



# HZ PERSONALITY

## Policy document

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DEPARTMENT OF EDUCATION, RESEACH & QUALITY

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Created in collaboration with the HZ Personality study programme coordinators in 2019-2020 and 2020-2021. Discussed in the education teams and the management meeting of the domains in April 2021. Shared and discussed with the University Council on May 26, 2021.

# 1. VISION

The programmes of HZ study programmes contain HZ Personality credits that are divided over the various academic years. For a full-time bachelor's degree this is 10 credits, for a full-time associate degree programme 5 credits and for part-time programmes 2.5 credits (see Article 3.12 of the Course and Examination Regulations).

With this continuity learning pathway, HZ offers space for the student's **personal development**, in line with its vision. Through HZ Personality, students can personalize their study programme by working on personal goals and participating in activities that broaden their professional and social field of view. In this way, the continuity learning pathway also contributes to connecting different backgrounds, cultures, expertise and disciplines, so that our students learn to work together in and build an inclusive and learning community. This stimulates **broad social involvement** and a **discipline-exceeding broadening**. After all, only through connection can we solve the complex issues that are confronting our world. HZ Personality contributes to the development of enterprising, innovative and value-driven professionals for a sustainable and globalizing society. Students develop within the HZ Personality learning pathway in three areas, namely: shaping their own development (personal development), contributing to the development of communities (community development), contributing to social objectives (sustainable development objectives). These areas of development and the core idea are described in the following text for students.

## STUDENT TEXT

Within HZ Personality you will work on skills that you think are important for your personal and professional development. You design the programme yourself and reflect on the approach you have chosen, and the insights obtained. Your study career coach will guide you in this.

Being able to steer your own development is a crucial skill that is required for your professional future and the rapidly changing society. In addition, HZ considers it important that you have the opportunity to work on your personal goals, so that you can develop skills that will allow you to distinguish yourself on the labour market. In addition, with HZ Personality you gain insights by learning about your identity, your relationships with others and how you want to contribute to a better world. The HZ Personality learning continuity pathway therefore consists of three development areas: personal development, community development, sustainable development goals.

**Personal development** is about exploring your own identity, promoting your own well-being, and working on new skills. With this you explore what your talents and interests are and how you want to distinguish yourself on the labour market. Within this development area you choose personal and professional skills that you want to develop. You can also choose to gain new cultural, social, and sporting experiences or to explore a different sector or profession. Some examples: *HZ Cult, HZ Sport, language courses, master classes, online courses, voluntary work, attending and/or participating in study days, workshops, conferences, symposia, (co-)organizing an excursion, etc.*

**Community development** is contributing to the development of others by participating in a community. Because of the rapidly changing society and labour market, HZ considers it important that you can participate in different communities and have various skills in the field of collaboration, communication, and organization. To develop these skills, you can participate in the various committees, boards and working groups within and/or outside HZ. Some examples: *board member of study associations, student associations, University Council, study programme committees, promotion (open days and evenings, student manifestation, pre-study days and information meetings at secondary schools, etc.), board member of sports association,*

member of voluntary organization, activity committees, buddy programme, peer project, coaching first-year, profile assignment, VO- project, etc.

**Sustainable development goals** are about how you as a citizen and a professional think and deal with the social issues as defined by the United Nations in 2015, namely the 17 Sustainable Development Goals (SDGs). In the spring of 2019, HZ and all higher education institutions signed the [Dutch SDG-charter](#), committing to these goals. Within HZ Personality you are stimulated to develop a vision of your contribution to these issues and to adopt the necessary proactive, resourceful, and curious attitude. By working on SDG-related projects, you explore different perspectives and gain insight into the degree of impact you have and can have on the world. Some examples: *participating in SDG events and challenges organized by HZ or externally, setting up a self-initiated project, participating in a project of a study programme, research group or company that contributes to the Sustainable Development Goals, contributing to a voluntary organization, participating in HZ Green Office, contribute to the implementation of SDGs within the study programme, etc.*



**Figure 1.** Sustainable Development Goals (<https://www.sdgnerland.nl>)

With the help of these development areas you compile your own programme for HZ Personality. During your bachelor studies, each area must be covered at least once. The emphasis is on *learning by doing*, namely gaining new experiences, and taking up challenges in which your personal development and the gaining of new experiences are more important than your academic performance. The HZ study programmes jointly offer a wide range of activities that you can choose from. You can also give your own interpretation to the learning continuity pathway, provided that the agreements are met.

Do you or your group of students have an idea how your interpretation of HZ Personality contributes to learning (together) within HZ, working towards a social goal or making the HZ community more inclusive? Then submit a project application of a maximum of €5,000 for our quality funds (see: <https://hz.nl/secure/services/kwaliteitsafspraken-hz>).

## 2. AGREEMENTS

### CONDITIONS FOR ACTIVITIES

- The programme does not require any activities in advance that students must perform for HZ Personality. The choice for the interpretation of HZ Personality remains with the student. This also applies to participation when the study programme organizes an activity.
- During the study programme, students work for at least 1.25 credits on each development area (i.e. personal development, community development, sustainable development goals). The study programme determines how this agreement is implemented in the learning continuity pathway.
- The activities that students provide as evidence are not already part of a test of another course in their own study programme.
- Only unpaid hours/activities can be presented as a burden of proof for credits.
- The student needs permission (GO) from the study career coach to carry out the activities. This also applies if a student changes an activity.
- A student can start with HZ Personality before the start of the new academic year if the study career coach has given permission (GO) for this beforehand. This is possible, for example, for students who are taking a summer course and want to submit this activity as a burden of proof in the upcoming academic year.
- It is emphatically not the intention to contact commercial companies to undertake internship activities, because no internship contracts are concluded for HZ Personality. Voluntary work at a foundation or association is an exception to this.

### PROGRAMMING

- Article 3.12 of the Course and Examination Regulations applies to HZ Personality. See: <https://hz.nl/over-de-hz/regelingen-documents-1/onderwijs-en-examenregelingen>
- The HZ Personality learning continuity pathway can be translated into separate course units (or learning outcomes) in the examination program and/or integrated as a test in existing courses (or learning outcomes). The study programme describes in the Implementation Regulations how and where the HZ Personality learning continuity pathway is implemented in the programme.

### TESTING & QUALITY ASSURANCE

- The appendices contain the learning objectives, assessment forms and templates for students, which serve as a starting point for the development of HZ Personality by the study programme. The study programme determines the test format, criteria cut-off points and deadlines.
- If HZ Personality is programmed as a separate course, the study programme has the option to apply the alphanumeric scale passed/failed.
- HZ Personality as a separate course is not included for cum laude. HZ Personality is included for cum laude if it is a sub-component of a larger course, because the grade for the entire course is included in the calculation of cum laude.
- Every study programme has a person who is responsible for the HZ Personality learning continuity pathway (Personality coordinator). This coordinator is (co-)course owner and responsible for implementation of HZ Personality policy and quality assurance.

## **--APPENDICES THAT SERVE A POSSIBLE HANDLES--**

### **APPENDIX A – LEARNING OBJECTIVES**

#### **Main HZ Personality objective**

Developing skills and attitudes to achieve personal and professional goals. Carrying out activities that contribute to sustainable development goals and community goals.

#### **Personal development**

- Formulate SMART personal goals and areas of interest.
- Explain how own abilities, skills, motives and personal characteristics and behaviour are reflected in SMART personal goals.
- Create, monitor, and adjust an action schedule.
- Reflect on personal development, formulate and substantiate conclusions, and adjust and formulate personal goals for the medium and long term.

#### **Community development**

- Contribute to the development of others by analysing needs, frequent coordination of own activities and giving and receiving feedback.
- Translate community goals into your own activities, taking into account the available time and facilities.
- Demonstrate ownership and autonomy in the planning and implementation of community activities/projects.

#### **Sustainable development goals**

- Can collaborate with various disciplines on a social issue.
- Can substantiate how and why people contribute to a social issue.
- Can monitor and analyse the progress and forms of conclusions for improving SDG projects.

## APPENDIX B – JUSTIFICATION CHOSEN ACTIVITY(IES)

Name student	
Name Study Coach	
Study programme + study year	
Date	

### **Theme and number of ECTS**

I will perform the chosen activity(ies) within the theme:

- Personal Development
- Community Development
- Sustainable Development

I would like to demonstrate the following number of ECTS with this/these activity(ies):

- 1.25 ECTS
- 2.5 ECTS

### **Justification of chosen activity(ies)**

Below you justify the activity (ies) you have chosen. Try to describe the components as concisely and clearly as possible in the corresponding text field. You will be assessed on the basis of the assessment form. Each component must be assessed as approved before you may carry out the activity (ies).

- 1. *If applicable.* Describe which previous activities you have carried out for HZ Personality. Minimally describe the theme it was in, the objective, the activities and the results achieved.**

- 2. Give a brief description of the chosen objective, the planned activity (ies), the overall planning, location and the people involved. (Note: appropriate to the chosen theme and consistent with HBO level).**

- 3. Underpin how the chosen activities:**

- a. .. contribute to achieving your objective.**

b. .. contribute to your *personal* development.

c. ... contribute to your *professional* development.

4. Provide an overview of the expected hour distribution (1.25 ECTS = 35 hours) and indicate how you can demonstrate that you actually made these hours.

5. Describe which products you will deliver as onus of proof.



## APPENDIX C – ASSESSMENT CRITERIA PLAN (GO/NO GO)

For a GO for the HZ Personality plan, all assessment criteria must be met. Parts 1 and 6 are assessed if applicable.

Part	Assessment criterium
<p><b>1. Previous HZ Personality activities</b> (<i>If applicable</i>) Describe which previous activities you have performed for HZ Personality. State at least the theme, the objective, the activities and the results achieved.</p>	The description is <b>complete</b> .
<p><b>2. Description plan</b> Give a brief description of the chosen objective, the planned activities, the global planning, location, and the people involved.</p>	The description is <b>complete</b> and <b>acceptable</b> (HBO-level and suitable for the chose theme)
<p><b>3. Underpinning activities</b> Substantiate how the chosen activities: a) ... contribute to achieving your objective; b) ... contribute to your <i>personal</i> development; c) ... contribute to your <i>professional</i> development.</p>	The <b>relevance</b> of the chosen activities is substantiated with arguments and examples
<p><b>4. Hourly accounting</b> Give an overview of the expected time distribution (1.25 ECTS = 35 hours) and indicate how you can demonstrate that you actually made these hours.</p>	The hourly accounting is <b>realistic</b> and <b>well-organized</b>
<p><b>5. Burden of proof</b> State which products you will deliver as burden of proof.</p>	The burden of proof is <b>useful</b> for demonstrating for demonstrating the objective and hours worked.
<p><b>6. Project plan</b> (<i>If applicable</i>) Record the agreements with a client in a project plan. Have the client approve the assignment by letting him/her sign the plan.</p>	The relevancy with one of the three HZ Personality themes is <b>substantiated</b> . The agreements and objectives are <b>clear</b> and <b>realistic</b> . The client has given his/her <b>approval</b> for the plan.

## APPENDIX D – TEMPLATE PORTFOLIO (ASSESSMENT)

The portfolio consists of two parts (A) the self-reflection and (B) the burden of proof. The form of the self-reflection is free and can take the form of a report, vlog, presentation or during a conversation with your study coach. In the self-reflection you analyze the activities you performed and the experiences you gained during HZ Personality and you draw conclusions about your learning experiences and how you want to adopt these in the future. You also substantiate the relevance of the proof list (e.g. products, initials, approval of client, certificates, etc.) and demonstrate that the invested time (time registration) was sufficient.

### Part A: The reflection

#### Assignment:

- **Description.** Give a brief description of your learning objective and the chosen activities, the course of the activities (process) and the end result per theme.
- **Key learning moments.** Work out three examples of learning moments. Do this by using STARR:  
*Situation*; What was the context?  
*Task*; What were you supposed to do?  
*Action*; What did you do?  
*Result*; What was the result in relation to the chosen HZ Personality theme?  
*Reflection*; Which behaviour worked, and which behaviour did not? What did you learn from it? State the success factors and areas for improvement.
- **Obtained self-insight.** Explain which personal characteristics (interests, skills, ideas, attitudes, etc.) you have come to understand better about yourself while performing HZ Personality (Personal Development). What do you think about social issues (Sustainable Development) or working with others (HZ Community)? Explain it in such a way that someone who does not know you understands your explanation.
- **Future.** Describe how you want to further develop these characteristics in the future. Give examples.

#### Requirements reflection:

- First and last name, student number, study programme, date are stated on the reflection.
- The reflection is neatly elaborated. For example: audio is audible, well-organised slides, page numbering.
- The reflection is concise. Maximum: 5 minutes audio or video, 1200 words, 30 slides.

#### Assessment criteria:

- The level of reflection is determined by the indicators: *correct, critical, relevance and clear*.
- The thoroughness of the reflection is determined by the indicators: *concise, complete, usable and acceptable*.

## Part B: Burden of proof

### Assignment:

- Add all relevant burden of proof. Underpin why the burden of proof is useful and sufficient for demonstrating personal objectives and hours worked.

### Requirements burden of proof:

- Hourly accounting has been added and is in accordance with the number of hours per credit.
- The burden of proof has been added and are relevant
- If applicable: the client's approval has been added

### Assessment criteria:

- The burden of proof is assessed with the indicators: *sufficient, relevant*.

## APPENDIX E – ASSESSMENT CRITERIA ASSESSMENT

0. Conditional requirements for assessing portfolio		
First and last name, student number, study programme, date are stated on the portfolio and the burden of proof	Yes	No
The reflection is neatly elaborated. For example: audio is audible, well-organised slides, page numbers.	Yes	No
The reflection is concise. Maximum: 5 minutes audio or video, 1200 words, 30 slides.	Yes	No
Hourly accounting is present and in accordance with the number of hours per credit.	Yes	No
Proof list has been added	Yes	No
If applicable: client's approval is added	Yes	No

A. THOROUGHNESS of the reflection and burden of proof		
<ul style="list-style-type: none"> <li>▪ A description of the objectives, the execution of activities and the results are <b>concise</b> and <b>complete</b>.</li> <li>▪ The <b>usability</b> of the attached evidence is substantiated.</li> <li>▪ The time registration is <b>acceptable</b>.</li> <li>▪ Three examples of learning moments are <b>clearly</b> worded with the help of STARR.</li> </ul>	Assessment	Not approved
		Approved

B. LEVEL of the reflection		
<ul style="list-style-type: none"> <li>▪ The findings are <b>correctly</b> substantiated with valid arguments and examples.</li> <li>▪ The insights gained with regard to the own behaviour are described <b>critically</b>.</li> <li>▪ The <b>relevance</b> of the learning moments is substantiated.</li> <li>▪ The own vision on the contribution to societal issues and communities is <b>clearly</b> worded and related to the own personal development.</li> </ul>	Assessment	Not approved
		Approved

End Assessment*	Not passed	Passed
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<p><b>Feedback:</b>  <i>If not passed, please state which improvements the candidate must show.</i></p>
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### \*Decision rule end assessment

Passed if part A (thoroughness) and part B (level) are Approved and the conditional requirements are met.