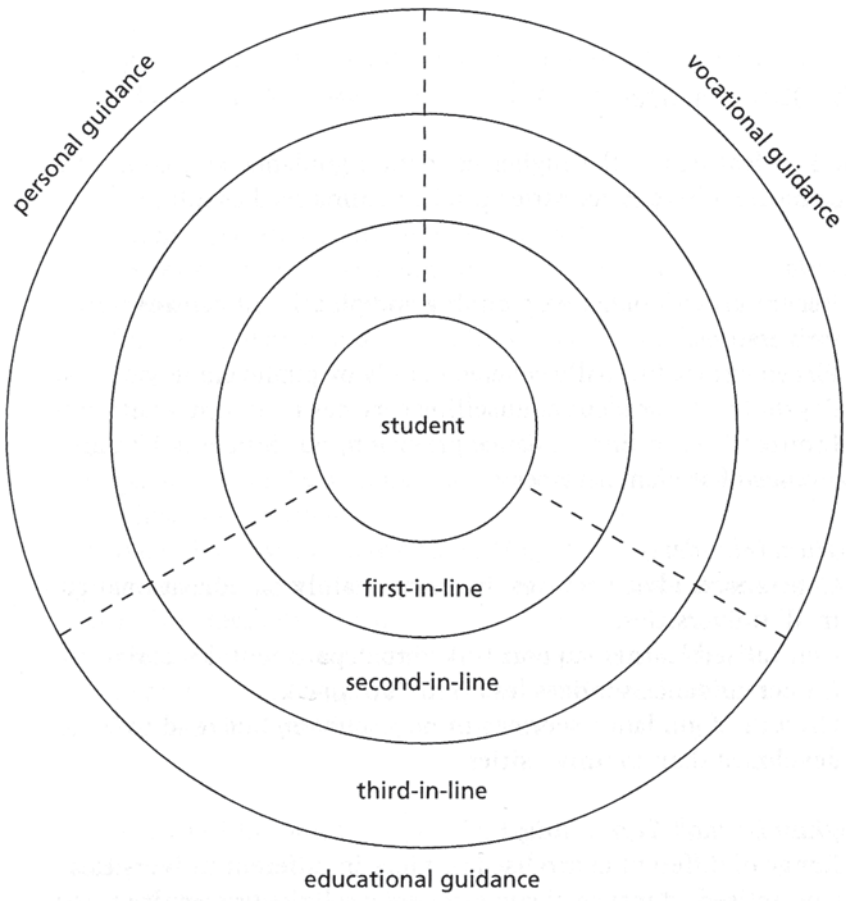
- *First-in-line:* part of the formal teaching function.
- *Second-in-line:* linked to the formal teaching function, but with some degree of specialisation.
- *Third-in-line:* separated from the formal teaching function, and offered by specialists.

These two classifications (Figure 1) are derived from a holistic student-centred model (Van Esbroeck, 1997; Van Esbroeck & Watts, 1998), discussed in detail in Sections 5.6 and 6. Here, however, they are used as an analytical framework.

The analysis in terms of level is linked to the *location* of the services, which in turn is related to a number of other variables, including *funding, administrative control* and *target-group*. Third-in-line services in particular may be based *inside* the institution, in which case they tend to be focused mainly on enrolled students; or may be located *outside*, in which case they may be accessible to the wider community, including prospective students and ex-students. This is not necessarily the case, however: examples exist both of external services limited to enrolled students, and of internal services available to the community. Again, internal services are more likely to be funded and administered by the institution itself, and external services by other bodies, including government and voluntary associations; but some services located within the institution are funded and/or administered in part or whole by such external bodies.

The information on the services presented here is based on the country-studies prepared by the national correspondents. These in turn were based on analyses of existing surveys, databases and publications, personal contacts with guidance services (including telephone and field interviews), and meetings with an expert team. In some of the larger countries (France, Germany, Italy and Spain), questionnaire surveys of higher education guidance services were conducted especially for the study.

Figure 1: Analytical framework derived from a holistic student-centred model of guidance



The appendices list by country the main services identified in the country-studies. Appendix A lists the *names* of the services in the original language as well as in English, their *funding and administrative control*, their *location*, their *extent* (the number of institutions covered), their *level* and their *target-group*. Appendix B identifies the main occupational *roles* within each service (again in the original language as well as in English), the *number of staff* involved, and their *focus*. Appendix C analyses the *tasks* carried out in each of these roles, grouped in role clusters described in Section 3. These appendices provide a reference source for the commentary in the text.

The remainder of this section comprises two parts. In Section 2.2, the key features of higher education guidance and counselling services in each of the EU countries are identified, indicating some of the main differences between their overall structures. In Section 2.3, we present a taxonomy of the main services, classified into ten groups.

2.2 Key features

The key features of the higher education guidance and counselling systems in the different countries can be summarised as follows:

Austria
- Recent growth of career planning and placement centres within some universities.
- Placement traditionally covered mainly by public employment services.
- Psychological student counselling services in all university towns.
- Limited first-in-line guidance provision, but Students Unions operate a range of student services.

Belgium (Flanders)
- Centralised advice centres, focusing mainly on educational guidance, in all universities.
- Centralised learner support linked to departmental tutorial system.
- Career guidance services less well developed.
- Growth of guidance services in *hogescholen*, but tend to be less well developed than in universities.

Belgium (French Community)
- Range of different centralised services in different universities.
- Centralised educational support services linked to faculty tutorial system.
- Career services in some institutions.
- Growth of guidance services in *hautes écoles*, but tend to be less well developed than in universities.

Denmark
- Central guidance services focus mainly on educational guidance.
- Complemented by decentralised guidance services at departmental level.
- Career guidance services less well developed.
- Student counselling services in main university cities.

Finland
- Central guidance services focus mainly on educational guidance.
- Linked to guidance services at faculty and departmental levels (universities) or tutorial systems (polytechnics).
- Recent growth of career services in all universities and most other institutions.
- Psychological counselling available in student health services (universities) or through public health services (polytechnics).

France
- University Information and Guidance Units (SCUIO) offer educational and vocational guidance from pre-entry to exit.
- Placement services in SCUIO and/or in separate services.
- Tutorial system recently established in about half of universities.
- Range of other guidance and counselling services in different institutions.

Germany
- Central guidance services focus mainly on educational guidance and psychological counselling.
- Linked to faculty-based course counselling.
- Additional counselling and social-welfare services offered by local Student Affairs Organisations.
- Career guidance and placement traditionally provided externally by Federal Department of Employment, but career services now developing within some higher education institutions.

Greece
- Recent growth of Liaison Offices, offering career guidance, in all universities.
- Limited development of psychological counselling services in a few institutions.

Ireland
- Careers services in all universities and to some extent in other institutions.
- Counselling services in all universities and some other institutions.
- Educational guidance less strongly professionalised.

Italy
- Recent growth of vocational and/or educational guidance offices in many universities.
- Psychological services now operating in some universities.
- Important role also played by Dsu organisations run by regional authorities.
- Academic tutoring system currently being introduced.

Luxembourg
- Lack of a university in Luxembourg means that pre-entry guidance focuses substantially on higher education opportunities in other countries.
- Some educational and psychological services in local non-university institutions.

Netherlands
- Student deans available to students with a wide range of problems, including welfare problems.
- Recent growth of career advice centres in most universities.
- Psychological counselling available in all universities and most other institutions.

Portugal
- Limited growth of higher education guidance and counselling services to date.
- Limited career guidance and psychological counselling in a few universities.

Spain
- Diverse pattern of guidance centres, focusing mainly on career guidance, with some attention to educational guidance.
- Some universities have separate employment centres.
- Psychological counselling services emerging in a few universities.
- Tutorial systems developed systematically in a few universities.

Sweden
- Central educational guidance services in all universities and most colleges.
- Complemented by educational guidance at departmental or faculty level.
- Career centres recently set up in some institutions.
- Psychological counselling available in student health services.

United Kingdom
- Careers services in all institutions.
- Counselling services in all universities and most other institutions.
- Educational guidance less strongly professionalised.
- Tutorial system traditional feature of guidance system, but under resource pressure.

The following general conclusions can be drawn:

- In many countries, most attention is focused on educational guidance, particularly pre-entry and in the early years of courses.
- Career guidance services are long-established in Ireland and the UK, but in most other countries have traditionally been less well-developed; now, though, several countries are developing such services, with attention to the exit stage being particularly prominent in Spain.
- In Austria and Germany in particular, however, the public employment services are currently the major resource for placement of higher education students into jobs.
- Psychological counselling services are well-developed in a number of countries; they range from services based in the community (Austria, Denmark) to services managed by the institution itself.
- Tutorial systems are under pressure in the UK, where they are long-established, but are nonetheless being introduced in a number of other countries.
- Guidance and counselling services are in general more strongly established in the northern European countries than in the southern countries, but are currently developing rapidly in the southern countries too, particularly in Italy and Spain.
- In most countries with dual systems of higher education (see Section 1.1), specialist guidance and counselling services tend to be more strongly developed in the university sector than in the more vocationally-oriented sector, where guidance issues tend to be more closely integrated into teaching.

These points will be developed in greater detail in the sections that follow.

2.3 A taxonomy of services

Any taxonomy in this field is inevitably somewhat crude. There are a number of ways of classifying the services: for example, by level or by focus (see Section 2.1); by location or by target-group. It is not self-evident which of these are superordinate. We have accordingly adopted a pragmatic approach based on clustering the services according to a mix of these criteria. We recognise that some services could be included in other categories than the ones to which they have been assigned, and we have tried to attend to this — and to the variability within the categories — in the ensuing discussion.

The classification presented in Table 1 is based on ten categories:

(a) Tutorial systems
(b) Decentralised educational guidance services
(c) Centralised educational guidance services
(d) Educational and vocational guidance services
(e) Careers services
(f) Student welfare services
(g) Psychological counselling services
(h) International offices
(i) Services for students with disabilities
(j) Services for other special groups

Each will be examined in turn.

2.3a Tutorial systems

The main form of first-in-line provision is tutorial systems. Their characteristic feature, distinguishing them from the other forms of department- or faculty-based guidance systems described in the next sub-section, is that groups of students are assigned to an individual who has responsibility for providing particular forms of learning and/or personal support. Some academic staff may assume such a role in relation to their students, even if they do not have such functions formally assigned to them (Report on Spain, p.19). Tutorial systems formalise the role, sometimes on a voluntary basis, sometimes involving remission of teaching hours (e.g. Report on Netherlands, p.11), and sometimes providing additional payment.

Table 1: Taxonomy of services

Notes

"Code" provides a cross-reference to Appendix A, which presents the country-by-country data from which this table is drawn.

Under "Level", figures in brackets indicate additional levels to which the service could be allocated.

Under "Location", I means inside the institution, O outside the institution, IO both inside and outside, I(O) mainly inside but some outside, and O(I) mainly outside but some inside.

E-V-P indicates the "focus" ratings for educational, vocational and personal guidance respectively. Brackets indicate that the ratings have been calculated by averaging a number of roles with different ratings.

Under "Extent", the basis for the ratings (where data are available) is that "few" means up to 25% of institutions, "some" between 26% and 50%, "most" between 51% and 99%, and "all" 100%. U refers to universities; O to other HE institutions.

* Service mentioned twice – under (c) and (g).

Code	Title of Service	Level	Location	E-V-P	Extent
(a) Tutorial systems					
A 06	National Union of Students: Student Services	3	I(O)	(5-1-1)	All
BFI 08	Departmental Tutorial System	1(2)	I	6-0-1	All (U)
BFI 10	Departmental Tutorial System	1	I	6-1-0	Most (O)
BFr 05	Faculty Tutorial System	1	I	7-0-0	All (U)
BFr 10	Departmental Tutorial Support System	1	I	6-0-1	Most (O)
DK 02	HE Guidance Service (Tutorial)	2	I	4-1-2	Most
F 07	Tutorial System	1	I	6-1-0	Some
IRL 04	Personal Tutorial System	2	I	3-1-3	Few
NL 07	Departmental Tutorial System	2(3)	I	(3-1-3)	All (U)
NL 13	Departmental Tutorial System	1(2)	I	(4-1-2)	Most (O)
E 04	Tutorial System	1	I	3-1-3	Few
UK 02	Student Support and Development System	1	I	(3-2-2)	All
(b) Decentralised educational guidance services					
FIN 06	Faculty Guidance Service	3	I	5-1-1	All (U)
FIN 07	Departmental Guidance Service	2	I	5-0-2	All (U)
D 02	Faculty-Based Course Counselling	2	I	4-1-2	All

Table 1 (continued)

Code	Title of Service	Level	Location	E-V-P	Extent
S 02	Educational Counselling at Departmental or Faculty Level	2	I	4-1-2	Most
(c) Centralised educational guidance services					
BFI 01	Study Advice Service/Advice Centre for Students	3	I	(5-1-1)	All (U)
BFI 07	Learning Centre	2	I	(5-0-2)	Few (U)
BFI 09	Student Support Service	3	I(O)	(5-1-1)	All (O)
BFr 04	Educational Support Service	3	I	5-1-1	Most (U)
BFr 09	Guidance System	3	I	(4-2-1)	Most (O)
DK 01	HE Guidance Service (General)	3	I	(4-2-1)	Most
DK 03	HE Information Centre	3	O	(6-1-0)	Some
FIN 01	Student Affairs Office/Student Services	3	I	5-1-1	All (U)
FIN 09	Student Affairs Office/Student Services	3	I	6-1-0	All (O)
FIN 11	Guidance and Counselling Service	2	I	4-1-2	All (O)
D 01*	Central Student Counselling and Advisory Service	3	I	(3-1-3)	Most
I 01	Educational Guidance Office	3	I(O)	5-1-1	Most
I 05	Youth Information Office	3	O	(5-1-1)	Most
L 01	Psychological and School Guidance Centre	3	O	4-2-1	All
L 03	Psychological and Guidance Support System	3	I	3-1-3	Most
NL 01	Central Student Affairs Service	3	I	5-1-1	All (U)
NL 08	Central Student Affairs Service	3	I	5-1-1	All (O)
NL 10	Student Psychologist Department	3	IO	4-1-2	Some (O)
S 01	Educational Counselling at Central Level	3	I	(4-2-1)	Most
UK 05	Admissions and Access Services	2	I(O)	(4-2-1)	Most
(d) Educational and vocational guidance services					
BFr 01	Information Centre	3	I	3-3-1	Most (U)
BFr 02	Educational and Vocational Counselling Centre	3	I	2-2-3	Most (U)
F 01	University Information and Guidance Service	3	I	4-3-0	All
I 04	Non-Academic Guidance Centre	3	IO	3-3-1	Some

Table 1 (continued)

Code	Title of Service	Level	Location	E-V-P	Extent
NL 06	Information Centre	3	I	3-3-1	Most (U)
NL 12	Information Centre	3	I	3-3-1	Most (O)
P 01	Career Guidance and Counselling Service	3	I	3-2-2	Some
(e) Careers services					
A 01	Career Planning and Placement Centre	3	I(O)	1-4-2	Some
A 04	Public Employment Service: University Graduate Counselling and Placement	3	O	2-4-1	Some
BFI 04	Placement Support System	3	IO	0-7-0	Most (U)
BFI 11	Departmental Placement System	1	I	1-6-0	Most (O)
BFr 07	Careers Service	3	I	1-5-1	Some (U)
BFr 08	Faculty Careers Support System	2	I	1-5-1	All (U)
BFr 11	Careers Service	2	I	0-7-0	Some (O)
BFr 12	Departmental Careers Support System	1	I	0-7-0	Most (O)
FIN 02	Career Service	3	I	2-5-0	All (U)
FIN 03	Labour Force Service	3	IO	(1-5-1)	All (U)
FIN 04	AURA Project	2	I(O)	(2-3-2)	All (U)
FIN 10	Career Service	3	I	0-7-0	Most (O)
F 04	Careers and Placement Service	3	I	1-6-0	Some
D 04	Careers Guidance and Vocational Qualification Project	3	I	2-4-1	Few
D 09	Vocational Guidance Service for Secondary School Graduates and Students: Higher Education Team	3	O(I)	1-5-1	Most
GR 01	Liaison Office	3	I	2-4-1	All
GR 04	Centre for School Career Guidance and Orientation	3	I	2-5-0	Few
IRL 01	Careers Service	3	I	2-4-1	Most
IRL 02	Co-operative Education Service	2	I	1-5-1	Few
I 02	Vocational Guidance Office	3	I(O)	(1-5-1)	Some
NL 03	Careers Advice Centre	3	I(O)	2-3-2	Most (U)

Table 1 (continued)

Code	Title of Service	Level	Location	E-V-P	Extent
E 01	Guidance Centre	3	I	(2-5-0)	Most
E 02	Employment Centre	3	I	0-7-0	Some
S 03	Career Centre	3	I	(2-4-1)	Some
UK 01	Careers Service	3(2)	I	(2-4-1)	All
(f) Student welfare services					
D 08	Social Advisory Service	3	O(I)	0-1-6	Some
NL 02	Department of Student Deans	3	I	2-1-4	All (U)
NL 09	Department of Student Deans	3	I	3-2-2	Some (O)
(g) Psychological counselling services					
A 02	Psychological Student Counselling Service	3	O	(1-0-6)	All
BFI 05	Centre for Mental Health/Centre for Psychotherapy	3	I	(1-0-6)	Some (U)
BFI 06	Centre for Family and Relational Welfare	3	I	0-0-7	Few (U)
BFI 12	External Support Service	3	O	3-0-4	Some (O)
BFr 03	Psychological Support Service	3	I	2-1-4	Most (U)
DK 04	Student Counselling Service	3	O	1-1-5	Most
FIN 08	Finnish Student Health Service	3	I(O)	0-0-7	All (U)
F 08	Medico-Pedagogical University Clinic	2	O	(2-1-4)	Few
F 09	University-Secondary School Student "One-Stop Shop"	3 (1,2)	O	(2-1-4)	Few
D 01*	Central Student Counselling and Advisory Service	3	I	(3-1-3)	Most
D 07	Psychological and Psychotherapeutic Counselling Service	3	O(I)	0-1-6	Some
GR 02	Psychological Counselling Centre	3	I	2-0-5	Few
IRL 03	Counselling Service	3	I	1-1-5	Most
I 03	Psychological Service	3	I	1-0-6	Some
L 02	Psychological Service	3	I	1-1-5	Few
NL 04	Student Psychologist Department	3	I	1-1-5	All (U)
NL 05	Student Medical Department	3	I	(1-0-6)	Few (U)

Table 1 (continued)

Code	Title of Service	Level	Location	E-V-P	Extent
NL 10	Student Psychologist Department	3	I	4-1-2	Some (O)
NL 11	Student Medical Department	3	I	0-0-7	Some (O)
P 02	Psychotherapy and Counselling Service	3	I	2-1-4	Few
E 03	Counselling Service	3	I	1-1-5	Few
S 04	Student Health Centre	3	IO	(1-0-6)	Most
UK 03	Counselling Service	3	I	(1-1-5)	Most
(h) International offices					
A 03	International Office	3	I	5-1-1	All
FIN 05	International Unit	3	I	4-1-2	All (U)
FIN 12	International Relations Unit	3	I	4-1-2	All (O)
F 03	International Relations Department	3	I	5-2-0	All
(i) Services for students with disabilities					
A 05	Disabled Students Advisory Service	3	I	4-1-2	Most
BFI 02	Service for Students with Disabilities	3	I	4-1-2	Some (U)
BFr 06	Disabled Students Support System	3	I	2-2-3	Some (U)
F 02	"One-Stop Shop" for Students with Disabilities	3 (2)	I	2-3-2	Few
D 05	Counselling and Advisory Service for Students with Disabilities or Chronic Illness: Inside HE Institutions	3	I(O)	1-2-4	Most
D 06	Counselling and Advisory Service for Students with Disabilities or Chronic Illness: Employment Office	3	O(I)	1-4-2	Some
GR 03	Service for Students with Special Needs	3	I	2-4-1	Few
UK 04	Service for Students with Disability or Learning Needs	2	I	3-1-3	Most
(j) Services for other special groups					
BFI 03	Service for Varsity Sports Students	3	I	4-0-3	Few (U)
F 05	Continuing Education Department	1(2)	I	5-2-0	All
F 06	PhD Graduates Employment Unit	3	I	0-7-0	Some
D 03	Distance Learning Centre	3	I	4-1-2	Few

In some cases (e.g. Belgium, Denmark, Netherlands), the role tends to be given to junior academic staff or to advanced students.

In the latter case, the "tutorial" role overlaps with "mentoring" systems where first-year students in particular are assigned to older students who have a responsibility for inducting them into student cultural life as well as into the new learning methods demanded of them. The French "tutorial system" (F 07) is essentially a mentoring system in this sense, carried out wholly by older students (Report on France, p.21). Similar mentoring systems exist in, for example, Finland (Report on Finland, pp.12 and 23) and Germany (Report on Germany, pp.30-31); in the case of Austria, they have been organised by the Students Union, recently in co-operation with the university authorities (A 06 — see Report on Austria, pp.12-13 and 32). The position is confused by the fact that the terms "tutorial" and "mentoring" are not distinguished consistently in the way outlined here: in some cases student mentors are described as "tutors", or academic staff as "mentors".

Most tutorial systems focus mainly on providing support to students in their studies, particularly in relation to learning difficulties they may encounter. Much of this is provided on an individual one-to-one basis, but it may be broadened to include other forms of learner support (e.g. Report on Belgium (French Community), p.22), or even to include regular group sessions on learning methods and the like (e.g. Reports on Belgium (Flanders), p.36; Spain, p.42). Some systems, however, are essentailly "personal tutor" systems, designed more generally to provide help to students with any problems they may have: here the tutors may indeed be assigned students from outside their own discipline (e.g. Report on Ireland, p.13).

The omission of other countries from category (a) in Table 1 does not mean that tutorial systems are not in operation elsewhere. A tutorial system exists, for example, in polytechnics in Finland (Report on Finland, p.23) and has recently been introduced in Italy (Report on Italy, pp.13-14 and 28).

As student numbers grow, systems to provide such personal contact become ever more desirable but also ever more difficult to deliver: in the UK, for example, where tutorial systems are particularly long-established, they are under increasing strain (Report on UK, p.21). Tutorial systems are also inevitably uneven in the quality of their delivery. For both of these reasons, they need to be supported by second- and third-in-line systems.

2.3b Decentralised educational guidance systems

The main form of second-in-line provision — i.e. linked to the formal teaching function, but with some degree of specialisation — is education-

al guidance services based in a department or faculty. Such services are often linked to other administrative functions: for example, selection of students (in selective systems), expounding the formalities of course regulations, and maintaining academic records. The guidance role is concerned largely with choice of study options: it may be mainly limited to information, but may be extended to cover counselling and advice.

The role is carried out in four main ways:

(i) allocated to members of the teaching as an extra duty — not infrequently regarded as an additional chore (e.g. Report on Germany, p.24);
(ii) allocated to postgraduate students paid on an hourly basis (e.g. Report on Sweden, p.26);
(iii) subsumed within a specialist administrative post (e.g. Report on Finland, p.18);
(iv) viewed as a specialist guidance role, as in the case of department-based study advisers in the Netherlands (included in category (a) in Table 1 as part of the Departmental Tutorial System) (Report on Netherlands, p.30).

2.3c Centralised educational guidance services

There are ongoing debates within several countries about the extent to which educational guidance in particular is more effectively provided on a decentralised basis in the faculties or departments, or through centralised services (e.g. Report on Netherlands, pp.6 and 16). In some cases, both models sit alongside one another.

The centralised services cover a range of different functions and client-groups. In Belgium, a clear distinction is drawn between services concerned with learner support in relation to study methods (BFl 07, BFr 04) and services concerned with offering advice on study options (BFl 01). The services listed in Table 1 for other countries focus mainly on the latter, commonly covering guidance of potential students as well as enrolled students: this is the case, for example, in Denmark (DK 01), Finland (FIN 01, FIN 09), Germany (D 01), Italy (I 01) and Sweden (S 01). In the case of institution-based services of this kind, the guidance role may be linked with a promotional/recruitment role, which — where there is competition between institutions for students — may produce role tensions regarding whether the service's primary allegiance is to the individual's or the institution's interests. This is also the case with institution-based services focused primarily on prospective students (e.g. UK 05).

Some services focused mainly on prospective students are based outside higher education institutions and are therefore less subject to such role tensions. Examples of such services are those in Denmark (DK 03), Italy (I 05) and Luxembourg (L 01), though all countries effectively offer services of this kind as part of their general guidance provision in secondary schools and elsewhere (for a review of such provision, see Watts *et al.*, 1994). Of the services listed in Table 1, the HE Information Centres (*ivu*C*) in Denmark (DK 03) are distinctive because they are focused exclusively on higher education. The extent to which such specialist centres should remain or be merged into more broadly-based information centres is a matter of current debate (Report on Denmark, pp.11-12). The Italian Youth Information Offices (*Informagiovani*) (I 05) are more generic in nature.

As with the faculty-based services, centralised educational guidance services commonly have administrative as well as guidance responsibilities. They are however more likely than the faculty-based services to be staffed by specialist staff who are not involved in teaching.

2.3d Educational and vocational guidance services

A number of the educational guidance services included in the previous sub-sections include limited attention to vocational guidance, particularly in relation to the career implications of course choices: interest in such implications is increasing in the light of the tightening job market for graduates (e.g. Report on Austria, p.37). There are also, as we shall see in Section 2.3e, a growing range of specialist careers services. In addition, however, there are a number of services which pay broadly equal attention to educational and vocational guidance, and offer them on an integrated basis.

This is true in particular of the University Information and Guidance Units (*Services Universitaires d'Information et d'Orientation*) (SCUIO), which are the cornerstone of the higher education guidance system in France (FR 01). These services provide an integrated educational and vocational guidance service from entry to exit. They are based within the institution, but include psychological guidance counsellors seconded on a half-time basis from work in schools (Report on France, pp. 9, 11 and 13-17).

In Belgium (French Community), most universities integrate their educational and vocational guidance services in a broadly similar way, but have separate centres for information (BFr 01) and for counselling (BFr 02), with the counselling centres being staffed by psychologists (Report on Belgium (French Community), pp.20 and 37-39). Both services are designed

for prospective students (and, in some cases, for the general public) as well as for enrolled students: a recognition of the increased relevance of information on vocational prospects to pre-entry guidance.

In the Netherlands, too, most institutions have established information centres which cover issues related to the labour market as well as educational choices (NL 06, NL 12). These, however, are mainly for enrolled students.

In Portugal, the educational and vocational guidance services available are limited to those run by psychologists in a few universities (Report on Portugal, p.10). These tend to cover educational and vocational as well as personal issues.

Finally, while in Italy there tends to be a distinction between educational guidance offices and vocational guidance offices, there are around 100 "Non-Academic Guidance Centres" (*Centri de Orientamento Non-Universitari*) — run by a variety of bodies, and based both inside and outside higher education institutions — which offer both educational and vocational guidance to students and to the general public (Report on Italy, pp.14-16).

2.3e Careers services

Specialist careers services are currently the fastest-growing area of guidance and counselling services in higher education across Europe. Such services have traditionally been well established in Ireland and the United Kingdom. Elsewhere, however, vocational guidance has been a relatively neglected area (see e.g. Reports on Belgium (Flanders), pp.13 and 60; Denmark, pp.18-19; Germany, p.26). Within strongly tracked systems, students were expected to have made their career choices through their educational choices. Where this was not the case, it was not regarded as the institution's role to provide any substantial help. In vocational subjects, professors sometimes used their personal networks to secure jobs for students (Report on Germany, p.26). But any formal placement work was left to the public employment services.

The changes in the graduate labour market have however radically altered this situation. As noted in Section 1.2, expansion of higher education alongside changes in the labour market have meant that the transition from higher education to employment is much more problematic for many students. Levels of graduate unemployment have been substantial in many countries, and have produced calls from employers, politicians and the media for more help to be provided in improving students' employability and supporting their entry to the labour market.

In some countries, notably Austria and Germany, the public employment services continue to play a very important role (A 04, D 09). In Germany, for example, offices in towns with higher education institutions appoint a higher education co-ordinator to be responsible for maintaining contact with the university and/or colleges concerned, and some have their own higher education teams (Report on Germany, p.30). In Finland, too, the Labour Force Service (FIN 03) appoints career guidance psychologists to work particularly with university students and unemployed graduates. Access to such public services remains an important resource in other countries as well (e.g. Reports on Belgium (Flanders), p.21; Belgium (French Community), p.29).

In many countries, however, there has been a significant growth of careers services within institutions themselves. Thus in the last decade or so, such services have been established in all or most institutions in Finland (FIN 02, FIN 10), Greece (GR 01, GR 04), the Netherlands (NL 03) and Spain (E 01, E 02); and in some or a few institutions in Austria (A 01), Belgium (French Community) (BFr 07, BFr 11), France (F 04), Germany (D 04), Italy (I 02) and Sweden (S 03). In some cases these services have been set up by the institution itself; in other cases, however, they have been funded in whole or part by government, alumni associations, private foundations, and other sources. In the case of Finland, the government support has been given on a temporary basis on the assumption that the institutions themselves will take over responsibility at the end of an initial period (Report on Finland, p.14); similar "provisional" status also applies in Greece (where the government funding includes substantial EU subsidies) (Report on Greece, p.11) and Sweden (Report on Sweden, p.28). In Spain, where the government Employment Department (INEM) formerly had a placement monopoly, the university employment centres were formally given the status of "delegate offices"; this monopoly has now been removed (Report on Spain, pp.14-15).

The services vary considerably in the range of activities they undertake. Some (e.g. BFl 04, BFl 11, E 02) are primarily placement services; many are guidance services which include placement activities; some, however, do little or no placement work (see e.g. Reports on Austria, p.14; Netherlands, p.33). Where placement work is done, it is sometimes confined to job placement on graduation, but sometimes also includes work-experience placements during courses (e.g. IRL 02; also F 04 — see Report on France, p.19); elsewhere, these placement operations — plus placement of students into part-time or vacation jobs for immediate financial purposes — may be conducted by separate services (e.g. Report on UK, p.21). The Liaison Offices in Greece (GR 01) have a wider liaison role which includes keeping higher education in touch with technological and other changes

in enterprises (Report on Greece, p.13). On the other hand, some careers services have been extending their guidance role to include more attention to managing or supporting careers education programmes — some of them included as credit-bearing courses in the mainstream curriculum — designed to equip students to manage more effectively their own decisions and progression in learning and work (see under "teaching" (M) in Section 3.4).

In Finland (FIN 04) and Germany (D 04), special projects have been devised for unemployed graduates and students completing their degrees to help them in the transition to working life. These last several months and include work-experience placements (Reports on Finland, pp.16-17; Germany, p.26).

In more vocationally-oriented institutions, central careers services tend to be less evident. Instead, links with the labour market tend to be devolved to teaching departments (e.g. BFl 11, BFr 12). These often have strong contacts with employers and are able to manage their own guidance and placement activities, sometimes including appointment of careers tutors and/or the active involvement of alumni (see Reports on Belgium (Flanders), p.21; Belgium (French Community), pp. 23 and 27-28).

2.3f Student welfare services

Most institutions of higher education offer services concerned with practical aspects of student welfare, including financial aid and accommodation. Sometimes these are provided by separate offices; sometimes they are integrated into general student welfare departments which may embrace some of the other guidance services covered in this report. Many of the student welfare services have not been included in the report, on the grounds that they are concerned mainly with information and advice on practical matters rather than with broader aspects of guidance and counselling (e.g. the CROUS in France — Report on France, p. 22).

Two cases have however been included. One is the Social Advisory Service run in some universities in Germany (D 08): these are funded and controlled by the local Student Affairs Organisations (*Studentenwerk*). The other is the Department of Student Deans (NL 02, NL 09) in the Netherlands. The *studentdecanen* are in many respects the core of the Dutch higher education guidance system. They are available to students with a wide range of problems, including educational choices, study difficulties, career choice problems, and personal problems, as well as financial and accommodation problems. They provide a generic service, with an emphasis on practical help, and are then able to refer students to psychological, ca-

reer and other services — depending on the range available in their institution — where more detailed professional help is needed (Report on Netherlands, pp.24-29).

2.3g Psychological counselling services

In the last thirty years there has been a considerable growth of psychological counselling services in higher education. These deal not only with study-related problems like examination anxiety, but also with personal problems that impede study: problems relating to relationships, depression, lack of self-esteem, eating disorders, bereavement, sexual identity, and the like. The balance between educational and personal guidance varies, but such services tend to pay less attention to vocational guidance matters, and to delve beneath the presenting problems in order to explore the personality and other issues that lie beneath (see Report on UK, p.27). Much of the work is concerned with individual counselling, which may range from a single session or a series of sessions to a long-term therapeutic relationship lasting a couple of years. It may also include some group counselling, plus preventive programmes on, for example, study skills, stress management, time management, and assertiveness skills.

In some countries, the services are funded directly by the government and usually are physically separated from particular institutions: this is the case, for example, in Austria (A 02) and Denmark (DK 04). In Germany, some (D 07) are run by the local Student Affairs Organisations. In France (F 08, F 09), they are run by the Student Health Foundation and again are based largely outside institutions, at two different levels — one providing counselling, the other a wider range of specialist support including residential care. In Belgium, they are located inside institutions, but emerged as part of the general community development of mental health services (Report on Belgium (Flanders), pp. 6 and 12).

Most other services are both located and managed inside institutions. They vary considerably, however, in terms of their origin and orientation. The Central Student Counselling and Advisory Services (*Zentrale Studienberatung*) in Germany (D 01) include a lot of attention to educational guidance for prospective as well as enrolled students, alongside their personal counselling work (Report on Germany, pp.19-24 and 49-51), and accordingly are also listed under "centralised educational guidance services" (Section 2.3c above). The services in Finland (FIN 08) and Sweden (S 04) are part of student health services; health services also play a counselling role in the Netherlands (NL 05, NL 11). The student counsel-

ling services in the UK (UK 03) used to be part of the student health services, but have now become more separate, with their own professional identity (Report on UK, p.26); such separation is common in Ireland too (IRL 03). Other services are clearly labelled as psychological services (BFr 03, L 02, NL 04, NL 10). In countries like Greece (GR 02), Italy (I 03), Portugal (P 02) and Spain (E 03), development has been more limited, with various initiatives being established for different reasons with different sources of funding, and often linked to a department of psychology or psychiatry — part of the motivation sometimes being to provide practical experience for students.

These different orientations are reflected in the staffing of the services. Some are run by psychologists or by professional student counsellors; others are multi-professional teams which may include psychiatrists, social workers, doctors, nurses and even — in the case of one service focusing on relationship problems (BFl 06) — legal advisers.

2.3h International offices

In recent years, many institutions have established international offices. These tend to have a broad range of functions, including administration of exchange programmes with foreign universities and of European mobility programmes like ERASMUS/SOCRATES and TEMPUS, as well as information on other opportunities for study abroad — including credit-transfer arrangements. These are often part of a wider academic liaison role involving research as well as teaching links. The guidance aspects of these various services tend to be limited to information and advice, so although services are listed only for Austria (A 03), Finland (FIN 05, FIN 12) and France (F 03), they are available elsewhere too: they are also mentioned in, for example, the Reports on Belgium (Flanders) (p.13), Denmark (pp.25-30), Greece (p.26), Ireland (pp.16-17), Italy (p.18), Portugal (p.13) and Spain (pp.18-19 and 22-23). In a few cases, separate offices exist for European programmes (e.g. Report on Spain, p.18); more commonly, the European programmes have provided the impetus for developing more broadly-based international offices (e.g. Report on Ireland, p.16).

These services often also have a responsibility for providing initial welfare support to incoming students from other countries. In some cases, such support is provided by a separate "foreign students office" (e.g. Reports on Belgium (Flanders), p.17; Germany, p.38; Italy, p.18; UK, pp.49-50).

Information on work and study opportunities abroad is also offered in all countries by EURES advisers: a network of specially trained advisers who have a particular remit for opportunities in other member-states.

These advisers may be available in some universities; elsewhere, they may be accessible in the community-based employment services (see e.g. Report on Belgium (Flanders), p.13).

2.3i Services for students with disabilities

Alongside international students, the group of students for whom special provision is most commonly made is students with disabilities. Special efforts have been made in a number of countries in recent years to assure access to such students and provide them with the specialist help they need to enable them to be successful in their studies. In Germany and the UK, for example, all higher education institutions are obliged by legislation to cater for the special needs of students with disabilities (Reports on Germany, p.26; UK, p.31). In France and Sweden, all universities are required to designate someone to have special responsibility for such students (Reports on France, p.17; Sweden, p.14).

The nature of the help provided may include assistive technology and personal assistance for learning purposes, plus help in relation to accommodation, transport, financial support, social activities and career guidance. It can also include an advocacy role both within the institution — in negotiating for special facilities in relation to examinations, for example — and with potential employers. There is however a strong trend in some countries to avoid acting too much on behalf of students with disabilities and instead to support them in making their own decisions and their own arrangements (Reports on France, p.18; UK, p.29).

There is also an ongoing debate in a number of countries about the extent to which it is best for services for students with disabilities to be provided separately, so offering a holistic service to this particular target-group, or for such provision to be integrated into the mainstream student services, so avoiding stigmatising these students. Many of the services listed in Table 1 (notably BFl 02, F 02, D 05, UK 04) represent a mix of the two approaches, with different approaches being followed in different institutions (Reports on Belgium (Flanders), pp.15-16; France, pp.16 and 17-18; Germany, pp.26-27; UK, p.28). The services in Austria (A 05) and the one service in Greece (GR 03) are on a "stand-alone" basis; in Belgium (French Community) (BFr 06), on the other hand, there is a strong trend towards integration (Report on Belgium (French Community), p.24).

Partly because of such integrated approaches, and also because much of the help offered consists of information, practical help and advocacy rather than broader forms of guidance, several of the country-studies have not listed services for students with disabilities. Some of these, however,

have mentioned such services in their text (e.g. Reports on Ireland, pp.14-15; Italy, p.17; Netherlands, p.14). In other countries, little special provision is made: students with disabilities are covered by the mainstream student services (e.g. Reports on Denmark, p.20; Finland, pp.27-28; Portugal, p.13; Spain, p.22).

2.3j Services for other special groups

The final category is a somewhat miscellaneous group of other services addressed to particular target-groups. These include a specialist service in one Belgian university for sports students (BFl 03) focusing exclusively on educational and personal guidance; and employment units in a number of French institutions for PhD graduates (F 06) which by contrast focus exclusively on vocational guidance. Continuing education departments are listed for France (F 05) but occur in other countries too: they are concerned with providing access for mature students, both into mainstream courses and by setting up additional courses of their own (Report on France, p.21). Similarly, distance learning centres are listed for Germany (D 03) but are available elsewhere as well: they include guidance services among the range of support they provide for distance learners (e.g. Reports on Belgium (Flanders), p.16; Germany, pp.25-26).

3. Roles and Tasks

3.1 Introduction

To provide a standardised means of analysing the staff of the services outlined in Section 2, the national correspondents were asked to identify the main occupational roles within these services, with particular attention to staff involved in direct guidance and counselling work with students. They were also asked to indicate the number of people currently occupying these roles within their country, and the focus of the roles (based on the allocation of 7 points across the categories of educational, vocational and personal guidance respectively, as outlined in Section 2.1).

In addition, the national correspondents were asked to rate each of the roles in relation to the tasks they performed. The tasks adopted for this purpose were based on a task classification developed in a previous CEDEFOP study (Watts, 1992). This was modified at a meeting of the national correspondents held in March 1997. The outcome was a series of 21 tasks to be rated on a 0-4 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

These ratings were made by a small working group of expert practitioners (including the national correspondent), selected to include representatives of (usually) three occupational roles on which detailed occupational profiles based on the task classification were to be prepared. These latter representatives were each invited to prepare draft ratings and a draft occupational profile for the role they were representing. The working group

next reviewed these ratings and prepared draft ratings for the other roles. The full set of draft ratings was then sent to other practitioners for comment. The number of such practitioners usually varied between 3 and 20, depending on the extent and diversity of the higher education system: they were selected to cover as wide a range as possible of types of institution, relevant guidance organisations, and regional distribution. Finally, the working group revised the ratings in the light of the comments received. In practice, the arrangements in some countries varied a little from this procedure. In all cases, however, the ratings represented a wide consultation process.

The remainder of this section comprises four parts. In Section 3.2, we analyse the main roles by grouping them into 13 clusters. In Section 3.3, we present some estimates for the total numbers of staff involved in guidance and counselling roles. In Section 3.4, we present the task classification, and elaborate it by drawing on the examples given in the country-studies, also noting some of the difficulties experienced in maintaining a consistent interpretation of the terms used. Finally, in Section 3.5, we analyse the role clusters in relation to the task classification.

3.2 A taxonomy of roles

Before examining the roles in detail, three caveats are necessary. First, the roles listed are those selected by the national correspondents as being significant within their higher education guidance and counselling systems, and some were more inclusive than others in this respect: hence the mention of a role in one country but not in another does not necessarily mean that the role does not exist in the latter country too. Second, some of the roles represent "amalgamations" of widely different titles (e.g. Report on Spain, p.32), and the term adopted here may not yet have currency as the common descriptor for this range (e.g. Report on Sweden, p.40). Third, there is sometimes considerable variability between occupants of a particular role within the same country: this was demonstrated very clearly in the case of Finland, where the task classification was used as the basis for a survey of study counsellors in polytechnics, producing considerable variability in the ratings (Report on Finland, p.71). These points need to be borne in mind in the ensuing discussion.

As with the taxonomy of services in Section 2.3, a pragmatic approach was adopted in clustering the roles. Particular attention was paid to the title of the role and to the relative emphasis placed on educational, vocational and personal guidance (as defined in Section 2.1).

The taxonomy presented in Table 2 is based on 14 categories:

(a) "First-in-line" adviser
(b) Director (educational and vocational guidance service)
(c) Director (psychological counselling service)
(d) Study adviser/counsellor
(e) Study and careers counsellor/adviser
(f) Careers counsellor/adviser
(g) Psychological counsellor
(h) Psychiatrist
(i) Social worker
(j) Adviser for students with disabilities
(k) International adviser
(l) Information officer
(m) Placement officer
(n) Other specialist roles

While many of these correspond closely to the taxonomy of services, not all do so: some services encompass a range of roles from different categories. Some roles are "borderline" and could readily be included in other categories than the ones to which they have been assigned: the main examples of these are noted in the discussion that follows.

3.2a "First-in-line" adviser

The "first-in-line" advisers are much the largest group. In most cases, guidance and counselling is a subsidiary or additional role for these advisers, who are primarily teachers, administrators or students. They comprise the staff of tutorial systems (Section 2.3a) and of decentralised educational guidance services (Section 2.3b), plus UK admissions tutors (UK 05-1) who also tend to be departmentally-based, and teachers within two French counselling services (F 08-3, F 09-2) who offer teaching support and coaching to students experiencing difficulties.

Often, such advisers perform their guidance and counselling role for a short period of time. Even where this is not the case, guidance and counselling usually represents an additional responsibility rather than a personal career path. Sometimes their role is strictly limited to learner support, though in most such cases offering help in choosing educational options is included. However, in some countries with a long-standing tradition of first-in-line advisers or a newly developing system modelled on these traditions, the role may be expanded into personal and (to a lesser

extent) career guidance (e.g. Ireland, Netherlands, Spain, UK). In the United Kingdom, there are sometimes departmental careers tutors alongside personal tutors (UK 02-1, UK 02-2) (Report on UK, p.23).

Table 2: Taxonomy of roles

Notes

"Code" provides a cross-reference to Appendix B, which presents the country-by-country data from which this table is drawn.

In the "Title of Service" column, * means that the service covered is based in non-university institutions.

Under "No.", numbers in brackets are estimates.

E-V-P indicates the "focus" ratings for educational, vocational and personal guidance respectively.

\+ "First-in-line" advisers are not confined to those working in the services rated in Appendix A as being "first-in-line" (see Section 3.2a).

Code	Title of Service	Role	No.	E-V-P
(a) "First-in-line" adviser+				
A 06-1	National Union of Students: Student Services	Prospective Students Adviser	(120)	5-1-1
A 06-2	National Union of Students: Student Services	Study Adviser	(800)	5-1-1
A 06-3	National Union of Students: Student Services	Enrolment Adviser	(1,000)	7-0-0
A 06-4	National Union of Students: Student Services	Beginners Tutor	(700)	5-0-2
BFI 08-1	Departmental Tutorial System	Monitor	(80)	6-0-1
BFI 08-2	Departmental Tutorial System	Teaching Support Worker	(115)	6-0-1
BFI 08-3	Departmental Tutorial System	Teaching Assistant	(100)	6-0-1
BFI 10-1	Departmental Tutorial System	Monitor	(100-125)	6-1-0
BFI 10-2	Departmental Tutorial System	Student Support Worker	(100-125)	6-1-0
BFr 05-1	Faculty Tutorial System	Teacher, Assistant	?	7-0-0

Table 2 (continued)

Code	Title of Service	Role	No.	E-V-P
BFr 05-2	Faculty Tutorial System	Assistant Educationalist	?	7-0-0
BFr 10-1	Departmental Tutorial Support System*	Teacher, Assistant	?	6-0-1
DK 02-1	HE Guidance Service (Tutorial)	Student Adviser	(200)	4-1-2
FIN 06-1	Faculty Guidance Service	Academic Officer/Study Affairs Secretary	(80)	5-1-1
FIN 07-1	Departmental Guidance Service	Departmental Secretary	(60)	5-0-2
F 07-1	Tutorial System	Professor/Tutor	?	6-1-0
F 08-3	Medico-Pedagogical University Clinic	Teacher	?	4-2-1
F 09-2	University-Secondary School Student "One-Stop Shop"	Teacher	(10)	4-2-1
D 02-1	Faculty-Based Course Counselling	Course Counsellor	(10,000)	4-1-2
IRL 04-2	Personal Tutorial System	Tutor	72	3-1-3
NL 07-1	Departmental Tutorial System	Study Adviser	500	3-1-3
NL 07-2	Departmental Tutorial System	Lecturer/Tutor/Mentor	?	4-1-2
NL 07-3	Departmental Tutorial System	Student Mentor	?	4-0-3
NL 13-1	Departmental Tutorial System*	Lecturer/Tutor/Mentor	?	4-1-2
NL 13-2	Departmental Tutorial System*	Student Mentor	?	4-0-3
E 04-1	Tutorial System	Tutor	?	3-1-3
S 02-1	Educational Counselling at Departmental or Faculty Level	Student Counsellor	(530)	4-1-2
UK 02-1	Student Support and Development System	Careers Tutor	(2,000)	3-3-1
UK 02-2	Student Support and Development System	Personal Tutor	(4,000)	2-2-3
UK 05-2	Admissions and Access Services	Admissions Tutor	(4,000)	4-2-1
(b) Director (educational/vocational guidance service)				
A 01-1	Career Planning and Placement Centre	Managing Director	5	1-4-2
A 04-1	Public Employment Service: University Graduate Counselling and Placement	Head of Service	3	2-4-1
BFl 01-1	Study Advice Centre/Advice Centre for Students	Director/Head of Service	7	5-1-1
BFl 09-1	Student Support Service*	Director/Head of Service/ Co-ordinator	?	5-1-1

Table 2 (continued)

Code	Title of Service	Role	No.	E-V-P
BFr 01-1	Information Centre	Director	2	3-3-1
BFr 02-1	Educational and Vocational Counselling Centre	Director	2	2-2-3
BFr 07-1	Careers Service	Director	2	1-5-1
DK 01-1	HE Guidance Service (General)	Director	(10)	4-2-1
FIN 02-2	Career Service	Director	(4)	2-5-0
FIN 10-1	Career Service*	Director	(30)	0-7-0
F 01-1	University Information and Guidance Service	Director	65	4-3-0
F 04-1	Careers and Placement Service	Director	(30)	1-6-0
F 05-1	Continuing Education Department	Director	82	5-2-0
D 01-1	Central Student Counselling and Advisory Service	Head of Service	(95)	3-2-2
D 03-1	Distance Learning Centre	Head of Centre	60	4-1-2
D 04-1	Careers Guidance and Vocational Qualification Project	Head of Project	(30)	2-4-1
D 09-1	Vocational Guidance Service for Secondary School Graduates and Students: Higher Education Team	Head of Vocational Guidance	137	1-6-0
GR 01-1	Liaison Office	Director/Head of Service	27	2-4-1
IRL 01-1	Careers Service	Careers and Appointments Officer/Director	7	2-4-1
IRL 04-1	Personal Tutorial System	Senior Tutor	1	3-1-3
I 01-1	Educational Guidance Office	Head of Service	(56)	5-1-1
I 02-1	Vocational Guidance Office	Head of Service	(43)	1-5-1
I 04-1	Non-Academic Guidance Centre	Head of Service	(100)	3-3-1
I 05-1	Youth Information Office	Head of Service	(10)	5-1-1
NL 01-1	Central Student Affairs Service	Head of Service	13	5-1-1
NL 03-1	Careers Advice Centre	Head of Service	3	2-3-2
NL 06-1	Information Centre	Head of Service	13	3-3-1
NL 08-1	Central Student Affairs Service*	Head of Service	70	5-1-1

Table 2 (continued)

Code	Title of Service	Role	No.	E-V-P
NL 12-1	Information Centre*	Head of Service	40	3-3-1
E 01-1	Guidance Centre	Director	50	1-6-0
E 02-1	Employment Centre	Director	?	0-7-0
S 01-1	Educational Counselling at Central Level	Director	(16)	4-2-1
S 03-1	Career Centre	Director/Co-ordinator	(7)	2-3-2
UK 01-1	Careers Service	Director	97	2-3-2
UK 02-3	Student Support and Development System	Enterprise Manager	(50)	3-3-1
(c) Director (psychological counselling service)				
A 02-1	Psychological Student Counselling Service	Head of Service	6	1-0-6
BFl 05-1	Centre for Mental Health/Psychotherapy	Director/Head of Service	1	1-0-6
BFl 06-1	Centre for Family and Relational Welfare	Head of Service	1	0-0-7
F 08-1	Medico-Pedogogical University Clinic	Director	13	0-2-5
GR 02-1	Psychological Counselling Centre	Director/Psychologist	1	2-0-5
I 03-1	Psychological Service	Head of Service	(14)	1-0-6
UK 03-1	Counselling Service	Head/Director of Counselling	180	1-1-5
(d) Study adviser/counsellor				
BFl 01-2	Study Advice Centre/Advice Centre for Students	Study Adviser	13	5-1-1
BFl 01-5	Study Advice Centre/Advice Centre for Students	Study Adviser for Guidance	5	4-1-2
BFl 03-1	Service for Varsity Sports Students	Study Adviser for Varsity Sports Students	1	4-0-3
BFl 07-1	Learning Centre	Study Support Worker	7	5-0-2
BFl 09-2	Student Support Service*	Study Adviser	?	5-1-1
BFl 09-3	Student Support Service*	Student Psychologist	?	5-1-1
BFl 09-4	Student Support Service*	Pedagogue	?	5-1-1
BFr 04-1	Educational Support Service	Educationalist	20	5-1-1
BFr 09-2	Guidance System*	Educationalist	29	7-0-0
DK 01-2	HE Guidance Service (General)	Study Adviser	(150)	4-2-1

Table 2 (continued)

Code	Title of Service	Role	No.	E-V-P
DK 01-3	HE Guidance Service (General)	Student Adviser	(20)	4-1-2
FIN 01-1	Student Affairs Office/Student Services	Academic Officer	(18)	5-1-1
FIN 01-2	Student Affairs Office/Student Services	Study Adviser	(23)	5-1-1
FIN 09-1	Student Affairs Office/Student Services*	Student Affairs Secretary	(20)	6-1-0
FIN 11-1	Guidance and Counselling Service	Study Counsellor/Career Counsellor	(150)	4-1-2
F 05-2	Continuing Education Department	Counsellor	(80)	5-2-0
D 03-2	Distance Learning Centre	Study Counsellor	(180)	4-1-2
I 01-4	Educational Guidance Office	Guidance Counsellor	(100)	3-1-3
I 01-5	Educational Guidance Office	Psychologist	(30)	3-1-3
I 05-4	Youth Information Office	Guidance Counsellor	(5)	3-1-3
L 01-1	Psychological and School Guidance Centre (HE guidance)	Guidance Counsellor	2	4-2-1
L 03-1	Psychological and Guidance Support System	Teacher/Psychologist	?	3-1-3
NL 01-2	Central Student Affairs Service	Policy Officer	50	5-1-1
NL 02-1	Department of Student Deans	Student Dean	50	2-1-4
NL 08-2	Central Student Affairs Service*	Policy Officer	50	5-1-1
NL 09-1	Department of Student Deans*	Student Dean	200	3-2-2
S 01-2	Educational Counselling at Central Level	Student Counsellor	(90)	4-2-1
S 01-3	Educational Counselling at Central Level	Student Counsellor for Learner Support	(4)	4-0-3
UK 02-4	Student Support and Development System	Student Development Officer	(50)	3-2-2
UK 05-1	Admissions and Access Services	Access Officer/Tutor	(300)	3-2-2
(e) Study and careers counsellor/adviser				
BFr 01-2	Information Centre	Information Adviser	15	3-3-1
BFr 02-2	Educational and Vocational Counselling Centre	Guidance Counsellor	8	2-2-3
BFr 09-1	Guidance System*	Study Adviser	(23)	3-3-1
F 01-2	University Information and Guidance Service	Administrator	(50)	4-3-0

Table 2 (continued)

Code	Title of Service	Role	No.	E-V-P
F 01-3	University Information and Guidance Service	Counsellor	(220)	3-3-1
F 08-2	Medico-Pedagogical University Clinic	Head of Studies	?	3-3-1
D 01-2	Central Student Counselling and Advisory Service	Student Counsellor	(260-340)	3-2-2
I 04-4	Non-Academic Guidance Centre	Guidance Counsellor	(80)	3-3-1
P 01-1	Career Guidance and Counselling Service	Career Guidance Psychologist	(9)	3-2-2
(f) Careers counsellor/adviser				
A 01-2	Career Planning and Placement Centre	Career Adviser	9	1-4-2
BFl 01-3	Study Advice Service/Advice Centre for Students	Study Adviser for Employment	2	1-5-1
BFr 07-2	Careers Service	Careers Adviser	6	1-5-1
BFr 08-1	Faculty Careers Support System	Careers Adviser	6	1-5-1
BFr 11-1	Careers Service*	Careers Adviser	(19)	0-7-0
BFr 12-1	Departmental Careers Support System*	Careers Adviser	(26)	0-7-0
FIN 02-1	Career Service	Career Adviser/Co-ordinator	(66)	2-5-0
FIN 03-1	Labour Force Service	Career Guidance Psychologist	(9)	2-4-1
FIN 04-1	AURA Project	Project Manager	(11)	1-4-2
FIN 04-2	AURA Project	Planning Co-ordinator	(22)	2-3-2
F 01-6	University Information and Guidance Service	Vocational Counsellor	(60)	2-4-1
F 01-7	University Information and Guidance Service	Psychological Guidance Counsellor	(150)	2-4-1
F 04-2	Careers and Placement Service	Vocational Counsellor	(60)	1-6-0
F 06-1	PhD Graduates Employment Unit	Correspondent	73	0-7-0
D 04-2	Careers Guidance and Vocational Qualification Project	Adviser/Counsellor	(40)	2-4-1
D 09-2	Vocational Guidance Service for Secondary School Graduates and Students: Higher Education Team	Careers Counsellor	837	1-4-2
GR 01-2	Liaison Office	Career Counsellor	5	2-3-2

Table 2 (continued)

Code	Title of Service	Role	No.	E-V-P
GR 04-1	Centre for School Career Guidance and Orientation	Career Counsellor	1	2-5-0
IRL 01-2	Careers Service	Assistant Careers and Appointments Officer/Careers Adviser	10	2-4-1
IRL 02-1	Co-operative Education Service	Co-operative Education Manager	4	1-5-1
I 02-4	Vocational Guidance Service	Guidance Counsellor	(15-20)	1-3-3
I 02-5	Vocational Guidance Service	Psychologist	(5)	1-3-3
NL 03-2	Careers Advice Centre	Careers Counsellor	30	2-3-2
E 01-2	Guidance Centre	Careers Adviser	50	2-4-1
E 02-2	Employment Centre	Careers Adviser	?	0-7-0
S 01-4	Educational Counselling at Central Level	Student Counsellor for Career Planning	(10)	2-4-1
S 03-2	Career Centre	Career Counsellor	(4)	2-3-2
UK 01-2	Careers Service	Careers Adviser	389	2-3-2
UK 01-6	Careers Service	Lecturer in Careers Education	(25)	3-3-1
(g) Psychological counsellor				
A 02-2	Psychological Student Counselling Service	Psychological Student Counsellor	22	1-0-6
A 02-3	Psychological Student Counselling Service	Psychological Student Counsellor (educational/ vocational emphasis)	6	1-1-5
BFI 05-2	Centre for Mental Health/Psychotherapy	Student Psychologist	2	2-0-5
BFI 05-3	Centre for Mental Health/Psychotherapy	Psychotherapist	5	2-0-5
BFI 06-3	Centre for Family and Relational Welfare	Psychologist	7	0-0-7
BFI 12-1	External Support Service*	Counsellor/Psychotherapist	(7)	3-0-4
BFr 03-1	Psychological Support Service	Psychologist	6	2-1-4
DK 04-1	Student Counselling Service	Psychologist	?	1-1-5
FIN 08-2	Finnish Student Health Service	Therapeutic Psychologist	31	0-0-7
FIN 08-3	Finnish Student Health Service	Counselling Psychologist	24	0-0-7

Table 2 (continued)

Code	Title of Service	Role	No.	E-V-P
F 08-5	Medico-Pedogogical University Clinic	Psychologist/Psychiatrist	?	0-2-5
F 09-1	University-Secondary School Student "One-Stop Shop"	Psychologist/Psychiatrist	(5)	0-2-5
D 01-3	Central Student Counselling and Advisory Service	Student Counsellor and Psychological Counsellor/ Psychotherapist	(100-135)	3-1-3
D 01-4	Central Student Counselling and Advisory Service	Psychological Counsellor/ Psychotherapist	(15-20)	1-1-5
D 07-1	Psychological and Psychotherapeutic Counselling Service	Psychological Counsellor/ Psychotherapist	(70-110)	0-1-6
GR 02-2	Psychological Counselling Centre	Psychologist/Counsellor	4	2-0-5
GR 02-4	Psychological Counselling Centre	Postgraduate Student in Counselling	3	2-0-5
IRL 03-1	Counselling Service	Student Counsellor	24	1-1-5
I 03-2	Psychological Service	Psychologist/Psychiatrist	(50)	1-0-6
I 04-5	Non-Academic Guidance Centre	Psychologist	(30)	2-2-3
L 02-1	Psychological Service	Psychologist	?	1-1-5
NL 04-1	Student Psychologist Department	Student Psychologist	50	1-1-5
NL 10-1	Student Psychologist Department*	Student Psychologist	20	4-1-2
P 02-1	Psychotherapy and Counselling Service	Counselling Psychologist	8	2-1-4
E 03-1	Counselling Service	Counsellor/Psychologist	(10)	1-1-5
S 04-2	Student Health Centre	Psychologist	(9)	2-0-5
UK 03-2	Counselling Service	Counsellor	540	1-1-5
(h) Psychiatrist				
BFI 05-4	Centre for Mental Health/Psychotherapy	Psychiatrist	2	0-0-7
FIN 08-1	Finnish Student Health Service	Psychiatrist	25	0-0-7
S 04-3	Student Health Centre	Psychiatrist	(5)	0-0-7
UK 03-4	Counselling Service	Psychiatrist	50	0-0-7
(i) Social worker				
BFI 05-5	Centre for Mental Health/Psychotherapy	Social Worker	1	2-0-5
BFI 06-5	Centre for Family and Relational Welfare	Social Worker	2	0-0-7

Table 2 (continued)

Code	Title of Service	Role	No.	E-V-P
BFl 09-5	Student Support Service*	Social Worker	?	3-1-3
BFr 09-3	Guidance System*	Social Worker	(22)	3-2-2
DK 04-2	Student Counselling Service	Social Worker	?	1-1-5
F 08-6	Medico-Pedogogical University Clinic	Social Worker/Nurse	?	0-0-7
D 08-1	Social Advisory Service	Social Worker	(45)	0-1-6
GR 02-3	Psychological Counselling Centre	Social Worker	2	2-0-5
S 04-1	Student Health Centre	Social Worker	(33)	1-0-6
(j) Adviser for students with disabilities				
A 05-1	Disabled Students Advisory Service	Disabled Students Adviser	13	4-1-2
BFl 02-1	Service for Students with Disabilities	Study Adviser for Disabled Students	5	4-1-2
BFr 06-1	Disabled Student Support System	Disabled Students Supervisor	3	2-2-3
F 02-1	"One-Stop Shop" for Students with Disabilities	Reception Officer	71	2-3-2
F 02-2	"One-Stop Shop" for Students with Disabilities	Counsellor	(40)	2-3-2
D 05-1	Counselling and Advisory Service for Students with Disabilities or Chronic Illness: Inside HE Institutions	Adviser/Counsellor	(40-55)	1-2-4
D 06-1	Counselling and Advisory Service for Students with Disabilities or Chronic Illness: Employment Office	Careers Counsellor	86	1-4-2
GR 03-1	Service for Students with Special Needs	Career Counsellor (Disabled Students)	1	2-4-1
IRL 03-2	Counselling Service	Specialist Group Adviser/ Co-ordinator	70	2-0-5
S 01-5	Educational Counselling at Central Level	Student Counsellor for Disabled Students	(9)	3-2-2
UK 04-1	Service for Students with Disability or Learning Needs	Students with Disability and Learning Needs Adviser	(150)	3-1-3
(k) International adviser				
A 03-1	International Office	Head of Service	19	5-1-1
A 03-2	International Office	International Adviser	51	5-1-1

Table 2 (continued)

Code	Title of Service	Role	No.	E-V-P
FIN 05-1	International Unit	Study Co-ordinator	(26)	4-1-2
FIN 05-2	International Unit	Academic Officer	(60)	4-1-2
FIN 12-1	International Relations Unit*	Director (in central administration)	(30)	5-2-0
FIN 12-2	International Relations Unit*	Director (part-time) (in individual institutions)	(150)	5-2-0
F 03-1	International Relations Department	Director	82	5-2-0
F 03-2	International Relations Department	Counsellor	(70)	5-2-0
UK 02-5	Student Support and Development System	International Student Adviser	(200)	2-1-4
(I) Information officer				
A 02-4	Psychological Student Counselling Service	Information Officer	1	4-1-2
BFI 01-4	Study Advice Centre/Advice Centre for Students	Study Adviser for Information	4	5-1-1
DK 03-1	HE Information Centre	Information Officer	11	6-1-0
F 01-5	HE Information Centre	Secretary-Librarian	(50)	5-2-0
F 08-4	Medico-Pedogogical University Clinic	Librarian	?	4-2-1
GR 01-4	Liaison Office	Information Officer	27	3-4-0
I 01-2	Educational Guidance Office	Documentalist	(10)	5-2-0
I 01-3	Educational Guidance Office	Information Officer	(100)	5-2-0
I 02-2	Vocational Guidance Office	Documentalist	?	0-7-0
I 02-3	Vocational Guidance Office	Information Officer	(50)	2-5-0
I 04-2	Non-Academic Guidance Centre	Documentalist	(20)	3-4-0
I 04-3	Non-Academic Guidance Centre	Information Officer	(150)	3-4-0
I 05-2	Youth Information Office	Documentalist	(5)	5-2-0
I 05-3	Youth Information Office	Information Officer	(20)	5-2-0
NL 06-2	Information Centre	Information Officer	120	3-3-1
NL 12-2	Information Centre	Information Officer	200	3-3-1
E 01-4	Guidance Centre	Information Manager	(50)	3-4-0
E 02-4	Employment Centre	Information Manager	?	0-7-0

Table 2 (continued)

Code	Title of Service	Role	No.	E-V-P
S 03-4	Career Centre	Information Officer	(4)	3-3-1
UK 01-3	Careers Service	Information Officer	224	2-4-1
UK 03-3	Counselling Service	Reception Officer	180	0-0-7
(m) Placement officer				
A 04-2	Public Employment Service: University Graduate Counselling and Placement	Adviser and Placement Officer	(14)	2-4-1
BFI 04-1	Placement Support System	Placement Support Worker	(55)	0-7-0
BFI 11-1	Departmental Placement System*	Instructor/Placement Support Worker	(50-100)	1-6-0
FIN 03-2	Labour Force Service	Labour Force Consultant	13	1-6-0
FIN 10-2	Career Service*	Project Secretary	(30)	0-7-0
D 09-3	Vocational Guidance Service for Secondary School Graduates and Students: Higher Education Team	Placement Officer	63	0-6-1
GR 01-3	Liaison Office	Placement Officer	26	0-7-0
IRL 02-2	Co-operative Education Service	Placement Officer	5	0-7-0
E 01-3	Guidance Centre	Placement Officer	(25)	1-6-0
E 02-3	Employment Centre	Placement Officer	?	0-7-0
S 03-3	Career Centre	Employment Liaison Officer	(15)	1-5-1
UK 01-4	Careers Service	Placement Officer	29	0-6-1
UK 01-5	Careers Service	Job Shop Manager	56	0-7-0
(m) Other specialist roles				
BFI 06-2	Centre for Family and Relational Welfare	Medical Doctor	3	0-0-7
BFI 06-4	Centre for Family and Relational Welfare	Legal Adviser	2	0-0-7
F 01-4	University Information and Guidance Service	Statistician	?	3-4-0
NL 05-1	Student Medical Department	Doctor	12	1-0-6
NL 05-2	Student Medical Department	Medical Assistant	4	0-0-7
NL 11-1	Student Medical Department*	Doctor	4	0-0-7
NL 11-2	Student Medical Department*	Medical Assistant	1	0-0-7

3.2b Director (educational and vocational guidance service)

Where educational and vocational guidance services comprise more than one or two people, they commonly have a director or head of service with a managerial role. In most cases he or she continues to engage in direct work with students as a study/careers counsellor/adviser, though there are a few who devote themselves full-time to management (e.g. Report on UK, p.39). The roles listed cover a wide variety of educational and vocational guidance services (Sections 2.3c, 2.3d and 2.3e). They also include enterprise managers (UK 02-3) who are responsible for supporting developments in teaching departments to enhance the quality of teaching and learning by developing student skills and involving employers (Report on UK, pp.47-49): these could be included in Sections 3.2d-3.2f, but are included here because their role is a strongly managerial one. Although most directors, depending on the service they manage, focus most of their attention on educational and/or vocational guidance, some show a more balanced distribution over the three guidance foci (e.g. BFr 02-1, D 01-1, NL 03-1, S 03-2, UK 01-1).

3.2c Director (psychological counselling service)

Some psychological counselling services, too, have a director or head of service. Their number in the UK greatly exceeds the sum of those elsewhere. No cases are noted of such managers not having a client caseload. The highly professional and intensely personal nature of the work calls for considerable managerial skills in encouraging counsellors' professional autonomy while at the same time recognising the need for a service view of quality, competence and content (Report on UK, p.64). The main focus of their attention is on personal counselling, though some limited connection to educational and/or vocational guidance is indicated in most of these roles.

3.2d Study adviser/counsellor

Most study advisers/counsellors focus mainly on educational guidance related to choices of educational options plus — in some cases — learner support. A few roles (BFl 07-1, BFl 09-3, BFl 09-4, BFr 04-1, BFr 09-2, I 01-5, S 01-3) focus primarily on learner support. Some study advisers/counsellors also pay a certain amount of attention to vocational guidance, particularly relating to the career implications of course choices, though this

career aspect can be restricted (see e.g. Report on Belgium (Flanders), p.47). Others — senior tutors and student deans (IRL 04-1, NL 02-1, NL 09-1) — have a more generic role which includes large elements of personal guidance too.

In a few cases, the role is focused mainly on particular target-groups: for example, varsity sports students (BFl 03-1), distance learning students (D 03-2), or mature students seeking entry into higher education (F 05-2, UK 05-1). Such roles tend also to include significant personal guidance elements. A couple of roles (DK 01-3, UK 02-4) are mainly carried out by students on a part-time or sabbatical basis.

3.2e Study and careers counsellor/adviser

In some countries there is a clear differentiation between educational and vocational guidance. This means that students have to go to separate specialists, with the risk that neither will sufficiently address the critical interface between educational and vocational decisions. Although in most countries there is an awareness that educational guidance needs to incorporate attention to career implications of course choices, some countries have specialists who deliberately span the two. This is particularly the case in France and Germany, where the strongly integrated roles of the SCUIO *conseiller* (F 01-3) and of the *studienberater* (D 01-2) respectively are key elements of the higher education guidance system.

3.2f Careers counsellor/adviser

Careers advisers focusing mainly on vocational guidance are appearing within higher education in a growing number of European countries. In a few cases (FIN 03-1, F 01-7, I 02-5, P 01-1) the role is clearly defined as being occupied by psychologists who specialise in this area; in most cases, however, a wider range of disciplinary backgrounds is drawn upon. In general, there appears to have been some shift within this role from an emphasis on information, advice and placement towards an emphasis on fostering students' capacity to manage their own career development (e.g. Reports on Spain, pp. 34-35; Sweden, p.38). This is reflected in the emergence of some roles focusing strongly on the curricular development of career management skills (UK 01-6) and employability skills (IRL 02-1). It is also reflected in the ratings given to educational and personal as well vocational guidance in many of these roles.

3.2g Psychological counsellor

Psychological counsellors focus mainly or exclusively on personal counselling. In some cases the role includes a fair amount of attention to educational guidance, especially concerned with learning difficulties (notably BFl 12-1, D 01-3, NL 10-1); in most cases, however, the main concern is with underlying psychological processes. In the majority of cases, the word "psychologist" or "psychological" appears in the occupational title: this is not however the case in Ireland (IRL 03-1) and the UK (UK 03-2) where trained counsellors are not necessarily psychologists. In some cases psychotherapists are explicitly included in the occupational title (BFl 05-3, BFl 12-1, D 01-3, D 01-4, D 07-1), and in a few cases the title incorporates psychiatrists (F 08-5, F 09-1, I 03-2).

3.2h Psychiatrist

In addition to the cases where psychiatrists are incorporated within the role of psychological counsellor (see above), there are four instances where psychiatrists are cited as a separate role. In each of these cases they form part of a team within a psychological counselling service, providing a referral source for students with more severe syndromes which might need medically-based treatment (Report on Belgium (Flanders), p.38).

3.2i Social worker

Social workers, too, commonly work as members of multi-disciplinary teams within psychological counselling services. Their role often overlaps considerably with the role of psychologists/counsellors, and may include practising as psychotherapists (Report on Belgium (Flanders), p.41). They frequently, however, serve as a first point of contact through their involvement in intake and reception of clients (Reports on Belgium (Flanders), p.39; Belgium (French Community), p.41), and also tend to deal with practical problems relating to financial matters and the like (Report on Denmark, p.39). In Germany they staff a Social Advisory Service, with an emphasis on such practical matters, but again their work borders on psychological counselling (Report on Germany, pp.52-53). Social workers also operate in higher education in other countries, though this is not always mentioned in the country-studies.

3.2j Adviser for students with disabilities

Because the work of advisers for students with disabilities is focused on the holistic needs of their target-group, they require "abilities related to those of a social worker, a careers adviser, an educational tutor and a technical counsellor" (Report on France, p.48). Nonetheless, they vary in the balance of these roles: some (A 05-1, BFl 02-1, IRL 03-2, UK 04-1) focus mainly on educational and personal guidance, whereas others (notably D 06-1, GR 03-1; see also Report on UK, p.55) focus primarily on vocational guidance and job placement.

3.2k International adviser

International advisers work in international offices which perform a variety of administrative and liaison tasks as well as some guidance tasks (see Section 2.3h). Accordingly, directors and heads of such services have been included in this category rather than under "director (educational and vocational guidance services)" (Section 3.2b). In larger offices, there may be some specialisation — in SOCRATES programmes, for example (Reports on Austria, p.45; Belgium (French Community), p.25). While much of the work is administrative (relating to credit recognition and other practical arrangements), and while the guidance work tends to be mainly informational (related to study matters and associated financial and accommodation issues), there is scope for offering more in-depth personal and vocational guidance both for "outgoing" and for "incoming" students (Reports on Belgium (Flanders), p.45; UK, p.50). This is linked to the increasing concern with the quality and "added value" of stays abroad (Report on Austria, pp.34-35). In most cases, however, the main educational and vocational guidance provision for international students is provided by the specialist educational and vocational guidance services.

3.2l Information officer

Specialist information officers tend to be employed mainly in educational and vocational guidance services; in other services, and even in some educational and vocational guidance services, the information work is covered by the advisers/counsellors themselves (e.g. Report on Austria, p.26). The role of information officer can embrace both the collection, production and display of information, and acting as an information resource for students. In some cases, notably in Italy, these two sets of tasks are carried

out by different people, termed "documentalists" and "information officers" respectively (Report on Italy, p.26). The information officer sometimes in effect acts as a first access point within a service, responding to information requests and sifting those who require counselling or other interventions. In psychological counselling services, the reception officer (e.g. UK 03-3) performs an important role in identifying clients with exceptional signs of distress requiring urgent attention (Report on UK, pp.25-26).

3.2m Placement officer

Placement officers focus mainly on establishing links with employers and distributing information on vacancies. The vacancies commonly relate mainly to job opportunities post-graduation, but some roles focus mainly on work-experience placements as part of courses (BFl 04-1, BFl 11-1, FIN 10-2, IRL 02-2, UK 01-4) or on part-time/vacation jobs designed mainly as forms of financial support for students whilst undertaking their studies (UK 01-5); others may span two or even all three of these categories. In some cases (GR 01-3, S 03-3), the employer liaison role is extended to cover other forms of collaboration, including academic projects.

3.2n Other specialist roles

The final category is a miscellaneous group of other specialist professional roles which sometimes form part of guidance and counselling services. These include medical doctors (BFl 06-2, NL 05-1, NL 11-1) and medical assistants (NL 05-2, NL 11-2), but also statisticians responsible for follow-up studies and other statistical operations (F 01-4), and legal advisers on relationship matters (F 01-4).

3.3 Numbers of staff

Table 2 indicates the numbers of staff involved in the various roles identified. In Table 3, we have aggregated these in an attempt to estimate the total staff in the main role clusters adopted in Section 3.2. Where no figures are given for some of the roles within the category, we have extrapolated from the cases where figures are available. These total figures are inevitably crude. In many cases, the figures given in the country studies were estimates rather than actual figures. Moreover, as noted in Section

3.2, some national correspondents were more inclusive than others in the range of roles they covered. Nonetheless, the figures give an indication of the number of people involved in higher education guidance and counselling roles in the European Union and the balance between such roles.

Table 3: Number of staff

Role	No. of roles	No. of role estimates given	Total estimates given	Projected total*
(a) "First-in-line" adviser	(see text)			
(b) Director (educational and vocational guidance service)	35	33	1,169	1,240
(c) Director (psychological counselling service)	7	7	216	220
(d) Study adviser/counsellor	30	26	1,647	1,900
(e) Study and careers counsellor/adviser	9	8	705	790
(f) Careers counsellor/adviser	29	28	1,947	2,020
(g) Psychological counsellor	27	25	1,089	1,180
(h) Psychiatrist	4	4	82	80
(i) Social worker	9	6	105	160
(j) Adviser for students with disabilities	11	11	496	500
(k) International adviser	9	9	688	690
(l) Information officer	21	18	1,226	1,430
(m) Placement officer	13	12	406	440
(n) Other specialist roles	7	6	26	30
Total	211	193	9,802	10,680

* This figure has been calculated by dividing the total estimates given (column 3) by the number of roles covered by these estimates (column 2), multiplying them by the total number of roles in the category (column 1), and rounding them to the nearest 10; figures where estimates have been given for all roles (c, h, j, k) have similarly been rounded.

In rounded figures, Table 3 indicates that nearly 10,700 people are actively involved in providing guidance and counselling within higher education. Of these, the largest single group is careers counsellors/advisers (2,020), followed by study advisers/counsellors (1,900) and directors (educational/vocational guidance services) (1,240): if to these are added the study and careers counsellors/advisers (790), advisers for students with disabilities (500), international advisers (690), information officers (1,430) and placement officers (440), it seems that around 9,000 people are involved in specialist work related to educational and vocational guidance. The relatively large numbers of "directors" in this category indicates that a fair number of services consist only of a director and one or two support staff.

The numbers involved in specialist psychological counselling are rather lower. If the psychological counsellors (1,180) and directors of psychological counselling services (220) are added to the psychiatrists (80), social workers (160) and other specialist roles (30), the total is nearly 1,700.

These figures do not include "first-in-line" advisers. Extrapolation on the same basis of the figures for these advisors in Table 2 suggests that there are some 40,000 people in such roles in the European Union. Because however most of these advisors are involved in guidance and counselling as an "add-on" to other roles (Section 3.2a), and because most of the figures in this category are particularly crude estimates, it is difficult to assess what this represents in full-time-equivalent terms as a guidance "work-force". Accordingly, no figure for this role is included in Table 3.

In a few cases, data are available on the staff/student ratio for guidance counsellors. In the United Kingdom, for example, the ratio in careers services (UK 01) ranges from 1:1,000 to 1:7,251 full-time students (these figures exclude part-time students), while the ratio in even the better-resourced counselling services (UK 03) is likely to be 1:3,000: these figures are well above those recommended by relevant committees and professional associations (Report on UK, pp.19 and 25). In France, the ratio in the University Information and Guidance Services (F 01) is around 1:3,400 (Report on France, pp.23-24). In Germany, the figure in the Central Student Counselling and Advisory Services (D 01) is around 1:4,000: this figure, which is confined to enrolled students and takes no account of the services' extensive work with prospective students, is much higher than was originally planned (Report on Germany, pp.32-33). In Sweden, the ratio for student counsellors (S 01, S 02) range from 1:3,800 in medium-sized institutions to 1:6,500 in larger institutions (Report on Sweden, pp.32-33). In the Netherlands, the ratios for student deans (NL 02) and for psychologists (NL 04) are around 1:5,000 and for career counsellors (NL 03) around 1:6,000 (Report on Netherlands, p.14). In Spain, the overall figure for all

guidance professionals is around 1:5,000 (Report on Spain, p.21). Many of these figures mask considerable differences between institutions (e.g. Report on France, p. 24). A much lower ratio is reported for the less strongly professionalised Departmental Tutorial System in Belgium (Flanders) (BFl 08), where funding has been provided to achieve a full-time-equivalent ratio of 1:311 — in one institution, the ratio is 1:171 if central specialised staff are included in the calculation (Report on Belgium (Flanders), pp.14-15).

3.4 Tasks

The task classification adopted for the study identified 21 tasks, each of which was given a letter code. In the event, it was clear from the text of the country-studies that difficulties had been experienced in allocating some activities to particular tasks, and that similar activities had been allocated to different tasks by different national correspondents. We will note a number of such discrepancies in this section, as well as elaborating some of the ways in which the tasks were interpreted. These points can then be taken into account when the tasks are related to role clusters in Section 3.5.

General management (A) was defined as comprising general administrative management, including service/programme planning and evaluation; it covers 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). The larger the service, the more substantial the managerial task is likely to be (e.g. Report on Belgium (Flanders), p.33). *Internal* management includes team leadership and determining strategic priorities: the latter is particularly important where services are subject to many competing demands, carrying the risk that they will try to be all things to all people and seen to fail by everyone (Report on UK, p.61). *External* management includes representing the service in negotiations with the institution and other sponsoring bodies, and also maintaining co-operative links with relevant bodies both inside and outside the institution: it requires good communication, marketing and public relations skills (Report on Austria, p.39), as well as understanding of the institution's organisational dynamics (Report on UK, p.65). There is some overlap here with liaison with providers (N) and feedback to providers (T). There can also be some tension between attending to the needs of the institution, of other funding sources, and of other stakeholders (including employers), while at the same time maintaining a primary focus on the needs of students (e.g. Report on Greece, p.32): managing such tension is a critical part of the managerial role.

Information management (B) was defined as comprising the collection, production and display of information in relation to education and training opportunities, and/or careers, occupations and the labour market. High-quality information is a critical part of effective educational and vocational guidance in particular: such services usually include open-access information centres where information has to be presented clearly and attractively. This provision is especially important in view of the growth of student numbers and the increasing complexity of educational and vocational opportunities, which mean that "word of mouth" information is less and less adequate (Report on UK, p.61). Higher education guidance services often have to do more of their own information collection than is the case with, for example, school guidance services, which are able to depend extensively on information supplied to them; this may include, for example, labour market surveys (e.g. Report on Austria, p.40). In the UK, the careers services have helped to form a Higher Education Careers Services Unit which supports and co-ordinates such information collection and dissemination. New technology offers enormous possibilities for more effective information processing and transmission, including remote access (see Section 5.4). The extension of information management to cover transnational work and study opportunities is becoming more and more important: the Internet is a potentially valuable resource in this respect.

Information giving (C) was defined as providing relevant information to individuals or groups in relation to education and training opportunities, and/or careers, occupations and the labour market. It clearly overlaps to some extent with information management (B), particularly where information is presented impersonally — through, for example, booklets, newsletters, magazines, websites, etc. Some educational guidance services have responsibility for producing brochures, videos and other guides on opportunities in their own institution and/or in higher education more generally (e.g. Reports on Belgium (Flanders), p.46; Belgium (French Community), p.44; Finland, p.43; Italy, p.31; Sweden, p.36); many educational and vocational guidance services also produce guides of various kinds for their own students, including booklets on career planning, to supplement the materials available from elsewhere. Liaison with the media is another important means of information transmission (Report on Finland, p.49). In addition, more direct forms of information-giving may take place, through responses to individual requests, presentations to groups, and participation in exhibitions or fairs. Some educational and vocational guidance services organise careers fairs of their own (e.g. Reports on Austria, p.29; Belgium (Flanders), p.40): because of the involvement of employers, there is some overlap here with liaison with providers (N).

Short-term individual counselling (D) was defined as 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, on a one-to-one basis in a limited number of sessions. Counselling is "a process-oriented task with the aim of making clients work things out themselves" (Report on Austria, p.26). Within the context of psychological counselling, it is a process in which "the counsellor has to accept the person and his/her cause, take into account the process of interaction, make problems, conflicts and wishes explicit, make cognitive emotional and psychodynamic interrelations understood, and step-by-step develop solutions to the problem in co-operation with the individual" (Report on Austria, p.30). The therapeutic relationship with the counsellor (Report on Germany, p.56) and a focus on unconscious processes (Report on UK, p.63) are often important elements. The term "counselling" is also used in the context of educational and vocational guidance, to define an approach in which information is presented but strong emphasis is placed on helping students to analyse their own situation, evaluate the options available to them, and come to their own decision (e.g. Reports on Finland, p.47; Greece, p.34; Netherlands, pp.32 and 33; Sweden, pp.36-37). In this sense, the philosophy and some of the techniques of psychological counselling have had a considerable influence on all forms of guidance in higher education (Reports on Germany, pp.48 and 56; UK, p.41), even though a clear professional division between therapeutic counselling and educational/vocational counselling services may be evident (e.g. Report on UK, p.52).

Long-term individual counselling (E) was defined as being the same as (D) but representing a planned programme over a longer period or more sessions. The definition of "long-term" adopted by psychological counsellors tends to be more extended than that adopted by educational and vocational counsellors (Report on Ireland, p.20): a series of more than ten sessions can be very common (Report on Germany, p.50), and some may last one to three years (Report on Portugal, p.20). There is a trend towards brief therapy, which is partly resource-driven but is also seen to be in line with the developmental needs of students in late adolescence; with mature students, there is a marked need for more longer-term work because their problems are more entrenched (Report on UK, p.52). The series may not be "planned" in a formal sense, but needs to be seen as an open process (Report on Germany, p.50). In educational and vocational guidance services, by contrast, serial sessions are unusual (e.g. Report on Germany, p.49), and even four or five sessions might be regarded as "long-term".

Short-term group counselling (F) was defined as being the same as (D) but on a group basis; it tends to be in smaller groups than teaching (M), to

be composed of individuals who share some common characteristics, to focus on their expressed needs rather than predetermined learning aims, and to be organised to encourage active participation by all the individuals involved. Group-work is considered useful when a sizeable number of students face a similar problem or where social processes constitute the focus of the counselling (Report on Austria, p.30). Many groups focus on particular issues such as examination anxiety, stress management, study skills, assertiveness skills, or time management (e.g. Reports on Belgium (Flanders), p.38; Netherlands, p.26; UK, p.53). Some are more broadly-based learner support groups, as a focus for team learning (e.g. Reports on Finland, p.52; Sweden, p.37). Group counselling is particularly used for induction of first-year students (e.g. Reports on Denmark, p.36; Finland, p.52), though this overlaps with activities which some country-studies include under teaching (M). The same potential overlap occurs with group-work in careers education (Reports on Finland, p.50; France, p.34; Netherlands, p.32) and in preparation for work-experience placements (Report on Ireland, p.28). The competences required in group counselling include the ability to manage groups, to enable a group to work effectively together, and to find the right balance between the topic, the wishes of the participants and the group dynamics (Report on Austria, p.43).

Long-term group counselling (G) was defined as being the same as (F) but representing a planned programme over a longer period or more sessions. It is mainly used in a therapeutic context. Such groups may run for several months (Report on Austria, p.30). Their purpose is to deal with developmental needs, so they are less likely to be based on a single issue, though long-term groups exist for those experiencing, for example, bereavement or eating disorders (e.g. Reports on Denmark, p.39; UK, p.52). Some long-term group counselling also takes place in an educational and vocational guidance context, with groups meeting regularly and selecting the topics to be discussed (Report on Finland, p.52).

Facilitating self-help groups (K) was defined as encouraging students to form themselves into ongoing groups to share experiences and support each other. Such groups may be encouraged, for instance, in the case of students with particular disabilities, or for students to tackle job-hunting together (Report on Austria, p.27). In the case of students with disabilities, their success has been mixed: they have succeeded in some institutions but failed in others (Report on Belgium (Flanders), p.51).

Advice (I) was defined as making suggestions based on the helper's own knowledge and experience and on assessment results. Most psychological counsellors would define themselves as not giving advice, though even they may do so on occasion — for example, when dealing with a study skills or financial issue (Report on UK, p.51). Study advisers and careers

advisers are more likely to include advice-giving, particularly as advice is so closely linked to the informational aspect of their roles. This is the case in, for example, the short "drop-in" interviews which are becoming more common in some careers services (Reports on Ireland, p.25; UK, p.43). Even in these cases, however, offering advice is increasingly avoided in relation to course or career choices: the emphasis is on helping students to be aware of their choices and of the consequences each alternative involves (Report on Sweden, pp.36-37). Where advice is given, therefore, it is given in a way that encourages students to take responsibility and become self-directed (Report on Finland, p.48).

Assessment was defined as being concerned with making judgements about individuals' suitability for certain options, based on inventories, tests, observations, interviews, etc. Within this area, *facilitating self-assessment* (J) was defined as supporting individuals in choosing their own assessment devices and drawing conclusions from them. Computer software is used increasingly for this purpose (see Section 5.4); some use is also made of portfolios and learning diaries by study counsellors (Report on Finland, p.53).

Diagnostic assessment (K), by contrast, was defined as selecting assessment devices, interpreting the results and making appropriate recommendations. Some services make use of psychometric tests and computer-assisted assessment for this purpose, though such usage tends to be uneven even within the same country (e.g. Reports on Belgium (Flanders), p.32; Netherlands, p.32; UK, p.42); part of the rationale for using such tests may be that since they are used by some recruiters in selection, they provide a taster as part of the preparation for job search (Report on UK, p.42). In a few cases, guidance counsellors may be asked to give an opinion regarding a student's chance of success should he/she be allowed to enrol for a further year: this leads to a report based on a detailed examination of the student's motivation, objectives and capacities (e.g. Report on Belgium (French Community), p.46). Other services, however, would resist performing such a role on ethical grounds. Some services indeed refuse to undertake any diagnostic assessment: this is universally the case in Denmark, for example (Report on Denmark, p.33). Nonetheless, it is arguable that diagnostic assessment is part of all guidance roles in the broader sense of identifying student needs and selecting appropriate interventions — including referral (e.g. Report on UK, pp.51 and 62-63). This is particularly the case in relation to advisers for students with disabilities, for whom diagnostic assessment is a main area of expertise (Report on UK, p.54).

Referral (L) was defined as referring students to services better equipped to deal with their problem. Such referral is particularly common

from first- and second- to third-in-line services; however, the reverse can also occur in the case of problems related directly to courses (e.g. Report on Belgium (Flanders), pp.46-47; Germany, p.33). The extent of referral is dependent to some extent on the range of services available: as this grows, referral becomes more common (Report on Italy, p.30). In some cases, referrals may also be to more specialist community-based resources, like specialist clinics, speech therapists and anti-addiction units (Report on Germany, p.51; Report on Netherlands, p.28).

Teaching (M) was defined for the purposes of this report as referring to programmes of planned experiences, designed to develop the skills, concepts and knowledge that will help individuals to manage their educational, vocational and personal development. This overlaps with group counselling (F, G) and covers — presumably in a more structured form — some of the same kinds of topics: examination preparation, assertiveness training, relaxation training, stress management, and mental health awareness (Reports on Germany, p.51; Ireland, p.30; Spain, p.34). Particular emphasis is placed on training programmes in study/learning skills (Reports on Belgium (Flanders), p.47; Belgium (French Community), p.41; Ireland, p.30; Netherlands, p.26; Sweden, p.33; UK, p.50). There are also programmes on vocational orientation, career planning and the development of career management skills (Reports on Austria, pp.29 and 41; France, pp.34 and 35; Germany, p.53; Ireland, p.26; Netherlands, p.26; Spain, p.36; UK, pp.45 and 61) as well as more specific programmes on self-presentation and other aspects of job search (Reports on Belgium (Flanders), p.39; Belgium (French Community), p.49; Finland, p.48; Netherlands, p.32; Spain, p.38; Sweden, p.40). Some of these programmes are integrated into the degree programme and may carry academic credit (e.g. Report on Belgium (Flanders), p.18). The role of guidance and counselling services in relation to such programmes may range from delivering it to contributing to, or acting as a consultant to, programmes run by teaching departments (Report on UK, p.59). There are also a few cases where counsellors contribute to mainstream teaching in, for example, counselling or clinical psychology (Reports on Belgium (French Community), p.48; Greece, p.35).

Placement into education or training programmes, and/or into employment, was defined as covering four activities. The first of these, *liaison with providers* (N), was defined as liaison with employers and with education and training providers to obtain information on the opportunities they offer. Such liaison includes employer visits and contacts by post, telephone, e-mail etc. with employers and other opportunity providers both inside and outside the institution. Such contacts are necessary in order to acquire information on opportunities, but it is a two-way process

which also involves giving information on students, graduates and courses to providers, so marketing what they have to offer (Reports on Austria, p.28; Finland, pp.46 and 49).

The second placement activity, *coaching* (O), was defined as helping individuals to present themselves effectively. It covers help in writing *curricula vitae* and letters of application, in completing application forms, and in handling selection interviews, and may include, for example, practice interviews with human resource managers (e.g. Report on France, p.35). It may be carried out on a one-to-one basis or through group sessions (e.g. Report on Finland, p.48) — in the latter case, it may overlap with short-term group counselling (F) and teaching (M).

The third placement activity, *vacancy information* (P), was defined as providing individuals with information on particular vacancies in education, training or employment. Such vacancies may be long-term job opportunities for graduates, but may also include opportunities for internships and short-term positions (Report on Austria, p.41), summer or temporary jobs (Report on Spain, p.36), or "thesis job pools" covering research topics in companies and other organisations (Report on Sweden, p.30) (see also Section 3.2m). The vacancies are collected, classified, and promoted through bulletin boards, newsletters, postal mailings and e-mail, sometimes on a targeted basis to selected groups (e.g. Reports on Belgium (Flanders), p.48; Belgium (French Community), pp.41 and 48). Vacancies tend however to be more public in some occupational sectors than in others: accordingly, attention is also given to helping students to engage in active job-search and find vacancy information themselves (e.g. Report on Finland, p.50) — this can form part of short-term group counselling (F), teaching (M) or coaching (O).

The fourth and final placement activity, *preselection* (Q), was defined as preselecting individuals for particular vacancies in education, training or employment. This is rejected by some services, on the grounds that it is in conflict with the student being the service's primary client (e.g. Reports on Austria, p.41; Netherlands, pp.24 and 33; UK, p.40). In others, some preselection may be carried out, but on the basis of strictly objective criteria (type of degree, knowledge of languages, etc.) (Reports on Belgium (Flanders), p.40; Belgium (French Community), p.49). Some services go further than this for work-experience placements (e.g. Report on Ireland, p.21) or for education and training vacancies rather than for employment vacancies (Report on Finland, p.54); some are prepared more generally to recommend an applicant whose profile corresponds to what the employer is looking for (Reports on France, p.46; Spain, pp.38 and 41-42). Such a "sifting" role is in some cases more likely at "first-in-line" departmental level where the professional boundaries of student-centred

guidance are less strong and tutors may feel it represents a genuine attempt to "help the student" (Reports on Belgium (Flanders), p.40; UK, p.46). Some guidance counsellors also get involved in selection of students on to courses (e.g. Reports on Belgium (Flanders), p.40; Finland, p.45; Germany, p.31; Netherlands, p.25). This is an area where clearer ethical guidelines are required.

Advocacy (R) was defined as negotiating directly with institutions or agencies, within and/or outside their own institution, on behalf of individuals, especially those for whom there may be particular barriers to access. This is particularly common in relation to students with disabilities, both in seeking appropriate special provision for such students within the institution and/or in promoting them to employers (Reports on Austria, p.27; Belgium (Flanders), pp.30 and 50-51; France, p.39; Germany, p.52; Ireland, p.26). It also occurs in relation to students seeking study opportunities abroad (Report on France, p.40) and foreign students who run into difficulties with the authorities regarding entry permits etc. (Reports on Austria, p.47; UK, p.49). This may be extended to, for example, advocacy to academic authorities on behalf of students whose academic progress has been impeded by personal difficulties (Report on UK, p.53), to promoting to employers students who are having particular difficulties in entering the labour market (Report on Austria, p.28), and even to a more general active role in introducing particular students to prospective employers (Report on France, p.40). There are often however reservations about engaging too much in advocacy, on the grounds that it runs counter to the principle of helping students to help themselves (Reports on Austria, p.27; UK, p.55).

Supporting other guidance sources (S) was defined as providing training sessions and disseminating information materials to teaching staff and other guidance providers. Specialist guidance and counselling providers commonly feed information through to tutors and to teaching departments — regarding, for example, the needs of students with disabilities (Reports on Belgium (Flanders), p.51; UK, p.68), or new developments in higher education (Report on Finland, p.44), or trends in the world of work (Report on Finland, p.50; UK, p.61). In some cases this may be done informally; in others, it involves formal training sessions designed, for example, to train teachers and tutors in certain aspects of career guidance (Report on Netherlands, p.33) or to help them identify students under stress (Reports on Spain, p.34; UK, p.53) or to develop their guidance and counselling skills more generally (Reports on Belgium (Flanders), p.47; Finland, pp. 51-52; Italy, p.32). Study advisers also provide support to guidance counsellors in schools and elsewhere on developments in higher education (Report on Sweden, p.38), and may be involved more broadly in

training teachers to support pupils in making their choices (Report on Belgium (French Community), p.45).

Feedback to providers (T) was defined as collecting information on the unmet needs of particular groups, and encouraging providers of opportunities to respond by adapting and extending their provision. This includes careers services' role in feeding back information on graduate destinations and on related trends in the labour market which may have implications for course design and for academic planning (e.g. Reports on Finland, p.49; France, p.39; Ireland, p.26). It also includes the role of counselling services in feeding back to the university or college administration information on the personal side of the learning process, and how it might adapt or extend its provision to address the unmet needs of particular groups of students (Reports on Germany, p.56; Ireland, p.31; Netherlands, p.26; UK, pp.51 and 53).

Finally, *follow-up* (U) was defined as 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. The extent of such follow-up tends to be constrained by resources; also, some services — especially psychological counselling services — consciously abstain from it, for fear that it might be in conflict with the confidential treatment of their clients (Report on Austria, p.27). Careers services are more likely to engage in follow-up of employment destinations (Reports on Finland, pp.49, 50 and 54; France, p.35; Ireland, p.26; UK, pp.41-42). In the UK, longer-term follow-up studies of employment destinations are increasingly being carried out by teaching departments (Report on UK, pp. 46 and 61); in Belgium (Flanders), the basic follow-up studies have also been devolved to teaching departments, producing higher response rates and more impact on the academic authorities, but sacrificing comparability because their methodologies vary (Report on Belgium (Flanders), p.49). A few careers services also offer a follow-up guidance service to graduates who are changing jobs, either for an initial period (Report on Austria, p.41) or throughout their career (Report on Belgium (French Community), p.50).

3.5 Tasks and role clusters

The ratings for each task in relation to each of the roles are shown in Appendix C, with the roles grouped not by country but by role cluster. The means and standard deviations for each task in relation to each role cluster are shown in Table 4. The caveats noted in earlier parts of this section need to be borne in mind here too. But among the points worthy of note are:

- "First-in-line" advisers focus mainly on information-giving (C), advice (I) and referral (L), with some involvement also in short-term individual counselling (D) and in teaching (M) — though there is considerable variability between roles within this role cluster in relation to the latter two.
- Directors of educational/vocational guidance services and of psychological counselling services are all heavily involved in general management (A), as one would expect, but the latter are much more involved than the former in individual counselling work with students (D, E).
- The pattern of tasks for study advisers/counsellors and for careers counsellors/advisers is broadly similar, though the latter are more involved in short-term group counselling (F) and in the various aspects of placement — liaison with providers (N), coaching (O), vacancy information (P), and preselection (Q); the study and careers counsellors/advisers, who merge the two roles, are somewhere between the two in all these respects except preselection, where their ratings are the same as for the study advisers/counsellors.
- Psychological counsellors (and their directors) and psychiatrists do more long-term individual counselling (G) than any of the other role clusters, followed by advisers for students with disabilities.
- For all of the role clusters, the ratings for individual counselling (D, E) are substantially higher than for group counselling (F, G).
- Outside the "first-in-line" advisers, the role cluster with the highest mean rating for teaching is careers counsellors/advisers.
- Advisers for students with disabilities have particularly varied roles, with mean ratings of 2.0 or over on 12 of the 21 tasks.
- Information-giving (C) and referral (L) are the tasks with the most extensive range of high mean ratings — both are rated 2.0 or over in relation to 10 of the 14 role clusters.

Table 4: Means and standard deviations of tasks in relation to role clusters

Note: Mean ratings of 2.0 or over are in bold.

Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
(a) "First-in-line" adviser																					
Mean	1.2	1.3	**2.6**	1.8	0.9	1.0	0.6	0.7	**2.7**	1.3	0.8	**2.4**	1.8	1.0	0.8	0.7	0.2	0.9	0.8	0.8	0.6
SD	*1.0*	*1.1*	*1.1*	*1.5*	*1.1*	*1.1*	*1.0*	*1.0*	*1.0*	*1.4*	*1.2*	*1.0*	*1.6*	*1.1*	*1.1*	*0.9*	*0.4*	*1.0*	*0.9*	*0.9*	*0.8*
(b) Director (educational/vocational guidance service)																					
Mean	**3.9**	**2.1**	**2.2**	1.4	0.5	0.9	0.5	0.6	1.5	0.9	0.4	1.5	1.2	**2.4**	1.0	1.3	0.7	0.8	1.7	1.6	1.0
SD	*0.2*	*1.1*	*1.0*	*1.3*	*0.7*	*1.1*	*0.7*	*0.8*	*1.3*	*1.0*	*0.6*	*1.0*	*1.0*	*1.3*	*1.1*	*1.3*	*1.1*	*1.0*	*1.2*	*1.2*	*1.1*
(c) Director (psychological counselling service)																					
Mean	**3.1**	0.9	0.9	**2.9**	**2.6**	1.1	1.4	0.9	1.7	0.6	1.6	1.7	0.9	0.9	0.1	0.1	0.0	0.6	0.7	1.1	0.6
SD	*1.1*	*1.1*	*0.7*	*1.5*	*1.4*	*1.5*	*1.4*	*1.6*	*1.7*	*1.5*	*1.6*	*1.4*	*1.2*	*1.6*	*0.4*	*0.4*	*0.0*	*0.8*	*1.1*	*1.5*	*1.1*
(d) Study adviser/counsellor																					
Mean	1.8	**2.3**	**3.1**	**2.7**	1.2	1.2	0.7	0.7	**2.7**	1.7	0.9	**2.6**	1.3	1.6	0.9	0.9	0.3	1.1	1.5	1.2	0.9
SD	*1.2*	*1.0*	*1.0*	*1.7*	*1.4*	*1.4*	*1.4*	*1.0*	*1.4*	*1.3*	*1.2*	*1.0*	*1.4*	*1.1*	*1.0*	*1.1*	*0.8*	*1.2*	*1.2*	*1.2*	*0.9*
(e) Study and careers counsellor/adviser																					
Mean	**2.0**	**2.3**	**3.3**	**3.3**	1.9	1.7	1.0	0.8	**2.2**	1.8	1.2	**2.2**	1.3	**2.0**	1.6	1.3	0.3	0.8	1.3	0.8	1.1
SD	*1.3*	*1.2*	*0.5*	*1.1*	*1.5*	*1.0*	*1.3*	*0.4*	*1.3*	*1.2*	*1.2*	*0.4*	*1.1*	*1.0*	*1.2*	*1.2*	*0.7*	*1.3*	*0.7*	*1.0*	*0.8*
(f) Careers counsellor/adviser																					
Mean	**2.1**	**2.5**	**3.2**	**3.0**	1.3	1.9	1.1	1.3	**2.9**	**2.0**	1.2	**2.0**	1.7	**2.7**	**2.9**	**2.6**	1.5	1.0	1.2	1.3	1.4
SD	*1.2*	*1.0*	*1.0*	*1.1*	*1.2*	*1.4*	*1.2*	*0.9*	*1.2*	*1.4*	*1.1*	*0.8*	*1.2*	*1.2*	*1.4*	*1.4*	*1.2*	*1.0*	*1.0*	*1.3*	*1.2*
(g) Psychological counsellor																					
Mean	0.9	0.7	1.6	**3.7**	**3.3**	**2.0**	1.7	1.1	1.8	1.8	**2.3**	**2.0**	1.3	0.7	0.9	0.2	0.0	0.5	1.2	0.6	0.9
SD	*1.0*	*0.8*	*1.1*	*0.5*	*1.0*	*1.4*	*1.5*	*1.2*	*1.3*	*1.5*	*1.4*	*1.4*	*1.2*	*0.9*	*1.1*	*0.5*	*0.2*	*0.7*	*1.0*	*0.8*	*0.9*

Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
(h) Psychiatrist																					
Mean	0.8	0.3	0.5	**3.3**	**2.5**	0.5	1.0	0.0	1.3	1.8	**2.8**	**2.0**	0.3	0.8	0.0	0.0	0.0	0.3	1.0	1.0	0.8
SD	*1.0*	*0.5*	*0.6*	*1.0*	*0.6*	*0.6*	*0.8*	*0.0*	*1.5*	*2.1*	*1.9*	*1.4*	*0.5*	*1.5*	*0.0*	*0.0*	*0.0*	*0.5*	*2.0*	*2.0*	*1.5*
(i) Social worker																					
Mean	1.7	1.4	**2.3**	**2.2**	1.6	1.2	0.8	1.0	**2.2**	0.7	0.4	**2.8**	0.4	0.7	0.9	0.6	0.2	1.4	0.3	0.2	1.0
SD	*1.1*	*1.1*	*1.4*	*1.5*	*1.3*	*0.8*	*1.0*	*1.2*	*1.5*	*0.9*	*1.0*	*1.0*	*0.7*	*1.2*	*1.3*	*1.3*	*0.4*	*1.5*	*0.5*	*0.4*	*1.3*
(j) Adviser for students with disabilities																					
Mean	**3.4**	**2.8**	**3.3**	**3.1**	**2.2**	1.0	0.7	1.8	**3.2**	1.5	0.9	**3.0**	1.0	**2.3**	**2.0**	1.5	0.9	**3.0**	**2.1**	**2.2**	1.6
SD	*1.2*	*0.9*	*0.9*	*0.9*	*1.3*	*1.4*	*1.1*	*1.3*	*0.8*	*1.0*	*1.2*	*0.8*	*1.3*	*1.2*	*1.2*	*1.2*	*1.4*	*1.0*	*1.2*	*1.1*	*1.0*
(k) International adviser																					
Mean	**2.6**	**2.6**	**2.9**	1.2	0.4	0.4	0.1	0.4	**2.1**	0.6	0.0	**2.4**	0.2	**2.9**	0.8	1.4	1.0	1.6	1.7	1.2	0.9
SD	*1.7*	*1.4*	*1.4*	*1.0*	*1.0*	*0.7*	*0.3*	*0.9*	*1.5*	*1.3*	*0.0*	*0.9*	*0.6*	*1.1*	*0.8*	*0.9*	*1.0*	*1.3*	*1.2*	*1.2*	*0.8*
(l) Information officer																					
Mean	1.1	**3.7**	**3.6**	1.4	0.5	0.4	0.2	0.1	1.3	0.4	0.1	**2.2**	0.4	1.5	0.8	2.0	0.1	0.2	0.8	0.6	0.3
SD	*1.1*	*0.6*	*0.7*	*1.0*	*0.9*	*0.7*	*0.4*	*0.3*	*1.0*	*0.7*	*0.3*	*1.2*	*0.6*	*1.3*	*1.2*	*1.3*	*0.2*	*0.5*	*1.0*	*0.9*	*0.6*
(m) Placement officer																					
Mean	0.9	**2.3**	**3.0**	1.0	0.2	0.6	0.2	0.6	**2.0**	0.8	0.2	1.7	0.5	**2.9**	1.8	**3.3**	1.5	1.4	0.6	0.7	1.0
SD	*1.2*	*1.2*	*1.2*	*1.2*	*0.4*	*0.8*	*0.4*	*0.9*	*1.4*	*1.2*	*0.4*	*1.1*	*0.7*	*1.3*	*1.3*	*1.1*	*1.3*	*1.3*	*1.0*	*0.9*	*0.6*
(n) Other specialist roles																					
Mean	1.1	0.5	1.0	0.5	0.2	0.0	0.0	0.0	1.0	0.0	1.0	0.8	0.0	0.4	0.0	0.0	0.0	0.4	0.4	0.4	1.0
SD	*1.4*	*0.5*	*1.5*	*0.5*	*0.4*	*0.0*	*0.0*	*0.0*	*1.4*	*0.0*	*1.5*	*1.0*	*0.0*	*0.5*	*0.0*	*0.0*	*0.0*	*0.5*	*0.5*	*0.5*	*1.5*

4. Training and Qualifications

4.1 Professionalisation

It is evident from Sections 2 and 3 that guidance and counselling in higher education is a very varied field. There are many different kinds of services and roles, representing many different types of tasks, and requiring very different forms of expertise. Not surprisingly, therefore, the structures of training and of qualifications that have emerged have also been extremely diverse.

The issues of training and qualifications are aspects of professionalisation. To what extent is guidance and counselling in higher education a profession? Is it a profession in its own right? Or simply one particular site for a more broadly-based guidance and counselling profession? Or a common site for a series of separate professions?

In practice, the level of professionalisation varies considerably — less between countries than between role clusters. At one extreme is the limited group of psychiatrists working in psychological counselling services, with their extremely long and rigorously controlled qualification process. Psychiatrists in general are a sub-group within the medical profession. This is the archetypical profession, with its legal titles, restricted access, certified training, and strong professional associations.

At the other extreme, as noted in Section 3.2a, in many of the first-in-line roles guidance and counselling is merely a subsidiary role for individuals who are primarily teachers, administrators or students. In these cases, it is common for the role to be allocated with minimal selection and training processes, and without any special qualifications being required. Indeed, the same is true in relation to many of the study adviser roles, which are the guidance roles that are closest to the teaching process. This may be explained by the fact that teaching in higher education is itself largely uncertificated. Academic staff are, in general, selected to be lecturers and professors not because of their process skills and grounding in related theory as *teachers* but because of their content expertise in their

particular discipline. It is accordingly not surprising that the process skills and related theory of guidance and counselling are not readily recognised either, especially in the educational guidance field. This helps to explain the fact that — as noted in several country-reports — much more substantial training and certification are required for entry to guidance roles in other sectors than in higher education: paradoxically, the sector that is pre-eminently the source of such training and certification (Reports on Denmark, pp.41-43; Finland, p.59; Spain, pp.44 and 49; Sweden, p.47). It also explains why efforts to enhance professionalisation in guidance and counselling within higher education risk divorcing it more strongly from teaching and learning (see Report on UK, p.14).

Between these two extremes lies a contested field, with some recognition of generic professional expertise adjoining guidance and counselling — as social workers, librarians, etc. — but with increasing complexity as roles penetrate the heart of the field itself. Emerging forms of professional formation are visible in many countries among three groups in particular: careers advisers, counsellors, and psychotherapists. But the relative pace of development across the three groups, the framing of the boundaries between them, and the strength of cross-sectoral identity within each of the groups, vary considerably both within and across countries. And cross-cutting them all is the issue of their relationship to the discipline and profession of psychology. Should they all be branches of psychology, with a psychology degree required for entry, and with professional formation taking place under a psychology "umbrella"? Or are they nascent professions in their own right, able to draw on, and benefit from access to, a range of disciplines?

The resolution of these issues is related to a variety of factors. One is intellectual tradition: the position of psychology tends to be more dominant in, for example, the Francophone countries than in the English-speaking and Scandinavian countries (with Finland a possible exception). Another is, simply, size. The countries which are larger and/or have more extensively developed services have sufficient critical mass to permit the evolution of more specialist professional bodies within their national boundaries; the countries with smaller or less developed services, by contrast, may only be able to achieve such critical mass through more broadly-based bodies, or through European or international bodies — where, of course, they have to identify with people working within very different structures.

Significantly, FEDORA — as a European association which brings together individuals working in guidance and counselling roles across higher education — has no parallel bodies with precisely coterminous boundaries in any of the EU Member-States. In some countries, there are

national professional associations covering parts of the field: in Ireland and the UK, for example, there are separate groups for careers service staff and for student counsellors (Reports on Ireland, pp.35 and 36; UK, pp. 19, 25, 71 and 76); in the Netherlands, there are six such associations (Report on Netherlands, p.15). In some other countries, however, there are no professional associations in the guidance and counselling field which are specific to higher education (e.g. Reports on Belgium (Flanders), p.53; Greece, p. 37). In some cases there are broad cross-sectoral associations covering the guidance and counselling field as a whole (e.g. Reports on Greece, p.37; Sweden, p.12). In many countries, however, guidance professionals belong to a variety of different professional groups.

These general points regarding professionalisation need to be borne in mind in examining the current training and qualification structures, to which we now turn.

4.2 Current training and qualification structures

There are, in principle, three main aspects of training and qualification. The first is the educational qualifications required for entry. The second is the training required for professional practice. The third is the opportunities for continuing professional development.

Regarding *educational qualifications*, the majority of roles require the possession of a higher education degree, though there are exceptions even here — particularly in the case of information officers and placement officers, and older staff in some other roles. Some roles require degrees in particular disciplines. Psychology is the most common, in some cases with pedagogy as an alternative. Psychiatrists are required to have degrees in medicine. Some faculty-based study advisers are required to have a degree in the faculty in which they are working.

The *training* required for professional practice may include a relevant postgraduate qualification. In other cases, accreditation may require a specified number of hours of training and of supervised practice. A few professional bodies in the guidance and counselling field are establishing registers of accredited practitioners (e.g. Reports on Ireland, p.36; Netherlands, p.34; UK, pp.76-77), as is the case much more widely with psychiatrists and clinical psychologists for example. In the UK, a structure of competence standards has been developed to provide a basis for qualifications across the whole field of advice, guidance, counselling and psychotherapy (Report on UK, p.70). But the employing institutions which define the qualifications demanded for particular posts may or may not regard such accreditation as mandatory (see e.g. Reports on Greece, p.31; Ireland,

p.39). In France, all public-sector jobs, including guidance and counselling posts, are based on entrance examinations (*concours*) (Report on France, pp.48-49). In Denmark, a standard 4-day course is provided for entrants to all higher education guidance and counselling roles, though it is mandatory for some and optional for others (Report on Denmark, pp.41-42 and 44-45). In most countries, the postgraduate training qualifications available are not specific to practice within higher education, and pay little or no attention to the particular requirements of such practice. Indeed, in a number of cases, higher education guidance counsellors have to make use of qualifications designed for other sectors, notably schools (e.g. Reports on Belgium (Flanders), p.58; Finland, p.59; France, p.54; Ireland, pp.32-33; Luxembourg, p.22). In most countries, relevant training is preferred, but its nature is not rigidly stipulated.

Opportunities for *continuing professional development* exist for most roles, but take-up is usually on an optional basis, dependent on the professional motivation of the individual and on the employer's willingness to release time and/or provide financial support. It ranges from professional reading, and opportunities to attend conferences and meetings for professional networking; through professional supervision, mentoring or "intervision" (consultation between colleagues), and short courses designed to develop particular skills or bodies of knowledge; to longer courses leading to certificates, diplomas, master's degrees and doctorates. Providers of short courses may include universities and colleges, professional associations, non-profit bodies and private-sector organisations. For some roles there is systematic provision of a specified number of training days per annum (e.g. Reports on Austria, p.53; Finland, p.59; Germany, pp.64-65); in a few cases, use of such days is mandatory, particularly in the first few years in post (e.g. Report on Austria, p.51). In other cases there will be a specified in-service training budget for the service as a whole (e.g. Reports on Netherlands, p.37; UK, pp.71-72). But the use made of such opportunities can be somewhat *ad hoc*.

We will now explore the training and qualifications structures in relation to each of the role clusters identified in Section 3.2.

4.2a "First-in-line" adviser

The "first-in-line" advisers are the least strongly professionalised group in guidance and counselling terms. Many are "selected" on a volunteer basis, or because of personal qualities rather than any formal qualifications. They have access to some short courses, often provided by specialist guidance and counselling staff in their own institution. In a few cases, partic-

ularly where students perform first-in-line roles, such training may be mandatory (e.g. Report on Austria, p.51). Where training courses are being introduced for new lecturers, some elementary guidance skills may be included in such courses (e.g. Report on UK, p.74).

4.2b Director (educational and vocational guidance service)

Since many directors of educational and vocational guidance services have previously worked as guidance counsellors in such services, and since most carry a caseload of guidance and counselling work with students, the majority will have the same kinds of training and qualifications as their staff. In a few cases, there is a preference or requirement for higher-level academic qualifications, partly in order to command respect from their academic colleagues (e.g. Reports on France, p.51; Italy, p.37). In a few other cases, the recognition of the importance of strategic management in higher education has been reflected in the appointment of directors with MBA degrees and with backgrounds in human resource management rather than in guidance and counselling (e.g. Report on Ireland, p.37). Elsewhere, too, some are beginning to seek such qualifications, or other formal opportunities to develop their managerial skills (Reports on Ireland, p.37; UK, pp.73 and 83).

4.2c Director (psychological counselling service)

With directors of psychological counselling services, higher-level academic degrees may again be preferred or required (e.g. Report on Italy, p.37), and there is growing recognition of the need for specific training in managerial skills (Report on Ireland, p.38). It is also recognised, however, that there are specific issues related to managing a group of therapeutic practitioners within an organisational context that cannot be learned from the general canon of management practice (Report on UK, pp.84 and 86).

4.2d Study adviser/counsellor

For the reasons suggested in Section 4.1, study advisers seem to be much less strongly professionalised than any of the other main groups of guidance counsellors in higher education. There are a few roles where most or all have professional qualifications: for example, some require a degree in psychology (BFr 09-3, I 01-5) or in psychology or pedagogy (BFl 01-2); al-

most all of the study counsellors/career counsellors in polytechnics in Finland (FIN 11-1) have not only a master's degree and a teacher's degree but also a qualification as a school counsellor (Report on Finland, p.59); student counsellors in some parts of Germany (D 01-2) take a systematic two-year part-time course (Report on Germany, p.65); and access officers/tutors in the UK (UK 05-1) are increasingly taking certificates or diplomas in adult guidance (Report on UK, p.80). In the great majority of other cases, however, no formal training is specified, and the norm is to have undertaken at most a few days' relevant training. More common in the case of faculty-based roles is for it to be required or preferred to have a degree in the discipline of the faculty in which they are working (e.g. Reports on Finland, p.60; Sweden, p.45), or even for this degree to be from the specific faculty itself in order to be fully familiar with the study conditions there (Reports on Belgium (Flanders), p.57; Netherlands, p.36).

4.2e Study and careers counsellor/adviser

Study and careers counsellors/advisers range from the relatively unprofessionalised pattern characteristic of study advisers (see above) to the rather more professionalised pattern characteristic of careers counsellors (see below).

4.2f Careers counsellor/adviser

Careers counsellors/advisers are becoming more strongly professionalised, though there is considerable variation between countries in the extent of such professionalisation and in the form it takes. As noted in Section 3.2f, there are four cases where the role is defined as being occupied by psychologists who specialise in this area: in France, for example, a psychological guidance counsellor (*conseiller d'orientation psychologue*) (F 01-7) must have a psychology degree plus two years' specialist training and relevant work experience (Report on France, p.54). In other cases, some of the role occupants are psychologists but some come from other disciplines; relevant practical experience, in such fields as personal management, may also be considered relevant (Reports on Austria, p.50; Sweden, p.39; UK, p.71). Some countries have postgraduate qualifications in career guidance aimed at a variety of setttings (e.g. Reports on Greece, pp.39-40; Italy, pp.36 and 40; Netherlands, p.34; Spain, pp.45-46); in the United Kingdom, a Certificate, Diploma and MA in Careers Guidance in Higher Education have been developed, designed as progressive and sec-

tor-specific post-experience qualifications (Report on UK, pp.72 and 81-82). All of these qualifications, however, are as yet optional rather than mandatory. In Germany, a 9-month training is required for careers counsellors working in higher education teams in the public employment service (D 09-2); this contrasts with the dearth of training opportunities for the advisers/counsellors working in careers guidance and vocational qualification projects within higher education institutions (D 04-2) (Report on Germany, pp.68 and 71). Elsewhere, too, there are no specific qualifications available (e.g. Report on Finland, p.61); this is particularly the case where the role is still experimental and provisional (e.g. Report on Sweden, p.45).

4.2g Psychological counsellor

Psychological counsellors tend to have more demanding qualification requirements than their educational and vocational guidance colleagues. Many require five years' study in psychology, which may or may not have included substantial options relevant to guidance and counselling; and it is common for many practitioners to have built other qualifications on top of this — for example, in various branches of psychotherapy (e.g. Reports on Belgium (Flanders), p.57; Finland, p.59; Portugal, p.20). In Austria, for instance, psychological student counsellors (A 02-2, A 02-3) usually, in addition to their psychology degree, have undergone or are undergoing psychotherapeutic training provided by state-recognised professional associations, plus a 6-week induction course and 30-40 hours of supervision each year (Report on Austria, pp.50 and 52-53). In other countries, however, some practitioners will have had a training in counselling or psychotherapy without being psychologists (e.g. Reports on Germany, p.63; UK, pp.75-76). Examples are emerging of diplomas in counselling or psychotherapy being developed with specific attention to their practice within higher education (e.g. Report on UK, pp.84-85). In the UK, an accreditation and registration structure is being developed which accepts a wide variety of training courses but requires 450 hours of training (showing a balance between theory and practice) plus 450 hours' supervised practice; it is anticipated that this may link to moves within the European Association for Counselling (EAC) and the European Association of Psychotherapy (EAP) to develop European accreditation/registration systems (Report on UK, pp.76-77).

4.2h Psychiatrist

Psychiatrists, as already noted, have a degree in medicine plus a specialist qualification in psychiatry: this normally requires 10-12 years' study in total. Many psychiatrists working in psychological counselling services have undertaken additional psychotherapeutic training (Reports on Belgium (Flanders), p.57; Finland, p.58).

4.2i Social worker

Social workers have normally undertaken higher education courses in social work lasting three or more years. These courses include some training and practice in guidance and counselling methods. Some may have also undertaken psychotherapy training (e.g. Report on Belgium (Flanders), p.57).

4.2j Adviser for students with disabillities

Advisers for students with disabilities tend to have a wide variety of education and training backgrounds, but often without much specific training related to their particular role. Careers counsellors working with students with disabilities in the public employment offices in Germany (D 06-1) have had a 9-month specialised training, supplemented by in-house training after qualification; this contrasts with the 2/3-day courses available to those working with such students inside higher education institutions (D 05-1) (Report on Germany, p.67). In France, some specific training is offered as part of a postgraduate degree in ergonomics (Report on France, p.55). In the UK, a modular postgraduate diploma programme designed particularly for advisers for students with disabilities has recently been developed (Report on UK, pp.79-80 and 86-87).

4.2k International students adviser

No specific qualifications are available for international students advisers. International experience and language skills are usually considered to be assets (e.g. Report on Austria, pp.50-51). Short courses are run by national bodies and also by international bodies like the European Association for International Education (EAIE) and the National Association for Foreign Student Advisers (NAFSA) (now retitled the Association of International Educators).

4.21 Information officer

Information officers may or may not have librarianship qualifications (e.g. Report on France, p.53) or qualifications as audio-visual and multi-media technicians (e.g. Report on Italy, pp.36 and 41).

4.2m Placement officer

Placement officers in the public employment services have in some countries had some formal training lasting 6-9 months (Reports on Austria, p.51; Germany, pp.68-69). Other placement officers tend to have had little or no formal training.

4.2n Other specialist roles

The miscellaneous category of "other specialised roles" have all had training and qualifications related to their specialism.

4.3 Quality standards

In addition to training and qualifications, efforts have been made in a few countries to develop quality standards for guidance and counselling in higher education. In Denmark, the quality indicators include: client-centredness; the accessibility, transparency and coherence of the services; well-trained guidance staff; valid, precise and comprehensive careers information; referral to other guidance specialists; and follow-up (Report on Denmark, pp.47-48). In the United Kingdom, too, quality guidelines for guidance and learner support have been developed (Report on UK, p.24). The need for such guidelines is also recognised elsewhere (e.g. Report on Finland, p.65). It is linked with the need for more regular evaluations of services, including client-based evaluation surveys (see e.g. Report on Germany, pp.35-36). It is worth noting, however, that the evaluation studies conducted indicate strongly that clients are less interested in systems than in the person giving guidance: whether he or she is someone whom they can trust, who takes a personal interest in them, and who has a good knowledge of opportunities (Report on Denmark, p.47). In other words, the well-trained guidance counsellor is the crucial resource around which the quality of guidance services revolves (*ibid*).

5. New Skills

5.1 Introduction

In addition to analysing the structures, roles, tasks, training and qualifications of current guidance and counselling services in higher education, the aim of the study reported here was to place particular focus on the training implications of the new skills required by such services in response to the changes currently taking place in higher education systems and in the societies of which they are part. Some of these changes have been outlined in Section 1: the rapid expansion of higher education systems, resulting in a far more diverse student body than before, greater institutional differentiation, and more flexible provision, counterbalanced by pressures towards efficiency and accountability.

These trends are linked to the massive changes that are taking place in the structures of work and of career. "Career" less and less describes movement up a graded hierarchy within an organisation or profession: it increasingly describes the individual's self-managed progression in learning and in work. This has two major implications for higher education: first, that it needs to prepare a much wider range of young people for a much more flexible and turbulent working world; and second, that it needs to be part of a lifelong learning system, accessible not only to young people but to individuals throughout life. As a result, not only the structures but also the curriculum of higher education need to be rethought: knowledge transfer is no longer sufficient.

Guidance and counselling services are at the heart of this transformation process. They have an important role to play in helping both their students and their institutions in adapting to a very different world. But this requires new skills and new approaches from the services themselves: it means, for example, that vocational guidance provision needs to be reframed, and its links with educational and personal guidance provision strengthened. The national correspondents were accordingly asked to report on the nature of these new skills and approaches, and on the extent of

the provision currently being made for them. This section analyses these comments in relation to five topics in particular: responding to the greater diversity in the student population; strengthening the European dimension in guidance provision; using new technologies; coping with the increased numbers in higher education; and moving towards a more holistic approach to student development. It finally explores the possibility of developing a European Master's degree in the guidance and counselling field.

5.2 Responding to diversity

The student population is becoming more diverse in a number of respects. One is the *age* of students: in many countries there are now more mature students than before. Another is their *social background*: there are often more students from economically disadvantaged backgrounds, from families with no prior experience of higher education, and from ethnic minorities. A third is their *country of origin*: most countries have experienced a significant increase in the number of students from other European countries, and indeed from other parts of the world. A fourth is their *style of learning*: there are more part-time students, more work-based students, and more distance-learning students. A fifth is their *level of learning*, with more students on postgraduate courses. Finally, there are also more students with *special needs* — notably, students with disabilities.

In relation to each of these target-groups, the key question in relation to guidance and counselling services is whether *specialist services* should be made available for the students involved, or *specialist provision* made within more generic services, or provision be *fully integrated* into the generic services. Linked to this is the question of whether *additional skills* are required of guidance and counselling staff involved in such work, or whether all that is needed is organic *adaptation of existing skills*. In general, it tends to be institutional policy rather than professional priority that dictates whether or not special provision is made for particular target-groups: institutions with high proportions of students in such groups are likely to be more proactive in addressing their needs (Report on UK, p.15). Nonetheless, the sensitivity of professional attention to student diversity is also important.

Services for *mature students* are usually incorporated into generic services. This is the case, for example, in Sweden, which has long had large numbers of mature students (though, contrary to the trend elsewhere, the student population in Sweden is currently becoming somewhat younger, due to budget cuts in evening classes and the difficulties experienced by school-leavers in entering the labour market (Report on

Sweden, pp.15-16]). In some countries, special access programmes have been developed for mature students (e.g. Reports on Ireland, p.15; UK, p.57); in others, some institutions have developed special support units and departmental tutorial systems for such students alongside special teaching provision such as evening classes (e.g. Reports on Belgium (Flanders), p.16; France, p.21). In most cases, however, mature students use generic services, which need to ensure that they attend to such students' particular needs: for example, the greater difficulties which many older students have in finding job opportunities that use their degree qualifications; and the fact that — as noted in Section 3.4 — mature students requiring counselling often need longer-term help because their problems are more entrenched.

A related group consisting largely of mature students is *distance-learning students*. Here again, little or no special guidance provision may be made (e.g. Reports on Belgium (Flanders), p.16; Denmark, p.7). In some countries, however, guidance and counselling services are provided in the distance-learning study centres and/or by telephone, with growing use also being made of videoconferencing and e-mail (Reports on Germany, pp.26 and 37; Spain, p.40). These forms of "distance guidance" require new skills which some guidance counsellors are beginning to develop through trial-and-error: increasingly, these skills will need to be incorporated into training programmes.

In relation to *economically disadvantaged students*, a few countries have established special access programmes to provide additional support to such students prior to and on entry into higher education (Report on Ireland, pp.15-16). The different value systems of such students in comparison with more advantaged students also receive attention from some services (e.g. Report on Belgium (Flanders), p.31).

The awareness that higher education is becoming more multi-cultural is evident in most countries. For *international students*, there are usually special international offices which provide some degree of specialist support (see Section 2.3h), but the mainstream guidance and counselling services rarely make any special provision for such students (e.g. Report on Belgium (Flanders), p.17): the extent to which their particular needs are met is dependent on the individual guidance counsellor's interest, personal background and language proficiency (Report on Sweden, p.15). Yet unless guidance counsellors have some awareness of, or at least sensitivity to, a student's social, cultural and educational background, their work with that student can be misconceived and ineffective. This is especially true in the case of *refugees*, who are often suffering considerable stress, particularly where they have had to leave their family in their home country (Report on Belgium (French Community), pp.25-26). They also need

particular help in entering the labour market in their new country: a number of special projects designed to provide such help have been mounted (e.g. Report on Denmark, pp. 20-21).

The case for attention to multi-cultural issues also applies to *ethnic-minority students*. Data on such students may not be available, due to "privacy-related considerations" (Report on Netherlands, p.14). Some special services for ethnic-minority students have or are being developed (Reports on Finland, p.65; Netherlands, p.14); these may be limited to particular groups, like the services in Denmark for students from Greenland (Report on Denmark, p.15), and in one Italian service for Slovenians (Report on Italy, p.16). There is however some concern that such special provision can imply a kind of stigmatisation, and accordingly may be resisted by ethnic-minority students themselves (Report on Netherlands, pp.14-15).

In relation to all of these cross-cultural considerations, there is a growing recognition of the need for awareness of cultural issues to be included in guidance and counselling training (e.g. Report on Finland, pp.29-30), and indeed to be disseminated to academic staff (Report on UK, p.27). This includes attention both to different cultures and value systems within the student body, and to the counsellor's own reference system. In most countries, however, the extent of attention to such issues in training provision is still very limited: this is noted in several country-studies (e.g. Reports on Belgium (Flanders), p.17; Belgium (French Community), p.26; Sweden, p.15) but is true elsewhere too.

The main indigenous target-group for whom special guidance and counselling provision is made is, as noted in Section 2.3i, *students with disabilities*. Here specialist training provision is available in some countries (see Section 4.2j).

Finally, there are a few special guidance programmes for *postgraduate students*, both of a general nature (e.g. Report on Finland, pp.64-65) and focused particularly on giving them the special help they may require to find a job (Report on France, pp.19-20); plus one programme aimed at *varsity sports students* (Report on Belgium (Flanders), p.16). The special needs of these and other groups may also receive attention within more generic guidance provision and related training programmes.

5.3 The European dimension

Closely related to the increasing diversity of the student population is the growing influence of the European dimension on higher education. Student exchange programmes like ERASMUS, SOCRATES and TEMPUS have led

to substantial mobility of students between European countries. This has, as already noted (see Sections 2.3h and 3.2k), led to a growth of specialist services, particularly related to study and welfare matters. It is also however having an impact on all guidance and counselling services, as more "incoming" students seek to make use of such services, and more "outgoing" students look to the services to help them make good use of their study abroad.

In addition, in the case of guidance services, the growing development of a European graduate labour market means that more students are interested in work placements and jobs in other European countries. EURES advisers (see Section 2.3h) have a specialist role in this respect; all careers advisers, however, are likely to require increasing awareness of the European context to their work. Thus in Belgium (Flanders), for example, group information sessions on international careers, and specific training on how to find international jobs, are now regular elements of the careers programmes offered to students (Report on Belgium (Flanders), p.49).

Many guidance services have accordingly made efforts to extend their information resources to cover opportunities in other European countries. In Germany, they are able to call upon the support of a network of 14 European Career Advice Centres in the Employment Offices, each providing extensive information, advice and contacts with one or two European countries (Report on Germany, pp.38-39); these are linked with a network of such centres in other European countries (e.g. Report on Greece, pp.18-19). FEDORA, too, has played a valuable role in the development of networks through which information can be shared. It has also facilitated visits and exchanges between guidance staff, through which they can learn at first hand about the higher education and employment systems in their host country. Such professional links have in addition been the conduit for exchanges of guidance practices. In some cases, European funding has been an important lever for innovation and development of new guidance services and systems (e.g. Report on Greece, pp.17 and 23). We will return to the wider potential professional benefits of European links when we discuss the notion of a European Master's degree in Section 5.7.

5.4 New technologies

New information and communication technologies are having a growing impact on guidance and counselling services. In almost all cases they have already had a strong impact on office methods; in many cases they have also had a considerable effect on information systems; and in some cases they have begun to have an impact upon the guidance process itself. In

some countries, usage of such technologies is still rudimentary (e.g. Report on Portugal, p.13); in others, it is developing at a slow pace; in some, it is already much more pervasive.

Computerised databases and guidance systems are well-established in countries like France and the United Kingdom. In France, systems like Performance, Choix and Aloes are used extensively (Report on France, pp.25 and 34). In the UK, too, wide use is made not only of information databases but also of self-help computer-aided guidance systems which move students through various stages of self-reflection and action-planning (Report on UK, p.42); the most extensive of these systems, Prospect, is now being adapted for use in Ireland (Report on Ireland, p.22). Usage of such systems is also growing in Italy and Spain (Report on Italy, p.15; Spain, p.24). Elsewhere, use of such systems is less extensive, partly because of the lack of indigenous software designed specifically for use in higher education (e.g. Reports on Belgium (Flanders), p.32; Denmark, p.34; Finland, p.28; Germany, p.36; Sweden, p.34). Some software relating to Europe-wide opportunities has however been developed (e.g. Report on Denmark, p.27), including the computerised EURES vacancies database (Report on Denmark, p.21).

Use of the Internet is growing in most countries. It is particularly useful for accessing information on opportunities in other countries (e.g. Report on Austria, p.36), but is also used increasingly for general accessing of occupational, employer and vacancy information (e.g. Report on UK, p.43). A number of services have created their own websites to make information available more readily to their users. This is particularly useful for servicing students who are studying abroad (e.g. Report on France, p.24). In Germany, guidance services are collaborating to update a website covering all higher education courses in the country (Report on Germany, p.37). In addition, growing interactive use is being made of the Internet in job applications, with employers advertising vacancies, or students promoting their CVs, and responses being made on-line (e.g. Reports on Austria, p.36; Belgium (Flanders), pp.21-22; Denmark, p.34; France, p.46; Spain, p.42); similar usage has been developed in relation to research opportunities for theses (Report on Sweden, p.30).

Experiments are also taking place in guidance and counselling at a distance through e-mail or videoconferencing (e.g. Report on Finland, p.41). This is particularly the case in relation to distance-learning students (Reports on Germany, p.37; Spain, pp.40-41). Most usage is in the context of educational or vocational guidance, but in the United Kingdom a group of counsellors has been formed to examine the ethical and practical issues related to delivering personal counselling through these newer and more public routes (Report on UK, pp.27-28).

A wider range of new technologies is used by advisers for students with disabilities, particularly in relation to blind students or the hearing impaired (e.g. Reports on Belgium (Flanders), p.51; Sweden, p.14; UK, p.30). In some countries, use is also made of computer-based tests (e.g. Report on Austria, p.36) and of broader forms of computer-based and multi-media assistance in relation to learner support (e.g. Reports on Belgium (Flanders), p.36; Belgium (French Community), p.40).

In the longer term, new technologies are likely to have even greater impact on guidance and counselling services. For example, centres offering mainly information rather than personal advice or counselling may become obsolete (Report on Denmark, p.12); more generally, with information being piped into homes, the balance of power between clients and guidance staff may change, and guidance methods which at present tend to be heavily informational will have to alter (Report on Denmark, pp.22 and 35). The role of guidance services may in future be focused less on providing information than on helping students to select and process it (Report on Sweden, p.17), and to be active rather than passive in the ways they use it (Report on Belgium (French Community), pp.59-60).

In these various respects, the new technologies require many new skills from guidance counsellors. At present many of them are seeking to require such skills through self-instruction and through training programmes related to the use of particular software. The need for more extensive training in this area is widely recognised.

5.5 Working with increased numbers of students

Making more effective use of new technologies is one way in which services are seeking to respond to the increased numbers of students. Another is the use of more brief interviews in a guidance context, and of more brief therapy in a personal counselling context (see Section 3.4). The growth in group work and in teaching activities (see Section 3.4), too, provides opportunities for more student time "on task" for each unit of the guidance counsellor's time — as well as the benefits of interaction with other students. Working with academic staff and seeking institutional change through feedback and advocacy represent further ways in which guidance counsellors are seeking to extend their effectiveness. All of these require new skills, with implications for training provision.

5.6 The holistic model

In this study, the student-centred holistic model presented in Section 2.1 (see especially Figure 1) has been used as an analytical framework. It is potentially also, however, a heuristic framework through which the services within an institution can be mapped in order to strengthen the linkages between them (Van Esbroeck, 1997; Van Esbroeck & Watts, 1998). Student problems do not fall into neat boxes: educational, vocational and personal issues are all increasingly intertwined. The need to reinforce such linkages is particularly evident where efforts are made to respond to these issues in a developmental rather than remedial way. It is also important if students are to receive a coherent service of consistent quality (Report on UK, p.89). The holistic model provides a means through which gaps can be identified, referral mechanisms clarified, and mutual learning harnessed in relation to common challenges and pressures.

In some countries, such as Austria and Germany, first-in-line services barely exist (Reports on Austria, p.9; Germany, p.11). In others, too, academic staff have not traditionally perceived guidance to be part of their role (though in some cases steps have now been taken to change this (e.g. Report on Belgium (Flanders), p.7)). In such systems, guidance and counselling tend to be exclusively second- and third-in-line activities, which means that they tend to be seen as a series of separate specialist processes, detached from teaching and learning, and reactive rather than proactive in nature (Report on Denmark, p.18).

On the other hand, in some other systems, notably vocationally-oriented higher education outside universities — e.g. the *Fachhochschulen* in Germany and the *hogescholen* in the Netherlands (Reports on Germany, p.12; Netherlands, p.11) — first-in-line services are strongly developed, but second- and third-in-line services are relatively weak. Here students may find more ready access to help and support, integrated more closely into their course programmes, but may have difficulty in securing more specialist help if and when they need it.

Where first-in-line services are viewed within a holistic model, this tends to strengthen the notion that they should be available for students to approach with any question and to be responded to holistically, acting where appropriate as referral sources to more specialist services (Report on Netherlands, p.16). This could lead to a model in which integration between educational, vocational and personal guidance takes place chiefly at the first-in-line level, with specialisation thereafter. On the other hand, in some institutions specialist services have been brought together organisationally and/or physically within a central student services department in order to strengthen the links between the three guidance foci at the

third-in-line level too (e.g. Reports on Belgium (Flanders), p.12; Netherlands, pp.6 and 8; Spain, p.14; UK, p.13). This can lead to more strongly co-ordinated provision, but can also lead to problems when heads of sections compete openly with each other for funds within limited student services budgets (Report on UK, p.13). A further alternative is to seek to broaden the boundaries of some third-in-line services: this is particularly evident in the merging of educational and vocational guidance within single third-level services (see Section 2.3d), in the breadth of Central Student Counselling and Advisory Services in Germany which embrace educational guidance and personal counselling in particular (see Sections 2.3c and 2.3g), and in the holistic nature of some services aimed at students with disabilities (see Section 2.3i).

The holistic model is in principle compatible with a wide variety of arrangements of these and other kinds. It does not seek to impose a particular structure, but rather to maximise the linkages within whatever structure is adopted. In an earlier European study (Watts *et al.*, 1994), a range of levels of linkages between services was identified:

- *Communication* — where no working patterns are changed, but efforts are made to help services to understand what each other offers so that they can, for example, cross-refer clients appropriately.
- *Co-operation* — where two or more services co-operate on some joint task.
- *Co-ordination* — where two or more services alter their working patterns to bring them more closely into line with one another, while remaining within their professional boundaries.
- *Cross-fertilisation* — where efforts are made to encourage services to share and exchange skills, and in effect to work across professional boundaries in ways that are likely to redraw the boundaries themselves.
- *Integration* — where the cross-fertilisation process is developed to a point which means that the boundaries between the different services disappear altogether.

The underlying aims in all cases are to make the most effective use of the available guidance resources, and to improve individuals' access to the help they require.

Examples of linkages at each of these levels are evident in the country-studies (see e.g. Reports on Austria, p.16; Denmark, pp.23-24; Germany, pp.33-34; Greece, p.24; Spain, p.20; Sweden, p.11). Some of these are formal, often linked to funding arrangements, particularly in relation to services funded and/or controlled by external organisations (e.g. Reports on

Austria, p.16; Germany, p.34); in Denmark, they are supported by national and regional cross-sectoral committees on educational and vocational guidance (Report on Denmark, pp.22 and 24). Elsewhere, they are negotiated informally at local level. There is however concern in several countries that linkages between services are still inadequate (e.g. Reports on Finland, p.39; Sweden, p.11) — especially referral systems (e.g. Report on Austria, p.16).

The holistic model provides a means through which these inadequacies, and the need to view guidance as a coherent whole (Report on UK, p.12), can be addressed. It encourages all services to see the holistic nature of students' problems and needs, and how sharing and working together can help to address them more adequately (Report on Germany, pp.48-49). Changes in the labour market and other factors mean that guidance counsellors are faced with increasingly complex questions which often touch upon all three areas of guidance (Report on Austria, p.37). Moreover, the move evident in some countries away from addressing "problems", towards a more developmental approach designed to develop autonomous individuals who are more able to cope with issues on their own, provides a basis for services to come together in relation to such development programmes, while still retaining distinctive specialisms for use as required in specific situations (Report on Ireland, p.40).

5.7 Towards a European Master's degree

Part of the motivation for the present study was to provide a basis for exploring the possibility of developing Europe-wide continuing education programmes in the guidance and counselling field, to be run by appropriate networks and organisations, and possibly including a European Master's degree. One of the arguments for providing such programmes on a Europe-wide basis is that this will provide a stronger critical mass for higher-level programmes, particularly in countries which have a relatively limited number of specialist guidance counsellors (Report on Belgium (Flanders), p.61), or where no specialist training programmes yet exist (Report on Netherlands, p.39). It will also strengthen the European dimension in such programmes — an increasingly important dimension that is regarded as weak in many national programmes (Reports on Denmark, pp.26-27; Germany, p.72; Spain, pp.44 and 49). This will provide a broader frame of reference for sharing perspectives and practices across countries (Report on Germany, p.69), as well as developing transnational networks that can be a basis for sustained co-operation (Report on Germany, p.73). Such programmes could be particularly valuable in deepening the field's

intellectual foundations and providing a stimulus for renewal and development (Reports on Finland, pp.65-66; Germany, p.73).

In this respect, the holistic model could provide a fruitful basis for addressing the interplay of academic learning, personal development and vocational choice (Report on Germany, p.73). Other points which might be helpful in designing a European Master's degree include:

- The programme should adopt a modular structure, in order to be adaptable to a wider range of differing needs (Report on UK, p.90).
- Modules might cover comparisons of the educational and labour market systems in different European countries, plus topics like information technology, inter-cultural communication skills and managerial (including fund-raising) skills (Report on Sweden, p.49).
- The transnational dimension could be of particular value in relation to strategies for responding to greater student diversity.
- The structure needs to be flexible enough to allow some individuals to take modules without seeking a full qualification (Report on Ireland, p.39).
- Attention should be given to the accreditation of learning at FEDORA Summer Schools and in stages/exchanges/internships undertaken at transnational level.
- Take-up is likely to be particularly strong among more specialist guidance counsellors (Report on Denmark, p.50), some of whom are already highly qualified (Report on Germany, p.73).
- The programme needs to be grounded in day-to-day practice, and linked to national accreditation and registration structures (Report on UK, p.90).

A European initiative of this kind should be a complement to, not a substitute for, efforts to develop stronger training and qualification structures at national level. It is hoped that the present report will be a valuable source of information in preparing such programmes, and a useful resource within the programmes themselves.

6. Conclusions and Implications

The European Union contains a rich diversity of structures for guidance and counselling in higher education. These variations are related to differences in the cultures, traditions and educational systems of the Member-States. They represent a powerful resource for learning by sharing contrasting concepts and practices.

One of the effects of such sharing may be a gradual process of harmonisation. This is evident in, for example, the extension of careers services and of tutorial systems across countries, described in this report. This does not mean moving towards uniformity. Continuing diversity is inevitable, and essential for continuing growth and development. But some stronger common frameworks are beginning to emerge, facilitating professional development at a transnational level.

The holistic model is particularly useful in this respect. It is capable of embracing a wide range of diversity, but provides a common frame within which such diversity can be harnessed to enrich policy and practice rather than fragmenting it.

A further virtue of the holistic model is that the analysis by level makes it possible to embrace both guidance and counselling provision within mainstream teaching activities and specialist services detached from such activities. In most countries, the latter provision is relatively well-developed. There are however important questions about how far the specialist provision is likely to remain a series of separate professional groups, or to coalesce in some more coherent form.

This is related to the connections between the specialist provision and the first-in-line provision, the latter of which is likely to be more broadly-based and more directly linked to teaching and learning. Guidance and counselling are increasingly being viewed as a proactive support to students' educational, vocational and personal development, rather than simply as a remedial solution to problem situations. This has implications both for redefining the teaching role to include a better-supported guidance component, and for incorporating guidance elements into the higher

education curriculum itself. It requires stronger first-in-line provision, but also more coherent support from the specialist provision.

The holistic model also usefully addresses attention to the relationship between educational, vocational and personal guidance. The balance between the three has varied considerably across countries, but there are signs that many of the deficits this has produced are now being redressed — particularly in the vocational guidance area, which in the past has been less well developed than the others in several countries. If students are to be viewed in a holistic way, then balanced attention is needed to all aspects of their development.

A further important issue relates to the quality of the guidance and counselling provision. This is partly a matter of the competencies of guidance staff, and their training and qualifications. The European Master's degree, discussed in Section 5.7, could have a very significant contribution to make to improving such competencies, both through its direct impact on its participants and also through the wider influence it is likely to exert. In addition, some countries are attending to the need for quality standards for the total guidance and counselling system within a higher education institution. The holistic model provides a potential framework for such standards.

The continuing expansion of higher education, and its reshaping within the context of lifelong learning, pose considerable challenges to guidance and counselling services. New approaches are needed, with more extensive and more inventive use of new technologies. More sensitivity is needed to the more varied needs of a more diverse student body. In these and many other respects, the sharing of perspectives and practices across Europe has a valuable role to play.

Guidance and counselling in higher education in Europe is at a crossroads. The last few years have seen a significant development of new structures, new services and new methods in response to the massive changes taking place in higher education and in the wider society. There is however a risk that resource pressures will tempt higher education institutions to take a narrower view of their role, focused around a limited definition of research and teaching, and marginalising guidance and counselling services.

In our view, this would be a disastrous error. As higher education systems expand, guidance and counselling services have a critical role to play not only in restricting drop-out but more broadly in ensuring that such expansion is grounded in, and responsive to, the changing needs of individual students. Only if these needs are attended to will public support for expanded higher education systems be sustained. Institutions which have high-quality guidance and counselling services, and clear structures for attending to the feedback from such services, are likely to be well positioned for a rapidly changing future.

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Appendices

The appendices present the key country-by-country data from which the tables and the main text are drawn, and on which much of the discussion in the text is based.

Appendix A:

Outlines, country by country, the structure and content of the main guidance and counselling services and systems.

"Code" provides a means through which quick references can be made in the text to the service/system. The country codes are:

A	Austria
BFl	Belgium (Flanders)
BFr	Belgium (French Community)
DK	Denmark
FIN	Finland
F	France
D	Germany
GR	Greece
IRL	Ireland
I	Italy
L	Luxembourg
NL	Netherlands
P	Portugal
E	Spain
S	Sweden
UK	United Kingdom

"Service/system" is the title of the service/system both in English and, where appropriate, in the original language.

"Funding/administrative control" indicates the major funding source and administrative control over the service.

"Location" indicates whether the service is based inside or outside the institution.

"Extent" indicates whether the service is based in all institutions, in most, in some, or in a few.

"Level" 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), or third-in-line (3) (separated from the formal teaching function, and offered by specialists). Where more than one figure is given, the figure in bold indicates the level at which most activities are located.

"Target-group" indicates who the service is designed to cover.

Appendix B:

Outlines, country by country, the main occupational roles and their focus.

"Code" provides a means through which quick references can be made in the text to the role; the country code and the first two numerals (e.g. A 01) indicate the corresponding service code in Appendix A; the third numeral (e.g. 2 in A 01-2) indicates the role itself.

"Service/system" gives the title of the service/system, and corresponds to that given in Appendix A.

"Occupational role" indicates the usual title of the role, both in English and, where appropriate, in the original language.

"Number" indicates the number of people occupying the role; where no precise data are available, an estimate is given in brackets.

"Focus" provides a classification, based on allocation of 7 points, of the relative emphasis of the service on educational guidance (E) (on choices of educational options, and learner support), vocational guidance (V) (on choices of, and placement into, occupations and work roles), and personal guidance (P) (on personal and social issues).

Appendix C:

Presents, for each of the roles, a rating of each of the tasks outlined in Section 3.4. The ratings are on a 5-point scale, indicating whether there is major involvement in the task (4), considerable involvement (3), some involvement (2), minor involvement (1), or no involvement (0). The roles are grouped in the role clusters outlined in Section 3.2.

Appendix A: Main guidance and counselling services and systems

Code	Service/system	Funding/administrative control	Location	Extent	Level	Target-group
Austria						
A 01	Career Planning and Placement Centre (*Zentrum für Berufsplanung/ Büro für Studierende und Arbeitswelt, Jungakademikerservice Steiermark*)	private association, funded by members, sponsors, grants, etc.; 4 get material support from university, controlled by board/ chairman (reps. of sponsoring institution)	most inside; some outside	5 univs.	3	all students and graduates
A 02	Psychological Student Counselling Service (*Psychologische Studentenberatung*)	funded and controlled by Ministry of Science and Transport	outside	6 offices covering all univs.	3	all students; secondary-school leavers
A 03	International Office (*Büro (Zentrum) für Auslandsbeziehungen*)	funded and controlled by university	inside	all univs.	3	all students and graduates; university teachers
A 04	Public Employment Service: University Graduate Counselling and Placement (*Arbeitsmarktservice: Akademikerberatung und Akademikervermittlung*)	private association with full public funding	outside	2 offices in university towns	3	(unemployed) graduates (plus, in some instits., drop-outs and school leavers)
A 05	Disabled Students Advisory Service (*Behindertenbeauftragte*)	funded by university; some by National Union of Students	inside	most univs.	3	disabled students
A 06	National Union of Students: Student Services (*Österreichische Hochschülerschaft, Inskriptionsberatung, Einführungs-Tutorium, Maturanten-/Studienberatung*)	funded by student members (membership obligatory); supported by government and (partly) by university; self-governing body	most inside; some outside	all univs.	3	all, but mainly first-year students and prospective students

Code	Service/system	Funding/administrative control	Location	Extent	Level	Target-group
Belgium - Flanders : Universities						
BFl 01	Study Advice Service/ Advice Centre for Students (*Dienst voor Studieadvies/Adviescentrum voor Studenten*)	funded and controlled by university	inside	all univs.	3	all students
BFl 02	Service for Students with Disabilities (*Werkgroep Gehandicapten/ Dienst Begeleiding Gehandicapten*)	mostly funded and controlled by university with one exception (varied funding and control)	inside	3 univs.	3	students with disabilities
BFl 03	Service for Varsity Sport Students (*Dienst Topsport en Studie*)	funded and controlled by university	inside	1 univ.	3	varsity sport students
BFl 04	Placement Support System (*Plaatsingsdienst/ Plaatsingsbegeleiding*)	partially funded and controlled by university, with large input from alumni associations	inside or outside	4 univs.	3	graduating students and young graduates
BFl 05	Centre for Mental Health / Centre for Psychotherapy (*Dienst Geestelijke Gezondheidszorg/Psychotherapeutisch Centrum*)	funded by university and the Welfare, Public Health and Culture Department; controlled by university	inside	2 univs.	3	all students (some: general public)
BFl 06	Centre for Family and Relational Welfare (*Centrum voor Gezins- en Relationeel Welzijnswerk*)	funded by university and the Welfare, Public Health and Culture Department; controlled by university	inside	1 univ.	3	all students (some: general public)
BFl 07	Learning Centre (*Zelfstudiecentrum*)	funded and controlled by university	inside	1 univ.	2	mainly first-year students
BFl 08	Departmental Tutorial System (*Monitoraat/ Onderwijsbegeleiding/ Studiebegeleiding*)	funded and controlled by university	inside	all univs.	1, 2	mainly first-year students

Code	Service/system	Funding/administrative control	Location	Extent	Level	Target-group
Belgium - Flanders : Schools of Higher Professional Education (*Hogescholen*)						
BFl 09	Student Support Service (*Dienst Studie- en Studentenbegeleiding/ Dienst Psycho-sociale Begeleiding/Sociale Dienst*)	funded by institution, but varied control (from control by institution to indirect control via majority representatives in an independent board)	most inside; some outside	all instits.	3	all students
BFl 10	Departmental Tutorial System (*Monitoraat/ Studiebegeleiding*)	funded and controlled by institution	inside	most instits.	1	all students
BFl 11	Departmental Placement System (*Plaatsingsbegeleiding*)	funded and controlled by institution	inside	most instits.	1	final-year students
BFl 12	External Support Service (*Externe Begeleidingsdienst*)	independent non-profit organisations funded by per-consultation fees	outside	some instits.	3	all students
Belgium - French Community : Universities						
BFr 01	Information Centre (*Centre d'information et de documentation, Centre d'information et de counselling, Bureau d'information et d'accueil...*)	funded and controlled by university	inside	5 univs.	3	students and prospective students (some: general public)
BFr 02	Educational and Vocational Counselling Centre (*Centre médico-psychologique, Centre d'orientation, Centre d'information et de counselling*)	funded and controlled by university	inside	5 univs.	3	students and prospective students (some: general public)
BFr 03	Psychological Support Service (*Service d'aide psychologique*)	funded and controlled by university	inside	6 univs.	3	students
BFr 04	Educational Support Service (*Service d'aide pédagogique*)	funded and controlled by university	inside	6 univs.	3	mainly first-year students
BFr 05	Faculty Tutorial System (*Structure facultaire d'aide pédagogique*)	funded and controlled by university	inside	all univs.	1	mainly first-year students

Code	Service/system	Funding/administrative control	Location	Extent	Level	Target-group
BFr 06	Disabled Students Support System *(Structure d'aide aux étudiants handicapés)*	funded and controlled by university	inside	3 univs.	3	disabled students
BFr 07	Careers Service *(Service d'emploi)*	funded and controlled by university, with occasional input from alumni associations	inside	4 univs.	3	students and graduates
BFr 08	Faculty Careers Support System *(Structure facultaire d'aide à l'emploi)*	funded and controlled by university or by faculties, with occasional input from alumni associations	inside	all univs.	2	students and graduates
Belgium - French Community : Schools of Higher Professional Education (*Hautes Ecoles)*						
BFr 09	Guidance System (*Service d'information et d'accueil, Service social)*	funded and controlled by institution	inside	most instits.	3	students and prospective students
BFr 10	Departmental Tutorial Support System (*Monitorat/remédiation*)	funded and controlled by institution	inside	most instits.	1	mainly first-year students
BFr 11	Careers Service (*Service d'emploi*)	funded by institution, with substantial input from alumni association	inside	some instits.	2	all students
BFr 12	Departmental Careers Support System (*Structure départementale d'aide à l'emploi*)	funded by institution, with substantial input from alumni association	inside	most instits.	1	all students
Denmark						
DK 01	HE Guidance Service (General) (*Central studievejledning*)	funded by government; controlled by institution	inside	all univs.; most other instits.	3	all students
DK 02	HE Guidance Service (Tutorial) (*Decentral studievejledning*)	funded by government; controlled by institution	inside	all univs.; some other instits.	2	all students

Code	Service/system	Funding/administrative control	Location	Extent	Level	Target-group
DK 03	HE Information Centre (*ivu*C*)	funded by government; independent	outside	5 locations; nationwide network	3	potential students
DK 04	Student Counselling Service (*Studenterrådgivningen*)	funded by government; independent	outside	9 locations; nationwide network	3	all students
Finland : Universities						
FIN 01	Student Affairs Office/ Student Services (*Opiskelijapalvelut/ Opintotoimisto*)	funded and controlled by university	inside	all univs.	3	all students
FIN 02	Career Service (*Työelämäpalvelu/Ura- ja rekrytointipalvelu*)	funded by government until 2000; controlled by government and university	inside	all univs.	3	all students
FIN 03	Labour Force Service (*Työvoimapalvelut*)	funded and controlled by government	inside or outside	all univs.	3	all students
FIN 04	AURA Project (*AURA-projektit*)	funded by government; controlled by university	usually inside	all univs.	2	3-5 yr. students; unemployed graduates
FIN 05	International Unit (*Kansainvälinen yksikkö/ Kansainväliset asiat*)	funded and controlled by university	inside	all univs.	3	all students
FIN 06	Faculty Guidance Service (*Tiedekunnan ohjauspalvelut*)	funded and controlled by university	inside	all univs.	3	all students
FIN 07	Departmental Guidance Service (*Laitosten ohjauspalvelut*)	funded and controlled by university	inside	all univs.	2	all students
FIN 08	Finnish Student Health Service (*Ylioppilaiden terveydenhoitosäätiö*)	funded and controlled by foundation	usually inside	all univs.	3	all students

Code	Service/system	Funding/administrative control	Location	Extent	Level	Target-group
Finland : Polytechnics						
FIN 09	Student Affairs Office/ Student Services (*Opintoasiaintoimisto/ Opiskelijapalvelut*)	funded and controlled by institution	inside	all instits.	3	all students
FIN 10	Career Service (*Ura-ja rekrytointipalvelut*)	funded by government; controlled by institution and local labour office	inside	most instits.	3	all students
FIN 11	Guidance and Counselling Service (*Ohjauspalvelut yksittäisissä oppilaitoksissa*)	funded and controlled by institution	inside	all instits.	2	all students
FIN 12	International Relations Unit (*Kansainvälisten asioiden toimisto/ yksikkö*)	funded by government and institution; controlled by institution	inside	all instits.	3	all students
France						
F 01	University Information and Guidance Service *(Service commun universitaire d'information et d'orientation)*	funded and controlled by university	inside	all univs.	3	all students
F 02	'One-Stop Shop' for Students with Disabilities (*Relais handicap)*	funded and controlled by university	inside	c.- 10 univs.	2, 3	students with disabilities
F 03	International Relations Department (*Relations internationales)*	funded and controlled by university	inside	all univs.	3	foreign students; European exchange programme students
F 04	Careers and Placement Service (*Services d'insertion professionnelle)*	funded and controlled by university	inside	c.- 25 univs.	3	all students
F 05	Continuing Education Department (*Formation permanente)*	funded and controlled by university	inside	all univs.	1, 2	salaried students

Code	Service/system	Funding/administrative control	Location	Extent	Level	Target-group
F 06	PhD Graduates Employment Unit (*Association Bernard Gregory - Bourses de l'emploi)*	funded and controlled by university	inside	37 univs.; 19 *Grandes Ecoles*; 17 research laboratories	3	PhD students and graduates
F 07	Tutorial System (*Tutorat)*	funded and controlled by university	inside	c. - 30 univs.	1	first-year students
F 08	Medico-Pedagogical University Clinic (*Clinique médico-pédagogique)*	independent non-profit-making organisation	outside	13 locations	2	students with disabilities or difficulties
F 09	University-Secondary School Student 'One-Stop Shop' (*Relais étudiants lycéens)*	independent non-profit-making organisation	outside	2 locations	1, 2, 3	students with difficulties
Germany						
D 01	Central Student Counselling and Advisory Services (ZSB - *Zentrale Studienberatung/Zentrale Einrichtungen: Studienberatung und Psychologische Beratung*)	funded and controlled by institution	inside	almost all univs.; some other instits.	3	potential students, students
D 02	Faculty-Based Course Counselling (*Fachstudien-/Studienfachberatung*)	funded and controlled by institution	inside	all instits.	2	enrolled students
D 03	Distance Learning Centre (*Fernstudien-/ Studienzentrumen*)	funded and controlled by institution	inside	few instits.	3	prospective students; students
D 04	Careers Guidance and Vocational Qualification Project (*Berufs- und Arbeitsmarktorientierungsprojekte*)	funded and controlled by institution; sometimes mixed funding with local Employment Office (*Arbeitsamt*) and/or employers	inside	few instits.	3	advanced students, especially of the humanities and social sciences

Code	Service/system	Funding/administrative control	Location	Extent	Level	Target-group
D 05	Counselling and Advisory Service for Students with Disabilities or Chronic Illness: Inside HE Institutions (*Beratungsstellen für Studierende mit Behinderungen*)	funded and controlled by institution or by Student Affairs Organisations (*Studentenwerk*)	inside or attached to campus	most instits.	3	students with disabilities or chronic illnesses
D 06	Counselling and Advisory Service for Students with Disabilities or Chronic Illness: Employment Office (*Berufsberatung für Abiturienten und Hochschüler/Reha II*)	funded and controlled by Employment Office (*Arbeitsamt*)	attached to campus or outside	some services	3	students with disabilities or chronic illnesses
D 07	Psychological and Psychotherapeutic Counselling Service (PBS - *Psychologische und Psycho-therapeutische Beratungsstellen*)	funded and controlled by Student Affairs Organisations (*Studentenwerk*)	attached to campus or outside	some instits.	3	students
D 08	Social Advisory Service (*Sozialberatung*)	funded and controlled by Student Affairs Organisations (*Studentenwerk*)	attached to campus	some instits.	3	students
D 09	Vocational Guidance Service for Secondary School Graduates and Students: Higher Education Team (*Berufsberatung für Abiturienten und Hochschüler: Hochschulteam*)	funded and controlled by Federal Department of Employment (*Bundesanstalt für Arbeit*)	attached to campus and/or outside	most instits.	3	secondary school graduates; students
Greece						
GR 01	Liaison Office (*Grafia Diasyndesis*)	funded by Ministry of Education and institution; controlled by institution	inside	all instits.	3	all students and recent graduates
GR 02	Psychological Counselling Centre (*Symvouleftiko Kentro Phititon*)	funded by Ministry of Education and Geberal Secretariat of Youth; controlled by institutions	inside	4 univs.; 1 technolog. instit.	3	all students

Code	Service/system	Funding/administrative control	Location	Extent	Level	Target-group
GR 03	Service for Students with Special Needs (*Programma gia Phitites me Idikes Anages*)	funded by European HORIZON and HELIOS programmes; controlled by institution	inside	1 univ.	3	students with special needs
GR 04	Centre for School Career Guidance and Orientation (*Kentro Scholikou Epaggelmatikou Prosanatolismou*)	funded by Ministry of Education; controlled by institution	inside	1 univ.	3	all students
Ireland						
IRL 01	Careers Service	funded and controlled by institutions	inside	all univs.; some other instits.	3	all students
IRL 02	Co-operative Education Service	funded and controlled by institutions	inside	1 univ.	2	all students
IRL 03	Counselling Service	funded and controlled by institutions	inside	all univs.; some other instits.	3	all students
IRL 04	Personal Tutorial System	funded and controlled by institutions	inside	1 univ.; being developed in others	2	all students
Italy						
I 01	Educational Guidance Office (*Ufficio orientamento agli studi*)	funded and controlled by university and/or *Dsu* organisation	mainly inside; exceptionally outside	2/3 of univs.; 1/2 of *Dsu* orgs.	3	school pupils; all students
I 02	Vocational Guidance Office (*Ufficio orientamento al lavoro*)	funded and controlled by university and/or *Dsu* organisation; some cases of external co-funding	mainly inside; exceptionally outside	1/2 of univs.; 1/3 of *Dsu* orgs.	3	graduating and recently graduated students

Code	Service/system	Funding/administrative control	Location	Extent	Level	Target-group
I 03	Psychological Service (*Servizo di assistenza psicologica*)	funded and controlled by university and/or *Dsu* organisation	inside	1/2 of univs.; some *Dsu* orgs.	3	all students
I 04	Non-Academic Guidance Centre (*Centro non-universitari di orientamento)*	public - funded and controlled by parent public institution/centre, in some cases with external co-funding; private - controlled by organisation, with support and funding from public or private bodies	inside and outside	approx. 100 centres	3	school pupils; students; graduating/ recently graduated students; working students; young people
I 05	Youth Information Office (*Uffici informagiovani)*	funded and controlled by local public authorities; some cases of external co-funding	outside	approx. 650 centres	3	young people
Luxembourg						
L 01	Psychological and School Guidance Centre (*Centre de Psychologie et d'Orientation Scolaire*)	funded and controlled by Ministry of Education	outside	1 central service	3	all students at secondary and HE levels
L 02	Psychological Service (*Service Psychologique*)	funded and controlled by institution	inside	1 instit.	3	all students
L 03	Psychological and Guidance Support System (*Aide à l'Orientation et Psychologique*)	funded and controlled by institution	inside	3 instits.	3	all students, especially first-year students
Netherlands : Universities						
NL 01	Central Student Affairs Service (*Centrale Dienst Studentenzaken*)	funded and controlled by university	inside	all univs.	3	all students
NL 02	Department of Student Deans (*Afdeling Studentendecanen*)	funded and controlled by university	inside	all univs.	3	all students

Code	Service/system	Funding/administrative control	Location	Extent	Level	Target-group
NL 03	Careers Advice Centre (*Loopbaan Advies Centrum*)	mostly funded and controlled by university	mostly inside	most univs.	3	students and graduates
NL 04	Student Psychologist Department (*Afdeling Studentenpsychologen*)	funded and controlled by university	inside	all univs.	3	all students
NL 05	Student Medical Department (*Afdeling Studentenartsen*)	funded by university and health insurance companies; controlled by university	inside	3 univs.	3	all students
NL 06	Information Centre (*Informatiecentrum*)	funded and controlled by university	inside	most univs.	3	all students
NL 07	Departmental Tutorial System (*Decentraal Begeleidingssysteem*)	funded and controlled by faculty and university	inside	all univs.	2, 3	all students; focus on first year
Netherlands : Schools of Higher Professional Education (*Hoger Beroeps Onderwijs*)						
NL 08	Central Student Affairs Service (*Centrale Dienst Studentenzaken*)	funded and controlled by institution	inside	all instits.	3	all students
NL 09	Department of Student Deans (*Afdeling Studentendecanen*)	funded and controlled by institution	inside	all instits.	2	all students
NL 10	Student Psychologist Department (*Afdeling Studentenpsychologen*)	funded and controlled by institution	inside and outside	some instits.	3	all students
NL 11	Student Medical Department (*Afdeling Studentenartsen*)	funded by institution and health insurance companies; controlled by institution	inside	some instits.	3	all students
NL 12	Information Centre (*Informatiecentrum*)	funded and controlled by institution	inside	most instits.	3	all students
NL 13	Departmental Tutorial System (*Decentraal Begeleidingssysteem*)	funded and controlled by institution	inside	most instits.	1, 2	all students

Code	Service/system	Funding/administrative control	Location	Extent	Level	Target-group
Portugal						
P 01	Career Guidance and Counselling Service (*Serviços de Orientação e Desenvolvimento da Carreira*)	funded and controlled by university	inside	4 univs.	3	all students
P 02	Psychotherapy and Counselling Service (*Serviços de Apoio Psicológico*)	funded and controlled by university	inside	2 univs.	3	all students
Spain						
E 01	Guidance Centre *(COIE, SOU, SIE, SOPP, DISE, CIDU)*	funded and controlled by institution; in some cases, some funding from external organisations	inside	most univs.	3	all students
E 02	Employment Centre (GIPE, SIPE, FUNDECOR)	funded and controlled by institution and external organisations	inside	some univs.	3	final-year students and graduates
E 03	Counselling Service (*UAPSMU, SAOP, SOE, SAP, SAT*)	funded and controlled by institution	inside	few univs.	3	all students
E 04	Tutorial System	funded and controlled by institution	inside	few univs.	1	all students
Sweden						
S 01	Educational Counselling at Central Level *(Centrala studievägledningen)*	funded and controlled by institution	inside	all univs.; most colleges	3	prospective and enrolled students; general public
S 02	Educational Counselling at Departmental or Faculty Level *(Institutionsstudievägledning)*	funded and controlled by institution	inside	all univs.; most colleges	2	prospective and enrolled students

Code	Service/system	Funding/administrative control	Location	Extent	Level	Target-group
S 03	Career Centre *(Arbetslivscenter)*	funded by institution; in some cases with external support from County Labour Board, Employment Office, etc.; controlled by institution	inside	some univs.; a few colleges	3	enrolled students
S 04	Student Health Centre *(Studenthälsan)*	funded and controlled by the university/college and in some cases also the student union	inside or outside	all univs.; most colleges	3	enrolled students
United Kingdom						
UK 01	Careers Service	funded by institution and government; controlled by institution	inside	all instits.	2, 3	all students (in some cases also prospective students and graduates)
UK 02	Student Support and Development System	funded by institution and government; controlled by institution	inside	all instits.	1	some students
UK 03	Counselling Service	funded by institution and government; controlled by institution	inside	all univs.; most other instits.	3	all students and staff
UK 04	Service for Students with Disability or Learning Need	funded by institutions and local authorities; controlled by institution	inside	most instits.	2	students with disability or learning needs
UK 05	Admissions and Access Services	funded by institution and government; controlled by institution	inside; some access services outside	most instits.	2	all prospective students

Appendix B: Main occupational roles

Code	Service/system	Occupational roles	Number	Focus		
				E	V	P
Austria						
A 01-1	Career Planning and Placement Centre	Managing Director *(LeiterIn, GeschäftsführerIn)*	5	1	4	2
A 01-2		Career Adviser *(BeraterIn)*	9	1	4	2
A 02-1	Psychological Student Counselling Service	Head of Service *(LeiterIn)*	6	1	0	6
A 02-2		Psychological Student Counsellor *(Psych. StudentenberaterIn)*	22	1	0	6
A 02-3		Psychological Student Counsellor (educational/vocational emphasis) *(Psych. Studentenberater/ Schwerpkt:Studienwahlberatung)*	6	1	1	5
A 02-4		Information Officer *(Allgemeine StudienberaterIn)*	1	4	1	2
A 03-1	International Office	Head of Service *(LeiterIn)*	19	5	1	1
A 03-2		International Adviser *(MitarbeiterIn/BeraterIn)*	51	5	1	1
A 04-1	Public Employment Service: University Graduate Counselling and Placement	Head of Service *(LeiterIn)*	3	2	4	1
A 04-2		Adviser and Placement Officer *(MitarbeiterIn Kundenservice)*	14 (+)	2	4	1
A 05-1	Disabled Students Advisory Service	Disabled Students Adviser *(Behindertenbeauftragte/r)*	13	4	1	2
A 06-1	National Union of Students: Student Services	Prospective Students Adviser *(MaturantenberaterIn)*	(120)	5	1	1
A 06-2		Study Adviser *(StudienberaterIn, StudienrichtungsvertreterIn)*	(800)	5	1	1
A 06-3		Enrolment Adviser *(InskriptionsberaterIn)*	(1,000)	7	0	0
A 06-4		Beginners Tutor *(TutorIn)*	(700)	5	0	2

Code	Service/system	Occupational roles	Number	Focus		
				E	V	P
Belgium - Flanders : Universities						
BFl 01-1	Study Advice Service/ Advice Centre for Students	Director (*Directeur*) or Head of Service (*Diensthoofd*)	7	5	1	1
BFl 01-2		Study Adviser (*Studieadviseur*)	13	5	1	1
BFl 01-3		Study Adviser for Employment (*Studieadviseur Tewerkstelling*)	2	1	5	1
BFl 01-4		Study Adviser for Information (*Studieadviseur Informatie*)	4	5	1	1
BFl 01-5		Study Adviser for Guidance (*Studieadviseur Begeleiding*)	5	4	1	2
BFl 02-1	Service for Students with Disabilities	Study Adviser for Disabled Students (*Studieadviseur Gehandicapte Studenten*)	5	4	1	2
BFl 03-1	Service for Varsity Sport Students	Study Adviser for Varsity Sport Students (*Studieadviseur Topsportstudenten*)	1	4	0	3
BFl 04-1	Placement Support System	Placement Support Worker (*Plaatsingsbegeleider*)	(55)	0	7	0
BFl 05-1	Centre for Mental Health/ Centre for Psychotherapy	Director (*Directeur*) or Head of Service (*Diensthoofd*)	1	1	0	6
BFl 05-2		Student Psychologist (*Studentenpsycholoog*)	2	2	0	5
BFl 05-3		Psychotherapist (*Psychotherapeut*)	5	2	0	5
BFl 05-4		Psychiatrist (*Psychiater*)	2	0	0	7
BFl 05-5		Social Worker (*Maatschappelijk Werker*)	1	2	0	5
BFl 06-1	Centre for Family and Relational Welfare	Head of Service (*Diensthoofd*)	1	0	0	7
BFl 06-2		Medical Doctor (*Arts*)	3	0	0	7
BFl 06-3		Psychologist (*Psycholoog*)	7	0	0	7
BFl 06-4		Legal Adviser (*Juridisch Adviseur*)	2	0	0	7
BFl 06-5		Social Worker (*Maatschappelijk Werker*)	2	0	0	7

Code	Service/system	Occupational roles	Number	Focus		
				E	V	P
BFl 07-1	Learning Centre	Study Support Worker (*Studiebegeleider*)	7	5	0	2
BFl 08-1	Departmental Tutorial System	Monitor (*Monitors*)	(80)	6	0	1
BFl 08-2		Teaching Support Worker (*Onderwijsbegeleiders*)	(115)	6	0	1
BFl 08-3		Teaching Assistant (*Onderwijsassistenten*)	(100)	6	0	1
Belgium - Flanders : Schools of Higher Professional Education (*Hogescholen*)						
BFl 09-1	Student Support Service	Director/Head of Service/ Co-ordinator (*Directeur/Diensthoofd/ Coördinator*)	(85)	5	1	1
BFl 09-2		Study Adviser (*Studieadviseur*) / Study Support Worker (*Studiebegeleider*)		5	1	1
BFl 09-3		Student Psychologist (*Studentenpsycholoog*)		5	1	1
BFl 09-4		Pedagogue (*Pedagoog*)		5	1	1
BFl 09-5		Social Worker (*Maatschappelijk Werker*)		3	1	3
BFl 10-1	Departmental Tutorial System	Monitor (*Monitor*)	(200 - 250)	6	1	0
BFl 10-2		Student Support Worker (*Student-enbegeleider*)		6	1	0
BFl 11-1	Departmental Placement System	Instructor/Placement Support Worker (*Docent-Begeleider voor Plaatsing*)	(50 - 100)	1	6	0
BFl 12-1	External Support Service	Counsellor/Psychotherapist (*Begeleider/Psychotherapeut*)	(7)	3	0	4
Belgium - French Community: Universities						
BFr 01-1	Information Centre	Director *(Directeur)*	2	3	3	1
BFr 01-2		Information Adviser *(Conseiller à l'information)*	15	3	3	1

Code	Service/system	Occupational roles	Number	Focus		
				E	V	P
BFr 02-1	Educational and Vocational Counselling Centre	Director *(Directeur)*	2	2	2	3
BFr 02-2		Guidance Counsellor *(Conseiller en orientation)*	8	2	2	3
BFr 03-1	Psychological Support Service	Psychologist *(Psychologue)*	6	2	1	4
BFr 04-1	Educational Support Service	Educationalist *(Pédagogue)*	20	5	1	1
BFr 05-1	Faculty Tutorial System	Teacher, Assistant *(Professeur, Assistant)*	?	7	0	0
BFr 05-2		Assistant Educationalist *(Assistant-pédagogue)*	?	7	0	0
BFr 06-1	Disabled Students Support System	Disabled Students Supervisor *(Superviseur pour étudiants handicapés)*	3	2	2	3
BFr 07-1	Careers Service	Careers Service Director *(Directeur service emploi)*	2	1	5	1
BFr 07-2		Careers Adviser *(Conseiller à l'emploi)*	6	1	5	1
BFr 08-1	Faculty Careers Support System	Careers Adviser *(Conseiller à l'emploi)*	6	1	5	1
Belgium - French Community : Schools of Higher Professional Education (*Hautes Ecoles)*						
BFr 09-1	Guidance System	Study Adviser *(Conseiller à l'information)*	(23)	3	3	1
BFr 09-2		Educationalist *(Conseiller pédagogique)*	(29)	7	0	0
BFr 09-3		Social Worker *(Assistant social)*	(22)	3	2	2
BFr 10-1	Departmental Tutorial Support System	Teacher, Assistant *(Professeur, Assistant)*	?	6	0	1
BFr 11-1	Careers Service	Careers Adviser *(Conseiller à l'emploi)*	(19)	0	7	0
BFr 12-1	Departmental Careers Support System	Careers Adviser *(Conseiller à l'emploi)*	(26)	0	7	0

Code	Service/system	Occupational roles	Number	Focus		
				E	V	P
Denmark						
DK 01-1	HE Guidance Service (General)	Director (*Leder*)	(10)	4	2	1
DK 01-2		Study Adviser (*Studievejleder*) (in short- and medium-cycle institutions: Teacher)	(150)	4	2	1
DK 01-3		Student Adviser (*Studentervejleder*)	(20)	4	1	2
DK 02-1	HE Guidance Service (Tutorial)	Student Adviser (*Studentervejleder*)	(200)	4	1	2
DK 03-1	HE Information Centre	Information Officer (*Uddannelsesvejleder*)	11	6	1	0
DK 04-1	Student Counselling Service	Psychologist (*Psykolog*)	41	1	1	5
DK 04-2		Social Worker (*Socialrådgiver*)		1	1	5
Finland : Universities						
FIN 01-1	Student Affairs Office/ Student Services	Academic Officer (in central administration) (*Opintosihteeri*)	(18)	5	1	1
FIN 01-2		Study Adviser (*Opintoneuvoja*)	(23)	5	1	1
FIN 02-1	Career Service	Career Adviser/Co-ordinator (*Suunnittelija/projektipäällikkö*)	(66)	2	5	0
FIN 02-2		Director (*Johtaja*)	(4)	2	5	0
FIN 03-1	Labour Force Service	Career Guidance Psychologist (*Urasuunnittelupsykologi/ urakonsultti*)	9	2	4	1
FIN 03-2		Labour Force Consultant (*Työvoimaneuvoja*)	13	1	6	0
FIN 04-1	AURA Project	Project Manager (*Projektipäällikkö*)	(11)	1	4	2
FIN 04-2		Planning Co-ordinator (*Koulutuspäällikkö*)	(22)	2	3	2

Code	Service/system	Occupational roles	Number	Focus		
				E	V	P
FIN 05-1	International Unit	Study Co-ordinator (*KV-suunnittelija/suunnittelija*)	(26)	4	1	2
FIN 05-2		Academic Officer (*Opintosihteeri/ Opintoneuvoja, amanuenssi*)	(60)	4	1	2
FIN 06-1	Faculty Guidance Service	Academic Officer/Study Affairs Secretary (*Opintosihteeri*)	(80)	5	1	1
FIN 07-1	Departmental Guidance Service	Departmental Secretary (*Amanuenssi*)	(60)	5	0	2
FIN 08-1	Finnish Student Health Service	Psychiatrist (*Psykiatri*)	6 13 6*	0	0	7
FIN 08-2		Therapeutic Psychologist (*Terapiapsykologi*)	7 16 8*	0	0	7
FIN 08-3		Counselling Psychologist (*Neuvontapsykologi*)	14 4 6*	0	0	7
* Figures in the following order: full-time workers; part-time workers; external workers paid for serving individual clients.						
Finland : Polytechnics						
FIN 09-1	Student Affairs Office/ Student Services	Student Affairs Secretary (*Opintosihteeri*)	(20)	6	1	0
FIN 10-1	Career Service	Director (*Työelämärekrytoinnin päällikkö*)	(30)	0	7	0
FIN 10-2		Project Secretary (*Projektisihteeri*)	(30)	0	7	0
FIN 11-1	Guidance and Counselling Service	Study Counsellor/Career Counsellor (*Opinto- ohjaaja/ Oppilaanohjaaja*)	(150)	4	1	2
FIN 12-1	International Relations Unit	Director (in central administration) (*KV-asioiden päällikkö/KV-vastaava*)	(30)	5	2	0
FIN 12-2		Director (part-time) (in individual institutions) (*KV-asioiden päällikkö/KV- vastaava/KV-koordinaattori*)	(150)	5	2	0

Code	Service/system	Occupational roles	Number	Focus		
				E	V	P
France						
F 01-1	University Information and Guidance Service	Director (*Directeur)*	65	4	3	0
F 01-2		Administrator *(Responsable administratif)*	(50)	4	3	0
F 01-3		Counsellor (*Conseiller)*	(220)	3	3	1
F 01-4		Statistician (*Statisticien)*		3	4	0
F 01-5		Secretary-Librarian *(Secrétaire documentaliste)*	(50)	5	2	0
F 01-6		Vocational Counsellor *(Conseiller professionnel)*	(60)	2	4	1
F 01-7		Psychological Guidance Counsellor *(Conseiller d'orientation psychologue)*	(150) (half-time)	2	4	1
F 02-1	'One-Stop Shop' for Students with Disabilities	Reception Officer *(Responsable de l'accueil)*	71	2	3	2
F 02-2		Counsellor (*Conseiller)*	(40)	2	3	2
F 03-1	International Relations Department	Director (*Directeur)*	82	5	2	0
F 03-2		Counsellor (*Conseiller)*	(70)	5	2	0
F 04-1	Careers and Placement Service	Director *(Directeur)*	(30)	1	6	0
F 04-2		Vocational Counsellor *(Conseiller d'insertion professionnelle)*	(60)	1	6	0
F 05-1	Continuing Education Department	Director *(Directeur)*	82	5	2	0
F 05-2		Counsellor (*Conseiller)*	(80)	5	2	0
F 06-1	PhD Graduates Employment Unit	Correspondent (*Correspondant)*	73	0	7	0
F 07-1	Tutorial System	Professor/Tutor *(Professeur/ Tuteur)*	?	6	1	0

Code	Service/system	Occupational roles	Number	Focus		
				E	V	P
F 08-1	Medico-Pedagogical University Clinic	Director *(Directeur)*	13	0	2	5
F 08-2		Head of Studies *(Directeur des études)*	(50)	3	3	1
F 08-3		Teacher *(Professeur)*		4	2	1
F 08-4		Librarian *(Documentaliste)*		4	2	1
F 08-5		Psychologist/Psychiatrist *(Psychologue/Psychiatre)*		0	2	5
F 08-6		Social Worker/Nurse *(Assistante sociale/ Infirmier)*	?	0	0	7
F 09-1	University-Secondary School Student 'One-Stop Shop'	Psychologist/Psychiatrist *(Psychologue/Psychiatre)*	(5)	0	2	5
F 09-2		Teacher *(Professeur)*	(10)	4	2	1
Germany						
D 01-1	Central Student Counselling and Advisory Service	Head of Service *(Leiter)*	(95)	3	2	2
D 01-2		Student Counsellor *(Studienberater)*	(260-340)	3	2	2
D 01-3		Student Counsellor and Psychological Counsellor/ Psychotherapist *(Studienberater und Psychologischer Berater/Psychotherapeut)*	(100-135)	3	1	3
D 01-4		Psychological Counsellor/ Psychotherapist *(Psychologischer Berater/Psychotherapeut)*	(15-20)	1	1	5
D 02-1	Faculty-Based Course Counselling	Course Counsellor *(Studienfachberater)*	(10,000)	4	1	2
D 03-1	Distance Learning Centre	Head of Centre *(Leiter)*	60	4	1	2
D 03-2		Study Counsellor *(Studienberater/ Mentor)*	(180)	4	1	2

Code	Service/system	Occupational roles	Number	Focus		
				E	V	P
D 04-1	Careers Guidance and Vocational Qualification Project	Head of Project (*Leiter*)	(30)	2	4	1
D 04-2		Adviser/Counsellor (*Berater*)	(40)	2	4	1
D 05-1	Counselling and Advisory Service for Students with Disabilities or Chronic Illness: Inside HE Institutions	Adviser/Counsellor (*Berater*)	(40-55)	1	2	4
D 06-1	Counselling and Advisory Service for Students with Disabilities or Chronic Illness: Employment Office	Careers Counsellor (*Berufsberater*)	86	1	4	2
D 07-1	Psychological and Psychotherapeutic Counselling Service	Psychological Counsellor/Psychotherapist (*Psychologischer Berater/Psychotherapeut*)	(70-110)	0	1	6
D 08-1	Social Advisory Service	Social Worker (*Sozialberater*)	(45)	0	1	6
D 09-1	Vocational Guidance Service for Secondary School Graduates and Students: Higher Education Team	Head of Vocational Guidance (*Abschnittsleiter*)	137	1	6	0
D 09-2		Careers Counsellor (*Berufsberater*)	837	1	4	2
D 09-3		Placement Officer (*Akademischer Arbeitsberater*)	63	0	6	1
Greece						
GR 01-1	Liaison Office	Director/Head of Service (*Diefthidis/Ipefthinos Ergou*)	27	2	4	1
GR 01-2		Career Counsellor (*Symboulos Epagelmatikou Prosanatolismou*)	5	2	3	2
GR 01-3		Placement Officer (*Ipefthinos Evresis Ergasias*)	26	0	7	0
GR 01-4		Information Officer (*Ipefthinos Pliroforisis*)	27	3	4	0

Code	Service/system	Occupational roles	Number	Focus		
				E	V	P
GR 02-1	Psychological Counselling Centre	Director/Psychologist (*Diefthidis/ Psychologos*)	1	2	0	5
GR 02-2		Psychologist/Counsellor (*Psychologos/Symboulos*)	4	2	0	5
GR 02-3		Social Worker (*Kinoniki Litourgos*)	2	2	0	5
GR 02-4		Postgraduate Student in Counselling (*Metaptichiakos Phititis sti Symbouleftiki*)	3	2	0	5
GR 03-1	Service for Students with Special Needs	Career Counsellor (Disabled Students) (*Symboulos Atomon me Idikes Anages*)	1	2	4	1
GR 04-1	Centre for School Career Guidance and Orientation	Career Counsellor	1	2	5	0
Ireland						
IRL 01-1	Careers Service	Careers and Appointments Officer/Director	7	2	4	1
IRL 01-2		Assistant Careers and Appointments Officer/Careers Adviser	10	2	4	1
IRL 02-1	Co-operative Education Service	Co-operative Education Manager	4	1	5	1
IRL 02-2		Placement Officer	5	0	7	0
IRL 03-1	Counselling Service	Student Counsellor	24	1	1	5
IRL 03-2		Specialist Group Adviser/ Co-ordinator	70	2	0	5
IRL 04-1	Personal Tutorial System	Senior Tutor	1	3	1	3
IRL 04-2		Tutor	72	3	1	3

Code	Service/system	Occupational roles	Number	Focus		
				E	V	P
Italy						
I 01-1	Educational Guidance Office	Head of Service (*Responsabile*)	(56)	5	1	1
I 01-2		Documentalist (*Documentalista*)	(10)	5	2	0
I 01-3		Information Officer (*Addetto all'info. all'utenza*)	(100)	5	2	0
I 01-4		Guidance Counsellor (*Consigliere di orientamento*)	(100)	3	1	3
I 01-5		Psychologist (*Psicologo*)	(30)	3	1	3
I 02-1	Vocational Guidance Office	Head of Service (*Responsabile*)	(43)	1	5	1
I 02-2		Documentalist (*Documentaliista*)	?	0	7	0
I 02-3		Information Officer (*Addetto all'info. all'utenza*)	(50)	2	5	0
I 02-4		Guidance Counsellor (*Consigliere di orientamento*)	(15-20)	1	3	3
I 02-5		Psychologist (*Psicologo*)	(5)	1	3	3
I 03-1	Psychological Service	Head of Service (*Responsabile*)	(14)	1	0	6
I 03-2		Psychologist/Psychiatrist (*Psicologo/Psichiatra*)	(50)	1	0	6
I 04-1	Non-Academic Guidance Centre	Head of Service (*Responsabile*)	(100)	3	3	1
I 04-2		Documentalist (*Documentalista*)	(20)	3	4	0
I 04-3		Information Officer (*Addetto all'info. all'utenza*)	(150)	3	4	0
I 04-4		Guidance Counsellor (*Consigliere di orientamento*)	(80)	3	3	1
I 04-5		Psychologist (*Psicologo*)	(30)	2	2	3
I 05-1	Youth Information Office	Head of Service (*Responsabile*)	(10)	5	1	1
I 05-2		Documentalist (*Documentalista*)	(5)	5	2	0
I 05-3		Information Officer (*Addetto all'info. all'utenza*)	(20)	5	2	0
I 05-4		Guidance Counsellor (*Consigliere di orientamento*)	(5)	3	1	3

Code	Service/system	Occupational roles	Number	Focus		
				E	V	P
Luxembourg						
L 01-1	Psychological and School Guidance Centre (HE Guidance)	Guidance Counsellor (*Conseiller d'orientation*)	2	4	2	1
L 02-1	Psychological Service	Psychologist (*Psychologue*)	1	1	1	5
L 03-1	Psychological and Guidance Support System	Teacher/Psychologist (*Professeur-psychologue/Professeur-orienteur*)	?	3	1	3
Netherlands : Universities						
NL 01-1	Central Students Affairs Service	Head of Service (*Diensthoofd*)	13	5	1	1
NL 01-2		Policy Officer (*Beleids-medewerker*)	50	5	1	1
NL 02-1	Department of Student Deans	Student Dean (*Studentendecaan*)	50	2	1	4
NL 03-1	Careers Advice Centre	Head of Service (*Diensthoofd*)	3	2	3	2
NL 03-2		Careers Counsellor (*Loopbaanad-viseur*)	30	2	3	2
NL 04-1	Student Psychologist Department	Student Psychologist (*Student-enpsycholoog*)	50	1	1	5
NL 05-1	Student Medical Department	Doctor (*Arts*)	12	1	0	6
NL 05-2		Medical Assistant (*Doktersassis-tent*)	4	0	0	7
NL 06-1	Information Centre	Head of Service (*Diensthoofd*)	13	3	3	1
NL 06-2		Information Officer (*Voorlich-tingsmedewerker*)	120	3	3	1
NL 07-1	Departmental Tutorial System	Study Adviser (*Studie-adviseur*)	500	3	1	3
NL 07-2		Lecturer/Tutor/Mentor (*Lector/Tutor/Mentor*)	?	4	1	2
NL 07-3		Student Mentor (*Student/Mentor*)	?	4	0	3

Code	Service/system	Occupational roles	Number	Focus		
				E	V	P
Netherlands : Schools of Higher Professional Education (*Hoger Beroeps Onderwijs*)						
NL 08-1	Central Student Affairs Service	Head of Service (*Diensthoofd*)	70	5	1	1
NL 08-2		Policy Officer (*Beleidsmedewerker*)	50	5	1	1
NL 09-1	Department of Student Deans	Student Dean (*Studentendecaan*)	200	3	2	2
NL 10-1	Student Psychologist Department	Student Psychologist (*Studentenpsycholoog*)	20	4	1	2
NL 11-1	Student Medical Department	Doctor (*Arts*)	4	0	0	7
NL 11-2		Medical Assistant (*Doktorsassistent*)	1	0	0	7
NL 12-1	Information Centre	Head of Service (*Diensthoofd*)	40	3	3	1
NL 12-2		Information Officer (*Voorlichtingsmedewerker*)	200	3	3	1
NL 13-1	Departmental Tutorial System	Lecturer/Tutor/Mentor (*Lector/Tutor/Mentor*)	?	4	1	2
NL 13-2		Student Mentor (*Student/Mentor*)	?	4	0	3
Portugal						
P 01-1	Career Guidance and Counselling Service	Career Guidance Psychologist (*Psicólogo*)	(9)	3	2	2
P 02-1	Psychotherapy and Counselling Service	Counselling Psychologist (*Psicólogo*)	8	2	1	4
Spain						
E 01-1	Guidance Centre	Director *(Director/Coordinador)*	50	1	6	0
E 01-2		Careers Adviser (*Técnico/ Orientador)*	50	2	4	1
E 01-3		Placement Officer *(Técnico "relacionado con empleo")*	(25)	1	6	0
E 01-4		Information Manager *(Experto en información/Técnico de prensa/ Documentalista)*	(50)	3	4	0

Code	Service/system	Occupational roles	Number	Focus		
				E	V	P
E 02-1	Employment Centre	Director *(Director/Coordinador)*	30	0	7	0
E 02-2		Careers Adviser (*Técnico / Orientador)*		0	7	0
E 02-3		Placement Officer (Técnico "relacionado con empleo")		0	7	0
E 02-4		Information Manager *(Experto en información/Técnico de prensa/Documentalista)*		0	7	0
E 03-1	Counselling Service	Counsellor/Psychologist *(Psicólogo)*	(10)	1	1	5
E 04-1	Tutorial System	Tutor *(Profesor-tutor)*	?	3	1	3
Sweden						
S 01-1	Educational Counselling at Central Level	Director (*Avdelningsdirektör*)	(16)	4	2	1
S 01-2		Student Counsellor (*Studievägledare*)	(90)	4	2	1
S 01-3		Student Counsellor for Learner Support (*Studievägledare för studievanor*)	(4)	4	0	3
S 01-4		Student Counsellor for Career Planning (*Studievägledare för karriärplanering*)	(10)	2	4	1
S 01-5		Student Counsellor for Disabled Students (*Studievägledare för handikappade studenter*)	(9)	3	2	2
S 02-1	Educational Counselling at Departmental or Faculty Level	Student Counsellor (*Institutions-studievägledare*)	(530)	4	1	2
S 03-1	Career Centre	Director/Co-ordinator (*Projektledare/Samordnare*)	(7)	2	3	2
S 03-2		Career Counsellor (*Vägledare*)	(4)	2	3	2
S 03-3		Employment Liaison Officer (*Arbetsmarknadsansvarig*)	(15)	1	5	1
S 03-4		Information Officer (*Informatör*)	(4)	3	3	1

Code	Service/system	Occupational roles	Number	Focus		
				E	V	P
S 04-1	Student Health Centre	Social Worker (*Studentkurator, Konsulent*)	(33)	1	0	6
S 04-2		Psychologist (*Psykolog*)	(9)	2	0	5
S 04-3		Psychiatrist (*Psykiater*)	(5)	0	0	7
United Kingdom						
UK 01-1	Careers Service	Director	97	2	3	2
UK 01-2		Careers Adviser	389	2	3	2
UK 01-3		Information Officer	224	2	4	1
UK 01-4		Placement Officer	29	0	6	1
UK 01-5		Job Shop Manager	56	0	7	0
UK 01-6		Lecturer in Careers Education	(25)	3	3	1
UK 02-1	Student Support and Development System	Careers Tutor	(2,000)	3	3	1
UK 02-2		Personal Tutor	(4,000)	2	2	3
UK 02-3		Enterprise Manager	(50)	3	3	1
UK 02-4		Student Development Officer	(50)	3	2	2
UK 02-5		International Student Adviser	(200)	2	1	4
UK 03-1	Counselling Service	Head/Director of Counselling	180	1	1	5
UK 03-2		Counsellor	540	1	1	5
UK 03-3		Reception Officer	180	0	0	7
UK 03-4		Psychiatrist	50	0	0	7
UK 04-1	Service for Students with Disability or Learning Needs	Students with Disability and Learning Needs Adviser	(150)	3	1	3
UK 05-1	Admissions and Access Services	Access Officer/Tutor	(300)	3	2	2
UK 05-2		Admissions Tutor	(4,000)	4	2	1

Appendix C: Tasks performed in occupational roles, by role cluster

Code	Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
(a) "First-in-line" adviser																						
A 06-1	Prospective Students Adviser	1	2	4	0	0	2	0	0	3	0	0	2	0	0	0	0	0	0	1	0	0
A 06-2	Study Adviser	1	1	4	0	0	0	0	0	3	0	0	2	0	0	0	0	0	0	1	0	0
A 06-3	Enrolment Adviser	0	0	4	0	0	0	0	0	3	0	0	2	0	0	0	0	0	0	0	0	0
A 06-4	Beginners Tutor	2	1	3	1	0	0	2	2	2	0	0	1	0	0	0	0	0	0	0	0	0
BFI 08-1	Monitor	1	1	2	0	0	0	0	0	3	0	1	3	4	0	0	0	0	1	0	0	0
BFI 08-2	Teaching Support Worker	1	0	2	0	0	0	0	0	3	0	0	3	2	0	0	0	0	0	0	0	0
BFI 08-3	Teaching Assistant	1	0	2	0	0	0	0	0	3	0	0	3	2	0	0	0	0	0	0	0	0
BFI 10-1	Monitor	0	0	3	0	0	0	0	0	3	0	0	0	4	0	0	0	0	0	0	0	0
BFI 10-2	Student Support Worker	0	0	3	0	0	0	0	0	3	0	0	0	4	0	0	0	0	0	0	0	0
BFr 05-1	Teacher, Assistant	3	3	3	1	0	0	0	0	3	3	3	3	4	1	2	1	0	0	0	0	1
BFr 05-2	Assistant Educationalist	2	2	2	2	2	4	4	4	2	4	4	4	4	0	0	1	0	0	1	0	1
BFr 10-1	Teacher, Assistant	0	0	0	2	1	2	2	2	2	1	2	1	1	0	0	0	0	0	1	1	0
DK 02-1	Student Adviser	1	1	2	4	1	1	0	1	1	1	0	3	0	2	1	0	0	2	0	0	0
FIN 06-1	Academic Officer/Study Affairs Secretary	1	3	4	3	1	1	0	0	3	1	1	2	0	3	0	1	1	1	2	1	1

Appendix C (continued)

Code	Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
FIN 07-1	Departmental Secretary	3	3	4	3	1	1	0	0	3	1	1	3	0	2	0	2	0	1	2	2	2
F 07-1	Teacher/Tutor	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0
F 08-3	Teacher	0	0	2	1	1	0	0	0	1	0	0	3	2	2	1	0	0	2	0	1	0
F 09-2	Teacher	0	0	2	1	1	0	0	0	1	0	0	3	2	2	1	0	0	2	0	1	0
D 02-1	Course Counsellor	1	2	4	4	0	1	0	1	4	1	0	3	4	1	1	1	1	1	1	1	1
IRL 04-2	Tutor	2	2	3	4	2	1	0	0	4	4	0	4	0	2	2	0	0	3	2	3	3
NL 07-1	Study Adviser	3	2	3	4	3	2	1	1	4	3	0	3	2	1	1	1	0	1	1	1	0
NL 07-2	Lecturer/Tutor/Mentor	2	2	2	2	1	2	1	1	3	3	1	2	3	1	1	1	0	2	1	1	1
NL 07-3	Student Mentor	1	1	1	2	1	2	1	0	2	1	0	2	1	1	1	1	0	1	0	1	1
NL 13-1	Lecturer/Tutor/Mentor	2	2	3	2	1	2	2	2	4	3	1	2	3	1	2	2	1	2	2	2	1
NL 13-2	Student Mentor	1	1	2	2	2	2	2	1	3	2	1	3	1	1	2	1	0	1	0	1	0
E 04-1	Tutor	0	1	3	2	2	3	0	1	2	1	0	2	4	1	4	1	0	0	3	1	0
S 02-1	Student Counsellor	3	3	3	4	1	1	1	1	3	0	1	2	1	3	2	3	1	2	2	1	1
UK 02-1	Careers Tutor	2	3	2	3	3	2	2	2	2	3	3	3	4	2	3	2	1	2	2	2	2
UK 02-2	Personal Tutor	0	0	2	4	4	0	0	2	4	4	3	3	0	0	1	0	0	3	1	2	2
UK 05-2	Admissions Tutor	1	2	4	3	0	2	0	1	3	2	2	2	1	4	0	3	0	1	2	3	0

Appendix C (continued)

Code	Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
(b) Director (educational and vocational guidance service)																						
A 01-1	Managing Director	4	3	3	2	0	0	1	0	3	0	1	1	1	3	1	4	2	0	1	1	1
A 04-1	Head of Service	4	1	2	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	2	1	1
BFl 01-1	Director/Head of Service	4	1	2	1	0	0	0	0	4	2	1	2	0	3	0	0	0	2	2	1	0
BFl 09-1	Director/Head of Service/Co-ordinator	3	2	3	0	0	0	0	0	3	1	0	3	2	1	0	1	0	0	1	1	1
BFr 01-1	Director	4	1	3	1	0	1	1	1	1	1	0	3	1	3	0	1	0	1	1	0	0
BFr 02-1	Director	4	2	1	2	0	2	1	2	3	4	2	3	2	0	1	0	0	2	2	0	1
BFr 07-1	Careers Service Director	4	3	4	3	1	2	1	1	2	0	0	2	3	3	3	3	1	0	1	0	2
DK 01-1	Director	4	3	2	2	0	0	0	0	1	0	0	1	0	3	1	2	0	0	3	2	1
FIN 02-2	Director	4	4	1	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	2	3	3
FIN 10-1	Director	3	4	2	1	0	0	0	1	3	0	0	1	0	3	1	4	0	0	0	2	3
F 01-1	Director	4	1	2	2	1	1	0	1	2	1	1	2	3	3	2	2	2	0	4	3	2
F 04-1	Director	4	1	2	2	1	1	1	0	2	2	0	2	2	3	2	3	2	1	4	3	3
F 05-1	Director	4	0	0	0	0	0	0	0	0	1	0	2	0	3	2	1	2	3	0	2	0
D 01-1	Head of Service	4	3	2	3	2	2	1	2	1	1	1	1	2	3	2	1	0	1	4	3	1
D 03-1	Head of Centre	4	3	3	2	1	1	1	1	3	2	0	2	1	2	1	1	0	1	2	1	1

Appendix C (continued)

Code	Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
D 04-1	Head of Project	4	4	3	2	1	1	1	1	2	1	1	2	2	4	2	2	3	3	3	3	3
D 09-1	Head of Vocational Guidance	4	2	1	0	0	0	0	1	1	1	0	1	2	3	0	0	0	1	2	3	0
GR 01-1	Director/Head of Service	4	2	3	0	0	0	0	0	0	0	0	1	0	4	0	4	4	4	1	4	1
IRL 01-1	Careers and Appointments Officer/ Director	4	4	4	4	2	3	2	2	4	3	2	3	3	4	4	4	0	2	2	3	4
IRL 04-1	Senior Tutor	4	2	3	4	2	1	0	0	4	4	0	4	0	2	2	0	0	4	4	4	3
I 01-1	Head of Service	4	2	2	2	1	2	2	0	2	0	0	0	1	0	0	1	0	0	0	0	0
I 02-1	Head of Service	4	2	2	4	2	3	2	1	3	0	0	0	1	1	1	1	0	0	0	0	0
I 04-1	Head of Service	4	1	1	1	1	2	1	0	0	1	1	1	1	2	0	1	0	0	1	0	0
I 05-1	Head of Service	4	1	1	1	1	2	1	0	0	1	1	1	1	2	0	1	0	0	1	0	0
NL 01-1	Head of Service	4	1	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	2	1
NL 03-1	Head of Service	4	2	2	1	0	1	0	1	1	1	1	2	1	1	1	1	0	1	1	3	1
NL 06-1	Head of Service	4	3	3	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	2	1
NL 08-1	Head of Service	4	2	2	0	0	0	0	0	0	0	0	1	0	2	0	0	0	1	2	1	0
NL 12-1	Head of Service	4	3	3	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	2	1
E 01-1	Director	4	2	1	0	0	0	0	0	0	0	0	1	1	4	0	1	2	1	3	2	1
E 02-1	Director	4	2	1	0	0	0	0	0	0	0	0	1	1	4	0	1	2	1	3	2	1

Appendix C (continued)

Code	Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
S 01-1	Director	4	3	4	4	1	4	1	0	2	2	0	3	1	1	2	2	2	0	2	1	1
S 03-1	Director/Co-ordinator	4	2	3	3	0	1	0	0	3	1	1	2	2	4	3	2	0	0	2	1	1
UK 01-1	Director	4	2	2	2	1	2	1	2	2	2	1	1	2	3	2	1	1	1	2	1	2
UK 02-3	Enterprise Manager	4	0	1	0	0	0	0	2	0	2	0	4	3	4	2	0	0	0	3	0	0
(c) Director (psychological counselling service)																						
A 02-1	Head of Service	3	0	1	3	3	0	1	0	0	0	0	2	1	0	0	0	0	0	0	0	0
BFI 05-1	Director/Head of Service	3	1	1	4	2	1	1	0	0	0	2	1	0	0	0	0	0	1	1	1	0
BFI 06-1	Head of Service	3	1	1	3	3	0	0	0	4	0	2	1	0	0	0	0	0	1	1	1	0
F 08-1	Director	4	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
GR 02-1	Director/Psychologist	1	0	0	4	4	4	4	4	4	0	3	3	3	0	1	0	0	0	0	0	0
I 03-1	Head of Service	4	3	2	2	2	1	2	0	2	0	0	1	0	2	0	1	0	0	0	2	1
UK 03-1	Head/Director of Counselling	4	1	1	4	4	2	2	2	1	4	4	4	2	4	0	0	0	2	3	4	3
(d) Study adviser/counsellor																						
BFI 01-2	Study Adviser	0	3	4	2	1	0	0	0	4	3	2	3	2	2	1	1	0	1	1	1	0
BFI 01-5	Study Adviser for Guidance	0	1	1	3	2	1	0	0	4	3	2	3	2	2	0	0	0	1	1	1	0
BFI 03-1	Study Adviser for Varsity Sport Students	3	1	3	3	2	0	0	0	3	0	0	4	0	3	0	0	0	4	0	3	2

Appendix C (continued)

Code	Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
BFI 07-1	Study Support Worker	2	2	3	2	0	0	0	0	4	3	3	2	4	0	0	0	0	1	2	2	0
BFI 09-2	Study Adviser/Study Support Worker	2	2	3	0	0	0	0	0	3	1	0	3	2	0	0	1	0	0	0	0	0
BFI 09-3	Student Psychologist	2	2	3	0	0	0	0	0	3	1	0	3	2	0	0	0	0	0	0	0	0
BFI 09-4	Pedagogue	2	2	3	0	0	0	0	0	3	1	0	3	2	0	0	0	0	0	0	0	0
BFr 04-1	Educationalist	3	3	3	4	4	4	4	0	4	4	3	3	4	0	0	0	0	0	2	0	2
BFr 09-2	Educationalist	Not available																				
DK 01-2	Study Adviser	2	3	4	4	1	2	0	1	1	1	0	2	1	3	1	2	0	1	2	2	1
DK 01-3	Student Adviser	1	1	2	4	1	1	0	1	1	1	0	3	0	2	1	0	0	2	0	0	0
FIN 01-1	Academic Officer (in central administration)	2	4	4	2	0	1	0	0	3	0	0	2	0	2	0	0	0	0	2	0	1
FIN 01-2	Study Adviser	0	4	4	4	0	1	0	0	4	0	0	3	0	1	0	0	0	0	1	0	0
FIN 09-1	Student Affairs Secretary	3	2	2	1	0	0	0	1	3	1	0	2	0	2	1	1	2	1	4	2	2
FIN 11-1	Study Counsellor/Career Counsellor	2	2	2	4	2	3	2	1	2	1	2	4	1	2	2	2	3	2	3	2	2
F 05-2	Counsellor	0	2	3	2	1	0	0	0	1	1	0	2	0	3	2	2	2	3	0	0	0
D 03-2	Study Counsellor	1	2	4	4	2	2	1	1	3	2	0	2	1	2	2	1	0	1	1	1	1
I 01-4	Guidance Counsellor	1	1	3	4	3	3	4	3	4	3	3	2	3	1	2	3	0	0	1	0	1
I 01-5	Psychologist	1	1	1	4	4	4	3	2	3	4	4	0	3	0	1	1	1	0	3	1	1

Appendix C (continued)

Code	Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
I 05-4	Guidance Counsellor	1	3	4	4	4	3	4	1	3	2	0	2	3	2	1	4	0	0	2	0	1
L 01-1	Guidance Counsellor	3	4	4	4	0	0	0	0	0	0	0	2	0	2	1	0	0	2	1	0	0
L 03-1	Teacher/Psychologist	Not available																				
NL 01-2	Policy Officer	4	3	3	0	0	0	0	0	0	0	1	1	0	2	0	0	0	1	2	3	1
NL 02-1	Student Dean	1	3	4	3	1	1	0	1	4	2	1	3	1	0	0	0	0	1	2	2	1
NL 08-2	Policy Officer	4	3	3	0	0	0	0	0	2	0	2	1	0	2	0	0	0	1	2	3	1
NL 09-1	Student Dean	1	3	3	4	3	1	0	1	4	3	2	3	1	1	1	1	0	1	2	2	2
S 01-2	Student Counsellor	2	2	4	4	1	0	0	0	1	3	0	3	0	1	1	2	0	1	1	1	0
S 01-3	Student Counsellor for Learner Support	3	3	4	4	2	4	2	1	3	1	0	2	4	1	4	1	0	0	1	0	1
UK 02-4	Student Development Officer	1	0	1	0	0	0	0	3	0	2	0	4	2	3	2	0	0	2	1	1	1
UK 05-1	Access Officer/Tutor	1	3	4	4	0	2	0	2	4	3	1	3	0	4	0	3	0	3	3	3	2
(e) Study and careers counsellor/adviser																						
BFr 01-2	Information Adviser	2	4	4	4	0	2	1	1	1	1	0	2	2	1	0	1	0	1	1	0	0
BFr 02-2	Guidance Counsellor	2	2	3	4	0	0	0	0	3	3	3	3	2	2	1	0	1	0	1	0	1
BFr 09-1	Study Adviser	2	3	3	1	0	2	0	1	0	0	0	3	0	1	0	1	0	0	1	1	0
F 01-2	Administrator	4	1	3	2	2	2	1	1	3	1	1	2	2	3	3	2	2	1	2	2	2

Appendix C (continued)

Code	Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
F 01-3	Counsellor	0	3	4	4	3	2	2	1	4	1	1	2	1	2	3	2	0	0	2	0	2
F 08-2	Head of Studies	4	0	3	3	3	0	0	0	1	2	2	2	0	4	2	0	0	4	0	2	1
D 01-2	Student Counsellor	1	3	3	4	2	2	1	1	2	2	1	2	2	2	3	1	0	1	2	2	1
I 04-4	Guidance Counsellor	1	3	4	4	4	3	4	1	3	2	0	2	3	2	1	4	0	0	2	0	1
P 01-1	Career Guidance Psychologist	2	2	3	4	3	2	0	1	3	4	3	2	0	1	1	1	0	0	1	0	2
(f) Careers counsellor/adviser																						
A 01-2	Career Adviser	2	3	3	2	0	0	0	0	3	0	1	1	0	2	1	4	2	0	0	1	1
BFI 01-3	Study Adviser for Employment	1	3	3	2	0	0	0	0	3	0	0	2	0	3	2	3	1	0	0	0	0
BFr 07-2	Careers Adviser (central service)	3	4	4	3	1	0	0	1	2	2	0	3	1	4	4	3	0	2	2	3	0
BFr 08-1	Careers Adviser (faculty)	3	3	3	2	1	2	0	1	4	1	0	2	0	4	4	4	4	2	1	0	2
BFr 11-1	Careers Adviser (central service)	3	3	4	3	2	3	2	2	2	1	1	1	0	4	2	3	2	3	0	4	3
BFr 12-1	Careers Adviser (department)	3	3	4	3	2	3	2	2	2	1	1	1	0	4	2	3	2	3	0	4	3
FIN 02-1	Career Adviser/Co-ordinator	3	4	4	4	2	2	0	2	4	0	0	2	1	3	4	2	3	0	2	3	3
FIN 03-1	Career Guidance Psychologist	2	3	4	4	1	3	3	3	4	2	3	1	1	2	1	0	2	0	0	1	1
FIN 04-1	Project Manager	4	3	4	4	2	1	3	1	4	3	1	2	2	2	4	1	1	1	1	1	2
FIN 04-2	Planning Co-ordinator	2	2	3	3	1	3	1	2	2	3	2	2	2	3	4	2	2	1	2	2	1

Appendix C (continued)

Code	Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
F 01-6	Vocational Counsellor	0	3	4	3	1	3	1	1	4	2	1	2	2	4	4	3	2	1	1	0	2
F 01-7	Psychological Guidance Counsellor	0	0	3	4	3	2	2	1	4	4	3	3	0	0	0	0	0	0	2	0	0
F 04-2	Vocational Counsellor	0	3	4	3	0	3	1	1	2	2	1	2	2	4	4	3	2	1	1	0	0
F 06-1	Correspondent	2	2	3	4	1	2	0	2	3	4	0	3	2	4	4	4	4	2	1	2	1
D 04-2	Adviser/Counsellor	1	2	4	3	2	2	1	1	3	1	1	2	3	2	4	4	3	2	2	2	2
D 09-2	Careers Counsellor	1	2	4	4	2	1	0	0	4	2	2	2	2	3	3	3	1	2	2	2	1
GR 01-2	Career Counsellor	1	2	1	4	2	3	2	2	2	4	3	3	3	3	4	0	0	0	1	0	1
GR 04-1	Career Counsellor	Not available																				
IRL 01-2	Assistant Careers and Appointments Officer/Careers Adviser	3	4	4	4	2	3	2	2	4	3	2	3	3	4	4	4	0	2	2	3	4
IRL 02-1	Co-operative Education Manager	4	4	4	2	1	1	1	1	4	2	1	4	4	4	4	4	3	2	2	3	4
I 02-4	Guidance Counsellor	1	2	3	4	4	4	4	2	4	3	2	2	2	2	4	4	0	0	0	0	1
I 02-5	Psychologist	1	0	0	4	4	4	3	3	3	4	4	0	3	0	2	2	1	0	3	1	1
NL 03-2	Careers Counsellor	2	2	3	4	1	4	1	1	3	4	2	2	1	4	3	2	1	1	3	2	1
E 01-2	Careers Adviser	3	2	4	2	0	0	0	0	2	0	0	2	2	1	0	4	2	0	0	0	0
E 02-2	Careers Adviser	3	2	4	2	0	0	0	0	2	0	0	2	2	1	0	4	2	0	0	0	0
S 01-4	Student Counsellor for Career Planning	4	3	2	1	0	0	0	1	0	0	0	1	1	2	2	2	2	0	2	1	2

Appendix C (continued)

Code	Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
S 03-2	Career Counsellor	3	2	2	4	0	0	0	0	4	3	0	2	3	2	4		0	0	0	0	0
UK 01-2	Careers Adviser	1	2	3	3	2	3	2	3	3	3	2	2	2	3	3	2	1	2	2	2	2
UK 01-6	Lecturer in Careers Education	2	1	2	0	0	1	1	2	0	1	1	3	4	2	3	0	0	0	2	0	0
(g) Psychological counsellor																						
A 02-2	Psychological Student Counsellor	0	0	1	3	4	1	2	0	0	1	1	2	1	0	1	0	0	0	1	0	0
A 02-3	Psychological Student Counsellor (educational/vocational emphasis)	0	1	2	4	4	2	2	0	1	1	2	3	1	0	1	0	0	0	1	0	0
BFI 05-2	Student Psychologist	0	0	1	4	2	2	0	0	1	0	3	1	0	0	0	0	0	0	0	0	0
BFI 05-3	Psychotherapist	0	0	0	4	2	2	1	0	0	0	3	1	0	0	0	0	0	0	0	0	0
BFI 06-3	Psychologist	0	0	4	4	3	0	0	0	4	0	2	1	0	0	0	0	0	0	0	0	0
BFI 12-1	Counsellor/Psychotherapist	0	0	0	3	1	0	0	0	3	0	1	0	2	0	0	0	0	0	2	1	0
BFr 03-1	Psychologist	2	1	1	4	4	0	0	1	1	4	0	2	0	0	0	0	0	2	1	0	2
DK 04-1	Psychologist	2	1	1	3	3	2	3	2	1	2	1	1	2	0	1	0	0	2	1	1	1
FIN 08-2	Therapeutic Psychologist	2	2	1	3	4	0	0	0	2	2	4	4	0	0	0	0	0	0	2	0	1
FIN 08-3	Counselling Psychologist	0	0	1	3	4	1	2	2	3	4	4	3	1	0	0	0	0	0	1	1	1
F 08-5	Psychologist/Psychiatrist	0	0	2	4	4	0	0	0	1	1	1	0	0	1	0	0	0	1	0	0	0
F 09-1	Psychologist/Psychiatrist	0	0	2	4	4	0	0	0	1	1	1	0	0	1	0	0	0	1	0	0	0

Appendix C (continued)

Code	Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
D 01-3	Student Counsellor and Psychological Counsellor/Psychotherapist	1	2	3	4	3	3	3	2	1	3	2	3	2	2	3	1	0	1	2	2	2
D 01-4	Psychological Counsellor/Psychotherapist	1	1	1	4	4	4	3	2	1	3	2	3	2	1	3	0	0	1	1	1	2
D 07-1	Psychological Counsellor/Psychotherapist	1	1	2	4	4	3	4	3	1	2	1	3	2	1	2	0	0	1	1	0	2
GR 02-2	Psychologist/Counsellor	0	0	4	4	4	4	4	4	4	0	3	4	3	0	3	0	0	0	0	0	0
GR 02-4	Postgraduate Student in Counselling	0	0	3	2	2	2	2	2	2	0	0	0	0	0	2	0	0	0	0	0	0
IRL 03-1	Student Counsellor	1	0	0	4	4	4	0	1	2	1	2	3	3	0	0	0	0	1	2	2	1
I 03-2	Psychologist/Psychiatrist	3	0	2	4	4	2	4	3	4	4	4	1	4	1	1	1	0	0	3	1	1
I 04-5	Psychologist	1	0	3	3	4	3	4	2	2	3	4	1	2	2	3	2	1	0	3	0	3
L 02-1	Psychologist	0	1	3	4	1	1	0	0	2	1	3	2	3	1	1	0	0	2	0	0	0
NL 04-1	Student Psychologist	1	1	1	4	3	4	3	1	4	4	4	4	1	1	1	0	0	0	2	1	1
NL 10-1	Student Psychologist	1	1	1	4	3	4	3	1	4	4	4	4	1	1	1	0	0	0	2	1	1
P 02-1	Counselling Psychologist	3	1	1	4	4	1	0	0	0	2	3	2	0	0	0	0	0	0	0	1	2
E 03-1	Counsellor/Psychologist	2	3	1	4	4	3	2	0	0	0	0	2	2	0	0	0	0	0	3	0	0
S 04-2	Psychologist	1	1	1	4	3	3	3	1	2	1	4	1	3	3	1	0	0	0	1	0	1
UK 03-2	Counsellor	2	1	1	4	4	2	2	2	1	4	4	4	1	3	0	0	0	1	2	3	2

Appendix C (continued)

Code	Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
(h) Psychiatrist																						
BFI 05-4	Psychiatrist	0	0	0	4	3	1	1	0	0	0	3	1	0	0	0	0	0	0	0	0	0
FIN 08-1	Psychiatrist	0	1	1	2	2	0	0	0	2	4	4	2	0	0	0	0	0	0	0	0	0
S 04-3	Psychiatrist	1	0	0	4	2	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0
UK 03-4	Psychiatrist	2	0	1	3	3	1	1	0	3	3	4	4	1	3	0	0	0	1	4	4	3
(i) Social worker																						
BFI 05-5	Social Worker	2	0	2	4	1	1	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0
BFI 06-5	Social Worker	2	1	4	2	2	1	0	0	3	0	0	3	0	0	0	0	0	0	0	0	0
BFI 09-5	Social Worker	2	2	3	0	0	0	0	0	3	1	0	3	2	0	0	0	0	0	0	0	0
BFr 09-3	Social Worker	3	2	3	3	2	2	1	3	3	2	3	3	0	0	1	0	0	2	0	0	1
DK 04-2	Social Worker	2	1	1	3	3	2	3	2	1	2	0	2	1	1	1	0	0	3	1	1	2
F 08-6	Social Worker/Nurse	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
D 08-1	Social Worker	3	3	4	2	1	1	1	2	4	1	0	4	0	2	1	1	1	2	1	1	1
GR 02-3	Social Worker	0	3	3	2	1	2	1	2	4	0	0	4	1	3	4	4	1	4	0	0	4
S 04-1	Social Worker	1	1	1	4	4	2	1	0	1	0	0	3	0	0	1	0	0	2	1	0	1

Appendix C (continued)

Code	Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
(j) Adviser for students with disabilities																						
A 05-1	Disabled Students Adviser	4	4	3	2	1	0	0	1	3	1	0	3	0	1	2	1	0	1	1	1	1
BFl 02-1	Study Adviser for Disabled Students	3	2	3	2	0	0	0	2	3	2	1	4	0	3	2	1	0	4	2	1	0
BFr 06-1	Disabled Students Supervisor	4	2	1	3	4	3	3	3	2	0	0	3	0	0	1	0	0	4	4	1	2
F 02-1	Reception Officer	4	2	4	4	3	0	0	0	3	1	0	2	0	3	3	2	3	3	2	3	2
F 02-2	Counsellor	0	3	4	4	3	0	0	0	3	1	1	2	0	2	3	2	3	3	0	2	1
D 05-1	Adviser/Counsellor	3	4	4	4	3	1	1	4	3	3	1	3	2	3	4	3	0	4	1	3	2
D 06-1	Careers Counsellor	3	4	4	4	1	0	0	1	4	2	1	3	0	3	2	4	1	2	1	1	1
GR 03-1	Career Counsellor (Disabled Students)	4	2	4	2	3	2	2	2	4	0	0	3	4	3	3	1	0	2	3	2	1
IRL 03-2	Specialist Group Adviser/Co-ordinator	4	3	3	4	3	3	0	3	4	3	2	4	2	4	0	0	0	4	3	4	4
S 01-5	Student Counsellor for Disabled Students	4	2	3	2	2	3	2	2	2	1	0	2	1	1	1	1	3	3	3	3	2
UK 04-1	Students with Disability and Learning Needs Adviser	4	3	3	3	1	0	0	2	4	2	4	4	2	2	1	1	0	3	3	3	1
(k) International adviser																						
A 03-1	Head of Service	4	4	4	1	0	0	0	0	4	0	0	3	0	4	1	2	0	1	3	1	1
A 03-2	International Adviser	4	4	4	1	0	0	0	0	4	0	0	3	0	4	1	2	0	1	3	1	1
FIN 05-1	Study Co-ordinator	4	4	2	1	0	1	0	0	1	0	0	1	0	4	0	0	2	2	3	3	2

Appendix C (continued)

Code	Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
FIN 05-2	Academic Officer	2	1	3	1	0	0	0	0	1	4	0	2	0	1	0	2	0	3	1	1	1
FIN 12-1	Director (in central administration)	3	2	2	2	0	0	0	0	2	0	0	2	0	3	0	2	2	0	2	0	1
FIN 12-2	Director (part-time) (in individual institutions)	2	2	3	2	1	2	0	2	3	0	0	3	2	2	1	2	2	0	2	0	0
F 03-1	Director	4	0	0	0	0	0	0	0	0	0	0	2	0	3	0	1	1	1	0	2	0
F 03-2	Counsellor	0	3	4	0	0	0	0	0	1	0	0	2	0	2	2	2	2	2	0	0	0
UK 02-5	International Student Adviser	0	3	4	3	3	1	1	2	3	1	0	4	0	3	2	0	0	4	1	3	2
(I) Information officer																						
A 02-4	Information Officer	0	3	4	3	0	0	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0
BFI 01-4	Study Adviser for Information	1	4	4	2	0	0	0	0	4	3	1	2	0	3	2	2	0	1	1	1	0
DK 03-1	Information Officer	2	4	4	2	0	0	0	0	1	1	0	3	0	3	1	2	0	0	4	2	0
F 01-5	Secretary-Librarian	0	4	2	1	0	0	0	0	1	0	0	2	0	0	0	1	0	0	0	0	0
F 08-4	Librarian	0	4	4	2	2	0	0	0	1	0	0	2	2	2	4	0	0	2	0	1	1
GR 01-4	Information Officer	0	4	4	1	0	0	0	0	0	0	0	2	0	1	0	3	0	0	2	0	0
I 01-2	Documentalist	0	4	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
I 01-3	Information Officer	1	3	4	2	0	1	0	0	2	0	0	3	0	1	0	3	0	0	0	0	0
I 02-2	Documentalist	0	4	3	1	0	0	0	0	1	0	0	2	1	1	1	3	0	0	0	0	0

Appendix C (continued)

Code	Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
I 02-3	Information Officer	1	3	4	2	3	2	1	0	1	0	0	2	0	3	2	3	1	0	0	0	0
I 04-2	Documentalist	0	4	3	1	0	0	0	0	1	0	0	1	1	3	0	2	0	0	2	0	0
I 04-3	Information Officer	1	3	4	3	2	2	1	1	1	0	0	3	1	1	0	4	0	0	1	0	1
I 05-2	Documentalist	0	4	3	0	1	0	1	0	1	1	0	4	1	1	0	1	0	0	1	0	1
I 05-3	Information Officer	1	3	4	1	2	1	1	0	1	1	0	4	1	1	0	3	0	0	1	0	0
NL 06-2	Information Officer	3	4	4	2	0	1	0	0	2	0	0	3	0	1	1	2	0	0	1	2	0
NL 12-2	Information Officer	3	4	4	2	0	1	0	0	2	0	0	3	0	1	1	2	0	0	1	2	0
E 01-4	Information Manager	3	4	4	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0
E 02-4	Information Manager	3	4	4	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0
S 03-4	Information Officer	1	4	2	2	0	0	0	0	1	1	0	3	0	2	2	3	0	0	0	0	0
UK 01-3	Information Officer	1	4	4	2	0	1	0	1	2	0	0	3	1	4	3	4	0	1	1	3	2
UK 03-3	Reception Officer	2	2	3	0	0	0	0	0	3	1	1	3	0	3	0	0	0	0	1	1	1
(m) Placement officer																						
A 04-2	Adviser and Placement Officer	1	1	3	3	1	0	0	0	3	0	0	3	1	0	3	3	0	2	2	1	1
BFI 04-1	Placement Support Worker	2	3	3	0	0	0	0	0	1	0	0	0	0	4	2	3	0	0	0	0	1
BFI 11-1	Instructor/Placement Support Worker	0	2	3	0	0	0	0	0	0	0	0	0	0	3	1	4	1	0	0	0	0

Appendix C (continued)

Code	Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
FIN 03-2	Labour Force Consultant	0	1	4	3	0	0	0	0	2	0	0	2	0	1	2	4	0	0	1	0	1
FIN 10-2	Project Secretary	0	3	4	2	0	1	0	0	3	0	0	2	0	1	1	3	2	0	3	2	1
D 09-3	Placement Officer	2	3	4	2	1	2	0	1	4	1	1	2	1	3	3	4	3	3	1	2	1
GR 01-3	Placement Officer	0	0	0	0	0	0	0	0	0	0	0	1	0	4	0	4	2	2	0	0	1
IRL 02-2	Placement Officer	0	1	2	2	1	2	0	1	2	2	1	4	2	3	4	4	4	2	0	1	2
E 01-3	Placement Officer	0	3	3	0	0	1	1	2	3	3	0	2	1	3	0	1	2	3	0	0	1
E 02-3	Placement Officer	0	3	3	0	0	1	1	2	3	3	0	2	1	3	0	1	2	3	0	0	1
S 03-3	Employment Liaison Officer	3	4	2	0	0	0	0	0	3	1	0	1	0	4	2	4	0	0	0	1	1
UK 01-4	Placement Officer	1	3	4	0	0	1	0	2	2	0	0	1	0	4	3	4	2	2	0	2	2
UK 01-5	Job Shop Manager	3	3	4	1	0	0	0	0	0	0	0	2	0	4	2	4	2	1	1	0	0
(n) Other specialist roles																						
BFI 06-2	Medical Doctor	0	0	0	1	1	0	0	0	4	0	4	3	0	0	0	0	0	0	0	0	0
BFI 06-4	Legal Adviser	0	1	4	0	0	0	0	0	3	0	0	2	0	0	0	0	0	0	0	0	0
F 01-4	Statistician	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
NL 05-1	Doctor	3	0	0	1	0	0	0	0	2	0	0	2	0	1	0	0	0	1	1	1	0
NL 05-2	Medical Assistant	1	1	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0

Appendix C (continued)

Code	Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
NL 11-1	Doctor	3	0	0	1	0	0	0	0	2	0	0	2	0	1	0	0	0	1	1	1	0
NL 11-2	Medical Assistant	1	1	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0

Country reports

All of the country reports on which this study is based are published in English and distributed by the European Forum for Student Guidance/ *Forum Européen de l'Orientation Académique* (FEDORA). All of these reports can be ordered at cost price (mailing costs added). Some reports are also available in the language of the country concerned: these versions are published and distributed under the responsibility of the author(s).

Following reports are available:

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. (also available in French)

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. (also available in French)

D Rott, G. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Germany.* Louvain-la-Neuve: FEDORA. (also available in German)

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. (also available in Italian)

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. & Paixão, 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

Requests for further information and orders should be sent to:

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

European Forum for Student Guidance (FEDORA)

A European association

FEDORA is an association for those involved in all aspects of student guidance in institutions of higher education in Europe. FEDORA is legally incorporated in Belgium. The Association is run by an elected Executive Committee composed of 15 members, one from each Member State of the European Union.

FEDORA now has about 500 members comprising those working in student counselling, vocational and educational guidance in universities, guidance professionals working in national or international organisations and employers.

Background and objectives

Founded in 1988, the Association is a response to the continuing and growing needs of European student advisers to be able to support, guide and inform students on issues such as study and work opportunities across Europe and student mobility.

Large numbers of students now undertake part of their studies in another European university, benefiting from structured exchange programmes which involve close co-operation between academic institutions. In seeking to widen their knowledge, students are also enlarging their experience of Europe by studying and living in another country. This can enrich their future careers, giving them an international dimension. All this, however, has resulted in more students presenting advisers and counsellors with new and more numerous challenges. It is in response to these challenges that university guidance staff have developed a trans-European network for co-operation. FEDORA's aim is to promote and develop this network throughout the member states of the Council of

Europe. It is committed to supporting the development of student advisory services in Eastern Europe.

Projects and activities

The **Working Groups** of FEDORA bring together members most particularly interested and involved in specific areas of activity.

FEDORA - **Training**	training of student guidance professionals and counsellors; development of a European Master's Degree in Counselling and Guidance in Higher Education
FEDORA - **Equal Opportunities**	information and guidance for students with disabilities on topics such as study, exchanges, employment
FEDORA - **Psyche**	psychological counselling of students; issues concerning academic learning, personal growth and development
FEDORA - **Employment**	graduate recruitment; liaison between careers advisers and employers
FEDORA - **Postgraduate Study**	preparation of a guide to postgraduate study in Europe
FEDORA - **Technology**	information and communication technology in student counselling and guidance services
FEDORA - **Secondary/Higher Education**	transition from school to higher education; the different approaches across Europe to students transition to higher education

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