HZ
UNIVERSITY
OF APPLIED SCIENCES

THE
EDUCATION
COMPASS

STUDENT-ORIENTED AND
PROCESS-ORIENTED EDUCATION

IN PRACTICE

1. INTRODUCTION

This education compass describes the basic principles of the student-oriented and process-oriented education at the HZ University of Applied Sciences.

The education is appropriate to the HZ as a 'personal college': on the one hand it is aimed at the students, at what they need to know and be capable of as novice professionals, and at how they can develop and improve their talents to the maximum. On the other hand, the education is oriented towards the process of learning, so that the best possible learning achievements are realised and to ensure that the students continue to develop, even after completing their studies.

In 2005 the HZ introduced an education compass as guiding description of the profiling and development of the education approach. The first, detailed version of the education compass from 2005 was reissued in 2008 in a more concise and manageable form. During the development of a new institution plan in 2012 it became evident that the HZ education compass needed to be reviewed. The 'Challenging education' project group collected extensive input in 2012 and 2013 for that purpose, gathered from a broad representation of students, study programmes and services. The results have been incorporated in the chapter 'Student-oriented and process-oriented education' (SPO) in the HZ Institutional Plan 2013-2017. This renewed education compass arose from that chapter.

THEORETICAL FRAMEWORK

This education compass comprises the educational vision of the HZ and its implementation. The educational vision is based on social constructivism, which maintains that the acquisition of knowledge and skills is not so much the consequence of any direct transfer of knowledge by the teacher, but rather the result of intellectual activities of the students themselves: we learn by linking new information to what we already know. The context for this in our educational vision is formed by

acknowledged and recognisable professional tasks. The Self-Determination Theory (Ryan & Deci, 2000) can also be seen in this educational vision. This motivation theory describes how every person has three basic needs: a feeling of competence, relationship and autonomy. When these three needs are satisfied, a person is motivated and can learn well. The educational vision also emphasises the three domain functions of good education (Biesta, 2012): the domains of qualification, socialisation and subjectification (personal development). This education compass does not describe how these theoretical frameworks have been incorporated in the educational vision.

QUALITY

Working according to this education compass results in high-quality education of a high standard. The quality, and the vision of that quality, of the education described in the integral policy for quality assurance runs parallel to this education compass. Components of this include ensuring that the education and research of the study programmes and research groups are continuously worthy of accreditation, fulfilling national laws and regulations (such as the Dutch Higher Education and Research Act (WhW) and performance agreements), fulfilling internal policy and other frameworks and the participation and satisfaction of students and area of work.

OVERVIEW

Chapter two of this education compass sets out the educational vision, which is based on three cornerstones. A number of objectives provide the direction and substance for each of these three cornerstones. These objectives are specified in chapter three. The purpose of these specifications is to guide as much as possible. They are not prescriptive, so that the

ownership of the education is positioned with the study programmes as much as possible.

The specifications are not exhaustive. Study programmes can incorporate other aspects in their educational visions as well, but they must at least give content to the objectives in this education compass.

2. EDUCATIONAL VISION

The HZ, the personal university of applied sciences, educates vocationally qualified professionals who reach their full potential and who can make the difference in their working environment once they have completed their studies. The students learn how they can develop to be attentive, versatile and resilient with respect to future changes in career and professional practice. The education has been designed on the basis of recognisable and acknowledged professional tasks and professional roles and challenging career-oriented assignments. The educational model is characterised by student control, practically oriented education through real-life cases, individual learning paths and a matching learning environment. 21st-century skills, international orientation, career perspectives and national and international partners play an essential role in this. Teachers deliberately and emphatically encourage their students to learn. The didactics of knowledge transfer have accordingly been replaced by didactics of competence acquisition.
The educational model is supported by three cornerstones:

1. **AUTHENTIC PROFESSIONAL SITUATIONS**
2. **ACTIVATING LEARNING (TOGETHER)**
3. **DEVELOPMENT INTO AUTONOMOUS PROFESSIONALS**

These three cornerstones are strongly connected to (the vision of) practically oriented research.

2.1 AUTHENTIC PROFESSIONAL SITUATIONS

Graduates function in professional practice as competent professionals. This means that they have mastered the required and existing knowledge for the profession, that they possess the required skills and can demonstrate the desired attitude. Always and without exception, they have an investigative and enterprising mindset. The essence of this cornerstone of education is that professional practice forms an integral part of the education, to ensure that the students acquire the right competences. Students work on topical, realistic and, if possible, multidisciplinary professional tasks, whereby real clients are involved.

OBJECTIVES:
- Every study programme has designed its education on the basis of professional tasks and professional roles. Students can see their future profession in the professional tasks.
- Every study programme uses career-oriented assignments to bring the students into contact with relevant regional, national and international partners.
- Every study programme uses authentic assessments so that students can demonstrate they are capable of performing the professional tasks at the right level.

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2.2 ACTIVATING LEARNING (TOGETHER)

No student is the same. They all have different starting points in their development and different ways of studying. Despite these differences, one thing is shared: they learn through participation. That is why a central focus of our educational vision is formed by stimulating and encouraging students to learn. Teachers activate the prior knowledge students have, and then students get to work in interaction with each other and the teacher to select, rearrange, critically process, adjust, relate and supplement the course material and thus give meaning to the new course material (learning). To that aim, teachers combine challenging and if possible multidisciplinary career-oriented assignments with instructional formats in which students discuss their progress and problems with each other.

The research and other assignments, projects, practicals and internships make demands on professional knowledge and skills as well as on learning and research skills. Frequent feedback about the performance of the students is a crucial part of the learning process. Students process the feedback received and this gives them insight into what they are already capable of and what they still need to learn.

OBJECTIVES:
- Every study programme constantly works on creating a constructive learning climate.
- Every study programme makes use of activating didactics, with instructional formats and test types which stimulate the students' learning process.
- Every study programme has incorporated the provision and processing of feedback into the education so that students are able to monitor and adjust their own learning processes.

2.3 DEVELOPMENT INTO AUTONOMOUS PROFESSIONALS

Good professionals never stop developing, professionally or personally. They can respond to changes and adjust effectively to fulfil their professional tasks. The essence of this cornerstone in our education is guiding students towards self-determinism and autonomy in their actions. By reflecting on their performance of the tasks, students learn how they can continually adjust their behaviour.

Students take up increasingly greater responsibility for the performance of assignments and professional tasks. They want to become good professionals and realise that this requires professional and personal development. Reflection is the engine of knowledge construction as well as the key to optimising individual action and intrinsic motivation. Transfer is the engine of knowledge application and the basis for facing new (unknown) situations full of confidence.

OBJECTIVES:
- Every study programme challenges its students to develop an investigative and enterprising attitude towards a (future) profession and with respect to their own personal development.
- Every study programme offers its students supervision and guidance which helps them develop into competent professionals. This supervision gradually turns into increasing self-determination during the study career. The guidance already starts before the students enrol in the study programme (intake/choice of study) and also extends beyond the students' completion of studies (lifelong learning and alumni policy).

3. IMPLEMENTING THE EDUCATIONAL OBJECTIVES

3.1 AUTHENTIC PROFESSIONAL SITUATIONS

3.1.1 Every study programme has designed its education on the basis of professional tasks and professional roles. Students can see their future profession in the professional tasks.

Each study programme provides training for one or more occupations. Together with partners from the national/international professional group and education they develop the professional profile, which provides a picture of the professional practice and anticipated trends. The profile furthermore describes the professional tasks that (can) occur in the real-life practice of the profession. This description gives the students a good picture of their future profession (what should I know and be able to do). In their study, students set to work on authentic career-oriented assignments that contain all the essential aspects of the professional task.

- Every study programme has a professional profile that describes the professional tasks that occur in practice.
- The educational vision of each study programme sets out the content, scope and level of the future profession, as well as the way it is profiled, including the position of (or vision of) research and internationalisation.
- In its breakdown, each study programme describes the competences/professional tasks, the subtasks derived from them and the learning objectives and level requirements. The Dublin Descriptors are used to describe the level.
- Each study programme groups the programme into courses, based on the breakdown and required knowledge base, specific substantive focus areas of the study programme and the required curricular strands[1]. The grouping can be seen in the coverage matrix and test programme, in which the specific substantive focus areas and the

curricular strands are clearly made explicit.

3.1.2 Every study programme uses career-oriented assignments to bring the students into contact with relevant regional, national and international partners.

Companies and institutes are constantly involved in the development of the education. This keeps the education up to date and enables the continuous supply of authentic professional tasks.
Professionals with higher education usually work in an international environment. That is why each study programme includes one or more international components.

- Every study programme has a structural and long-term relationship with the (international) professional group.
- Every study programme is comprised of thematically linked blocks (education periods) based on the professional tasks.
- Every study programme has a relevant, topical and recognised 'Body of Knowledge and Skills'.
- Every study programme highlights the professional competences to be acquired in the regular contact which the students experience with the professional group through guest lectures, excursions, job shadowing, symposiums, internships and suchlike.

3.1.3 Every study programme uses authentic assessments so that students can demonstrate they are capable of performing the professional tasks at the right level.

Student are competent if they can perform professional tasks satisfactorily. The test programme has been constructed so that it tests a representative set of professional tasks and professional products at the right level during the study years.

- Every study programme uses authentic professional tasks to test the competence acquisition of the students.
- Every study programme has a detailed test programme. If a study programme has several programmes (for example Associate and Bachelor degree programmes), each of those programmes has its own separate test programme. The test programme offers a diverse range of (competence-oriented) test types.
- Every study programme uses the test programme as the starting point to determine the learning pathway set out in the study plan for each

individual student.

3.2 ACTIVATING LEARNING (TOGETHER)

3.2.1 Every study programme constantly works on creating a constructive learning climate.

A constructive learning climate is essential in the aim to activate students to learn (together). If students does not feel comfortable in the study group and the learning climate of the study programme, it is more difficult for them to push their personal boundaries. Students need to be properly integrated in the study programme so they dare to take (learning) risks which result in learning. This is expressed in the degree to which the students embrace the values and standards of the study programme in their study behaviour (academic integration). The students need to feel at ease and appreciated by their fellow students and the teachers (social integration). Academic and social integration are the conditions for being able to learn (together) effectively.

3.2.2 Every study programme makes use of activating didactics, with instructional formats and test types that stimulate the students' learning process.

The study programme uses activating instructional formats that stimulate students' learning processes. Instructional formats are used in a didactic cycle. The active attitudes of student and teacher are the focal point in this cycle. The physical and virtual learning environments offer possibilities that are put to maximum use. The study programme uses a concept of blended learning as much as possible, and as appropriate for the different target groups. The teacher motivates the students to reflect and provides clarification and explanation. The test programme supports the teaching and learning processes.

- Every study programme uses the preparation feedback model in all its courses.
- Every study programme uses stimulating instructional formats and test types in all its courses. The instructional formats and test types result in sustainable learning.
- Every study programme uses (digital) knowledge sources (including MOOCs and Open Educational Resources) and tools that support the learning process.
- Every study programme uses blended learning if this suits the target group and the learning performance and/or if it has a positive effect on the learning outcomes.

3.2.3 Every study programme has incorporated the provision and processing of feedback into the education so that students are able to monitor and adjust their own learning processes.

The learning function of tests and assessments is expressed in the feedback students receive from their teachers, the field of work and fellow students. Using tests and feedback as a basis, students gain understanding of what is expected of them (feed up). The feedback a student receives contains information about their current performance as well as a strategy for improving that performance (feed forward). This enables students to adjust their learning process. But feedback is only effective if it is actually used. That is why giving and processing feedback are structural components of the education.

- Every study programme uses the provision of feedback as a cooperative activity between students and teacher, among students themselves and between students and the area of work.
- Every study programme has incorporated the provision and processing of feedback after tests as a structural component in the education. The study programme creates a well-structured feedback moment after every (summative) test.
- Every study programme ensures that the feedback provided is useable and 'just in time', and that it provides guidance to future development of competences and the further learning processes of students.
- Every study programme regularly monitors the student results and uses that information together with the student supervision to improve the learning process.

3.3 DEVELOPMENT INTO AUTONOMOUS PROFESSIONALS

3.3.1 Every study programme challenges its students to develop an investigative and enterprising attitude towards a (future) profession and with respect to their own personal development.

Students are trained to become competent professionals who can continue to develop themselves and their profession. Learning to learn, acquiring professional skills, reflection and transfer to the career and other development, developing the capacity for moral judgement and critical thinking and developing an inquisitive attitude are essential elements in every study programme.
- Every study programme guides its students in the development of their talents.
- Every study programme stimulates its students to develop an enterprising, empowered, proactive and self-managing attitude.
- Every study programme ensures that the educational units offered call on learning skills and their development.
- Every study programme has specified (in relation to the profession) how and the degree to which students should demonstrate their investigative capacities. The HZ research competence is the starting point. It has been implemented (and integrated) in the breakdown, end level and test programme.

- Every study programme has specified (in relation to the profession) the professional skills the students must acquire, and how this acquisition is worked on during cooperative activities and other activities. The acquisition of professional skills is integrated in the breakdown and test programme.

3.3.2 **Every study programme offers its students supervision and guidance which helps them develop into competent professionals. This supervision gradually turns into increasing self-determination during the study career. The guidance already starts before the students enrol in the study programme (intake/choice of study) and also extends beyond the students' completion of studies (lifelong learning and alumni policy).**

The supervision before, during and after the study programme is always aimed at the exercise of the (changing) profession. That is why the picture of the profession and its expectations are key elements during the information and supervision, why there are many relevant contacts with the professional group during the study, why alumni are closely involved in the (further) development of the study programme and why the study programme does its bit to aid the (further) development of the profession.

- Every study programme uses the professional profile of the study programme in study information, choice of study check and study and career supervision.
- Every study programme involves its alumni from the regional and international areas of work in the quality assessment of study programmes and improvements and profession-oriented developments.
- Depending on the market demand, but according to a sustainable model, every study programme offers extra, refresher and retraining

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CREDITS