



UC Leuven
Limburg

MOVING MINDS

Guidance continuum @ UCLL



Summary

- University of applied sciences UC Leuven – Limburg (UCLL)
- Student life and learning
- Guidance continuum
- Wellbeing of our students
- Challenges for the future



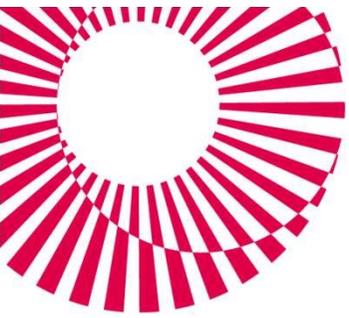
UCLL

- University of applied sciences
- 14000 students
- 1700 colleagues
- 9 campuses in Limburg & Vlaams Brabant
- 5 clusters (Health, Social Work, Teacher Education, Management & Technology)
- 350 researchers



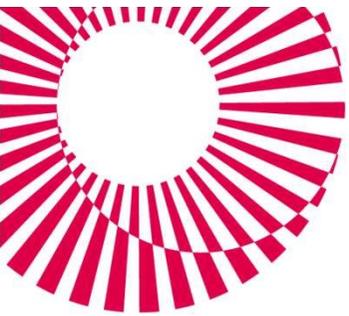
Student Life and Learning

- Every higher education institution (in Flanders) has an office for students services
- Student services: housing, transport, food, social services, medical and psychological support, sports, culture and student -associations, -councils, -organisations
- Those domains relate to “the student life”



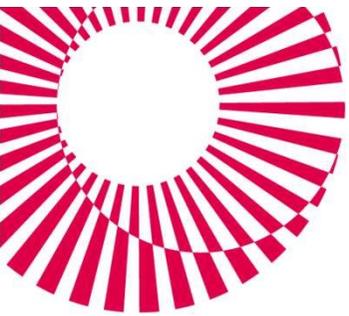
Student Life and Learning

- UCLL offers student & study coaching
 - language
 - method
 - traject
 - ...
- These relate to “Learning”



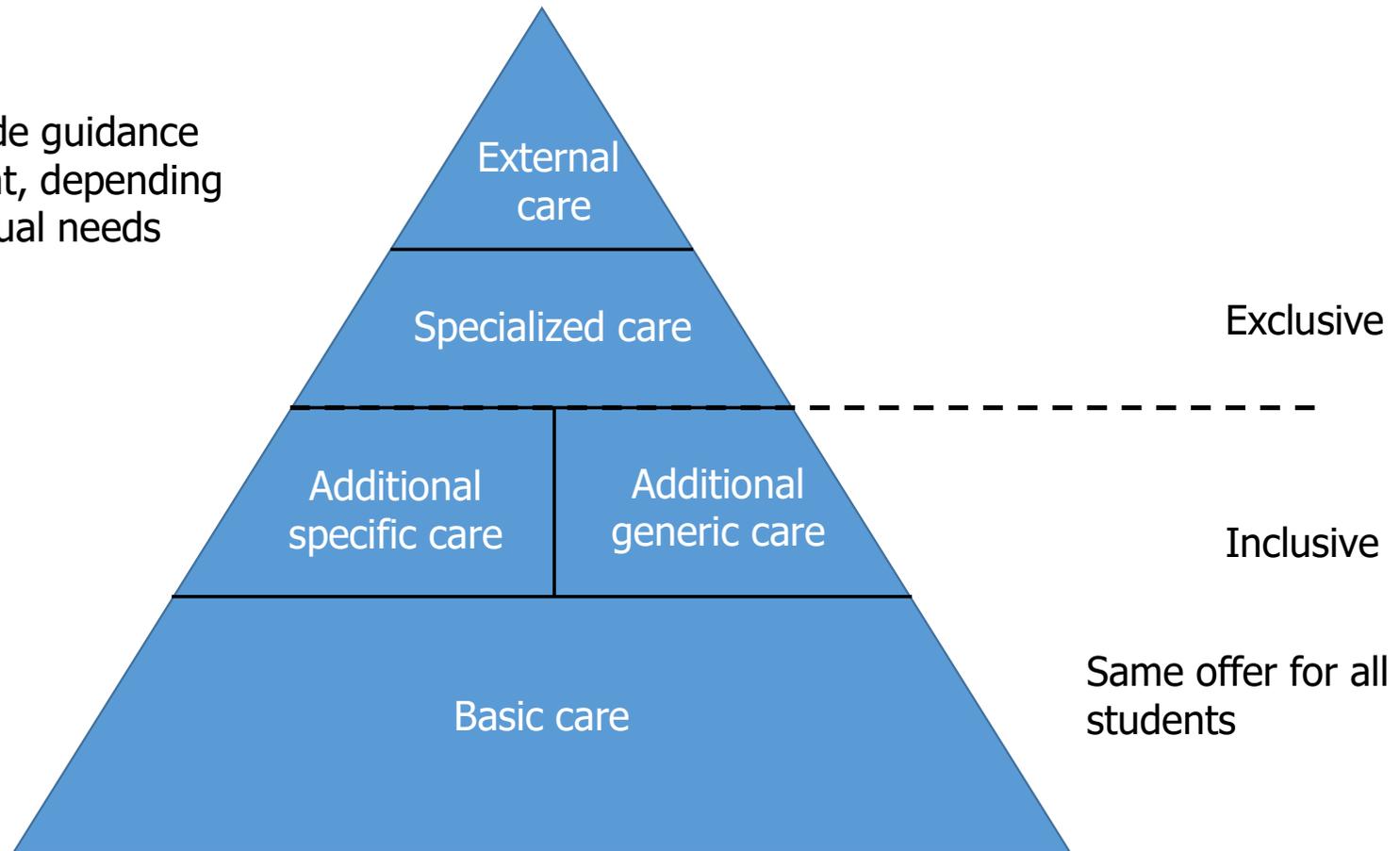
Student life and learning

- In 2016 there was an ambition to create a new model that includes Student Life and Learning
 - A **future proof** concept that includes: programmes, support services and student services
 - **Matched care** approach
 - Common **framework** for everyone
 - Facilitate **collaboration** and **responsibilities**
 - **Clarity** for students
 - Guarantee **equal opportunities** and **equality**
 - Offer **accessible** care



Guidance continuum

Tailor-made guidance
for student, depending
on individual needs





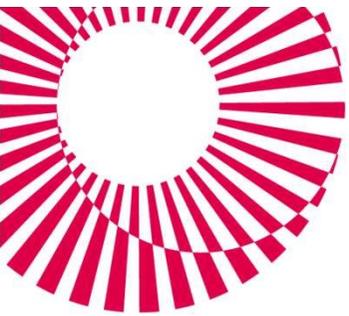
Guidance continuum

- Student Life and Learning in one model for all kinds of guidance
 - Clear **distinction** in layers
 - All roles and tasks are **divided and clearly defined**
 - Clear **division** between inclusive and tailor-made
 - Importance of guidance **continuum** in the care for a student



Guidance continuum

- Leading principles
 - Students are held accountable for their **self-responsibility** and, if possible, their support network. We believe in their **resilience**.
 - Respect the **duty of discretion and professional secrecy** (code of ethics) by the professionals working with the students.
 - Counseling can start from a **request** for support/guidance or assistance both from the person directly involved and from bystanders who feel responsible for someone who is in trouble.
 - Offer **professionalization for staff** and sharpen and further develop their own competencies.
 - Identify **needs** of the student population and seek solutions (quality assurance).
 - UCLL checks the **quality** of the guidance it organizes and networks with the help of all stakeholders.



Wellbeing of our Students

- Basic care:
 - Students and staff members (every member in our organization)
 - How?
 - Everyone has a role for each other's wellbeing. Speaking as a human to a human, listening and understanding each other
 - Refer to adequate care



Wellbeing of our Students

- Additional care (generic/specific)
 - Generic (Programme level)
 - **Studentcoach**
 - Studycoach
 - Trajectory coach
 - Language coach
 - How?
 - Individual and group coaching
 - Every student has a studentcoach
- Specific (Campus level)
 - Student office
 - How?
 - Permanently present
 - Listening and assessment
 - Refer to Basic care/additional care/specialized care (matched care)



Wellbeing of our Students

- Specialized care (UCLL Level/region based)
 - **Psychologists**
 - Social services
 - Counsellor for student with disabilities
- How?
 - Individual sessions
 - Group sessions (Q&A's/workshop(s)/training/webinars)
 - Freshmen research about mental wellbeing with individual feedbackmails based on their answers
 - Self-help online tool (Mirro)
 - Information about wellbeing



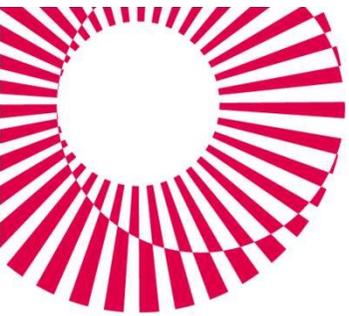
Wellbeing of our Students

- Professionalization for all layers depending on requests or policy decisions (bottom up and top down)
 - Evidence based “Freshmen research”
 - Workshop suicide prevention (basic/in-depth)
 - Workshop first aid for students with mental health issues (students & staff)
 - Gatekeeper training for student unions/...
 - Trauma, eating disorders, ...



Challenges for the future

- Further professionalization
 - Workshops and training for staff
- Strengthen the layer of basic care
 - Project Support4All
 - Peer to peer
 - more preventive approach
- Building relationships with external care (network)
 - Acquaintance & assessment
 - Referral
 - Evaluation & quality assurance



Thank you!

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