

Annemiek Grootendorst

Developing Professional Identity In Higher Professional Education

A GUIDE FOR HIGHER PROFESSIONAL EDUCATION
PROGRAMMES TAKING A CAREER-FOCUSED APPROACH

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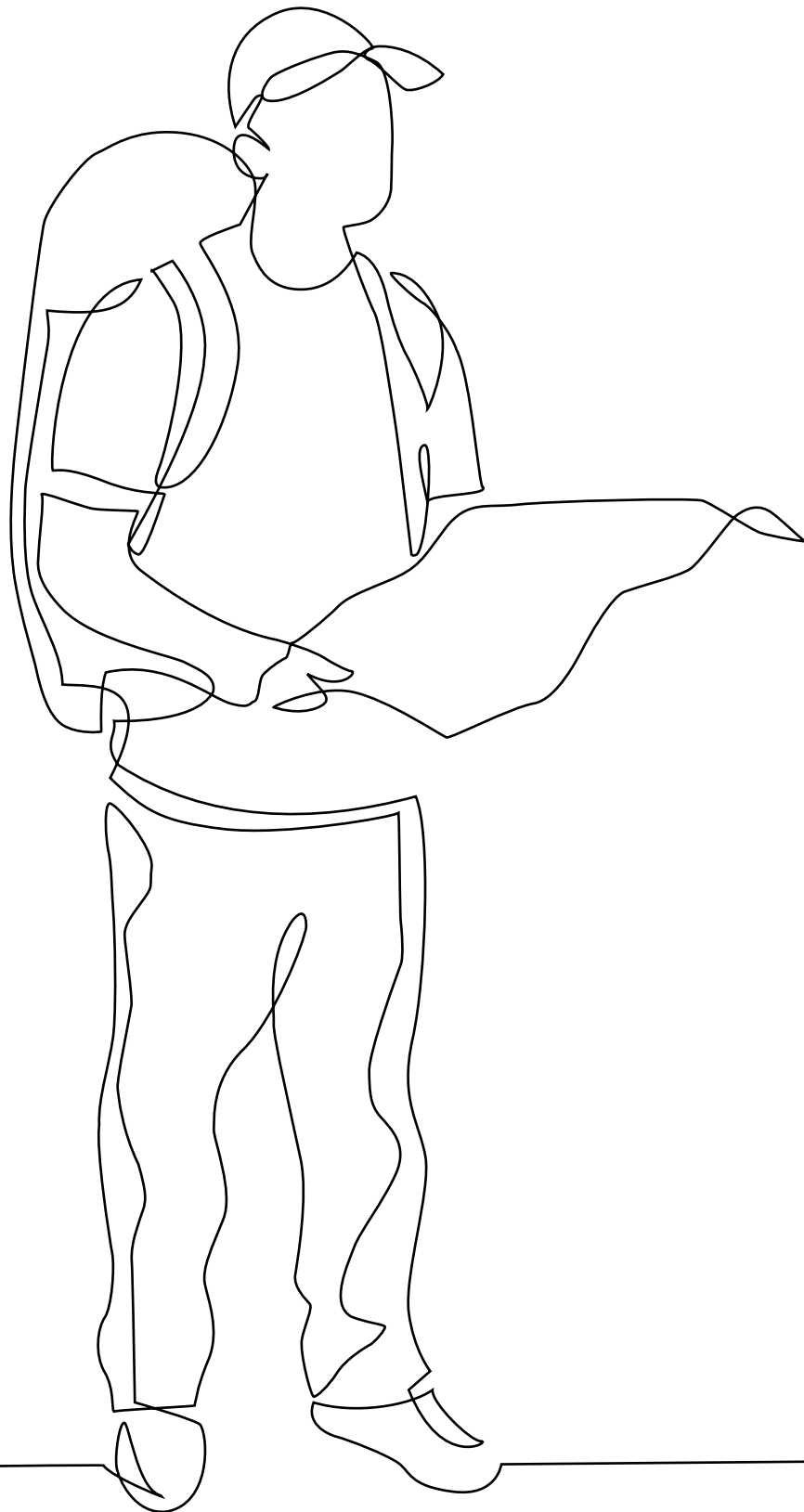
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Foreword

Professional identity is a term that refers to a person's attributes and core values. It includes their perception of and attitude towards work they consider to be meaningful. In an ideal world there would be a match between the professional's norms and values on the one hand, and the culture of the professional context in which they operate on the other.

Most young people about to embark on a course of study in preparation for a career will have had little opportunity to reflect on the work experience they have gained. More importantly, many are not yet aware of the implicit values that determine their emotions and direct their actions. This makes it difficult for them to identify the professional context that would suit them.

Work placements and internships in the context of work experience provide an excellent environment in which to examine those underlying emotions. Do I like this kind of work? Is it giving me job satisfaction? Is there meaning and value in this work for me? And if so, why? Asking these questions can prompt the young person to explore their own emotions and the values that underpin them.

In this book, Annemiek Grootendorst suggests how to incorporate these questions into the process of student and career coaching from the viewpoint of professional identity development. She offers pointers for teams and teachers who coach their students in this field. Therefore, as part of the process, teachers are also required to have a well-defined professional identity of their own. This is a central pillar of the conceptual Flower Model for high-quality vocational education (Klatter, 2015), since the teacher's professional identity lies at the heart of the education they develop and deliver. The pointers presented in this book therefore provide an opportunity for students and teachers to move forward together in a spirit of constructive dialogue into the next stage of developing meaningful learning and a worthwhile career.

Dr Ellen Klatter

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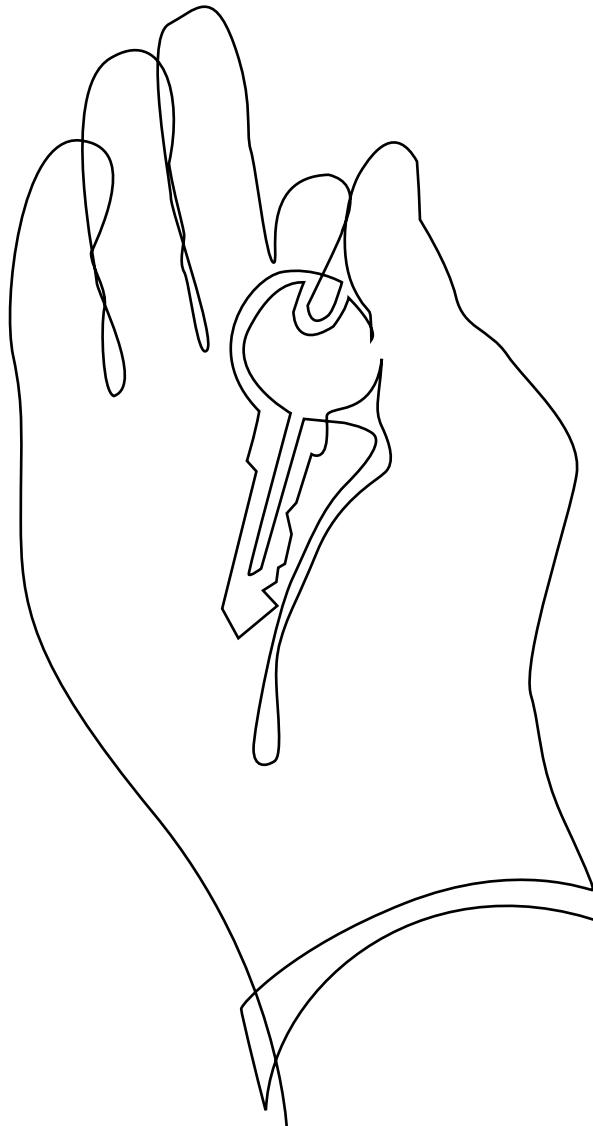
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For:

*The educators of today who
coach the professionals of
tomorrow, putting professional
identity at the heart of their
teaching*



Introduction

'We do not learn for school but for life' (Seneca)

Today's students in higher professional education are preparing for a 'fluid career' – a career with the prospect of unknown issues, contexts and resources that will inform their work as a professional in ten years' time. Uncertainty seems to be the only certainty. What does that mean for degree programmes? How do higher education institutions prepare students for this future? At Rotterdam University of Applied Sciences (RUAS) we believe that students should prepare for this future by learning to discover and articulate their own professional identity (PI) during their studies. The RUAS Vision on Education (2016) articulates this as follows:

'Professional identity – Students develop more insight into who they are as a person in relation to their profession and environment. Based on their experiences in professional practice and their consequent reflections, students will form their professional identity. This gives them direction in making conscious decisions while on their career path at university working towards that career.'

During their studies at RUAS, students are taught to engage with and provide their own answers to the following questions:

- What am I good at?
- What do I want?
- What environment would I like to do it in?
- How can I exercise self-direction in my university and professional career?
- How do I take part in a useful network?

The professional identity that students develop using this method will form a roadmap that will help them make conscious choices during their time at university and later in their professional lives. This will ensure that the choices they make reflect their own qualities and motivations both as students and, later, as working professionals. Understanding their own professional identity will also help them direct their own careers in a world that is in a constant state of flux. Helping students to develop this professional identity is a robust challenge which various programmes at RUAS are starting to tackle. The first tentative positive results are beginning to emerge: many students appreciate the focus on their uniqueness and appear more motivated to learn. Teachers get more pleasure out of their work because they can concentrate more on the development of each student as an individual. It is also clear that RUAS is still learning how to embed PI development effectively in the education it provides. Despite this challenge, there is growing interest outside RUAS in implementing PI development in higher professional education.

This book is based on the knowledge and experience gained by a range of programmes over the past five years and is intended to serve as a guide for all programmes seeking to implement PI development. In chapter 1 I explore the concept of professional identity and how it can benefit students in higher professional education. Chapter 2 looks at how education needs to change in order to incorporate PI development. In chapter 3 I provide a step-by-step guide to designing a course-specific PI learning pathway. The topics of feedback and reflection are discussed in chapter 4. Chapter 5 sets out a framework for establishing the implementation process. I also provide examples, contexts, tips and background information to illustrate some of the experiences gained by the programmes at RUAS that have introduced PI development. This book can also be used simply as a starting point for sharing our experiences in PI education with colleagues



0. The story behind this PI book

Behind each person and every event there is a story, and this book is no different.

This book is special – just as special as you, your students and the education you provide. It may not seem that way from the outside, but dig a little deeper and the stories emerge that make each person and every event unique and therefore special. I am convinced of this, which is why I am passionate about seeing PI development embedded in day-to-day education. PI development sheds light on the story behind the programme, the teacher and the student. This makes the education the students receive more personal and gives them more opportunity for self-direction in their studies, enabling them to better prepare for their professional future. And it is because I can see that this works that I have dedicated time and effort to writing this book. It gives me great pleasure to share the story behind it.

Every story consists of the following steps (Bouman, 2015):

- | | |
|------------------------|----------------------------------|
| 1. Once upon a time... | 5. Uncertainty |
| 2. One day... | 6. Action |
| 3. Resistance | 7. Turnaround |
| 4. Help | 8. Outcome: happiness or tragedy |

I base the story of this PI book on these eight steps:

- 1. Once upon a time, a young woman got a job at a university of applied sciences.** Before that, she had worked in nursing, obtained a Master's in educational science and taken various coaching and counselling courses. She knew from experience that happiness comes from within and that you can only find your way in life by searching earnestly, with determination and by enlisting the help of others – in other words, by embarking on a quest. The woman knew that this quest would not always be easy and would sometimes be lonely, but above all it would be challenging and exciting. At the university where she worked, she saw many students who were unaware that they too would have to embark on this quest. Some simply thought that the sole purpose of higher professional education was to get a diploma. These students would often be unmotivated and bored. There must be another way, the woman thought.
- 2. One day, the Kuijpers Commission was set up at RUAS (see below).** The woman was invited to join this commission and helped draft ten recommendations aimed at enabling programmes to better prepare students for their future careers. At the same time, various educational visionaries, the Dutch Ministry of Education and RUAS were coming round to the idea that it was the job of higher professional education to provide career-focused education and training. The woman set about her task with great enthusiasm and was given the freedom by RUAS to work with programmes to make the education they delivered more career-focused. PI development, as it is known, entails coaching students to develop a sense of the kind of professionals they want to be as they progress through their career at university. Over the years, the woman gained experience teaching on an ever broader range of programmes and discovered both differences and similarities in the way in which programmes approached career-focused education. She shared this experience with others, but always in a piecemeal way. One day, after returning from a relaxing summer holiday, she decided to put her experiences down on paper so that other programmes could learn from them.
- 3. Resistance.** The woman set about her work with great enthusiasm. She had experience in developing training courses, education and study programmes and enjoyed the challenge of systematising and writing down her experiences. But she soon found that work and life were getting in the way and discovered that writing a book was actually quite different from developing educational programmes and training courses. "Help!" she thought. "How do I go about writing a book? And where on earth will I find the time?"
- 4. Help.** The woman realised that she needed other people's help. She asked colleagues in her book's target audience for feedback. Besides some useful advice and encouragement from various teachers, she received some detailed and thorough feedback from three people which proved particularly valuable. These people were Mariska, Telke and Ineke. The woman will be thanking them later.
- 5. Doubt.** The woman regularly had misgivings. What was she trying to achieve? Who would even be interested in her book? There are already so many books out there, and who would have the time to sit and read this one anyway? She also needed to find out how to share her insights and tips with the reader without being too prescriptive. After all, every programme should be implementing PI development in some form or other.
- 6. Action.** At some point, two people in whom the woman had a lot of faith said: 'Don't give up – this book will really help teachers and teams make their teaching more career-focused.'
- 7. Turnaround.** After a period of uncertainty, repeated attempts and more requests for feedback, the woman decided that the book needed to be written. She set aside her own self-doubt and made time at weekends to write it. She didn't expect it to be perfect and knew that it would come in for criticism, but she also hoped it would be appreciated. She was passionate about wanting to share her experience in PI development with other people.
- 8. Outcome: happiness or tragedy?**
Which will it be? Only time will tell.

Well, as I'm sure you have realised, that woman is me – Annemiek Grootendorst – and I can't wait to find out how the story of this PI book plays out.

Whatever the outcome, I am indebted to the following people:

All the teaching staff and programme teams I have worked with to bring my burning ambition to fruition;

Jan Willem Bakker and Monique van den Heuvel for the feedback they gave me on the first draft;

Mariska Wit for her feedback and support and her confidence that I would get the book finished;

Ineke Miltenburg for her conscientious feedback on the text and her detailed and carefully considered critical questions that really got me thinking;

Telke Ruhe for her constructive feedback, in which her knowledge and love of education always shone through;

Charlotte van der Veen for her language skills, which have made the book so much easier to read;

Brent Wouda for his beautiful illustrations and indispensable input;

Mirjam Dekker who was a great friend in the final stages of the book.

Above all, it was my passion for career-focused education that kept me going throughout this whole writing process – and ultimately brought me to the realisation that I am more educational consultant than author. Nevertheless, writing this book has challenged me to step outside my comfort zone and taken me on a journey that has given me a great deal of pleasure. My professional identity has expanded and strengthened, forming a solid foundation for my own professional choices in the future.

I hope you enjoy reading this book and that it encourages you to think whether and how you can incorporate PI development into the education you deliver. I would love to hear your stories.

Rotterdam, April 2019

Annemiek Grootendorst



1. PI development and its implementation in individual programmes

Rotterdam University of Applied Sciences (RUAS) prides itself on delivering high quality, inclusive education that prepares students for a job market and society that is constantly changing. To achieve this, we have updated the student career coaching (SCC) we provide to a more contemporary format: coaching students to develop their own professional identity, or in other words, PI development.

In this chapter you will read about how PI development forms part of the RUAS Vision on Education and why it is important for students to develop their own professional identity. I also provide a framework within which every programme can embed PI development in its curriculum in its own way.

1.1 PI Development and the RUAS Vision on Education

RUAS's Vision on Education contains four building blocks which enable every programme to take an integrated and relevant approach to developing its curriculum. These building blocks are:

1. Basis of Knowledge
2. Conducting Yourself in Professional Practice
3. Professional Identity
4. Qualifying Assessment and Continuous Feedback Focussed On Development.

The third building block, Professional Identity, was inspired by the recommendations of the Kuijpers Commission (2015b) and is defined as follows:

'Students develop more insight into who they are as a person in relation to their profession and environment. Based on their experiences in professional practice and their consequent reflections, students will form their professional identity. This gives them direction in making conscious decisions while on their career path at university working towards that career.'

With these building blocks, RUAS has set itself the challenging task of educating students in a career-focused way: a challenge that RUAS does not underestimate and one that it cannot, and has no desire to, disregard.

DEEP DIVE Recommendation of the Kuijpers Commission

In 2015, the Executive Board of RUAS set up a commission of enquiry under Professor Marinka Kuijpers (the Kuijpers Commission). This commission was tasked with formulating advice on how to shape and implement student career coaching (SCC) so that it would enhance students' learning processes and boost their social and professional engagement whilst reflecting 21st-century skills. The advice, the research process and the theoretical foundation can be found in the report *Verander SLC. Maak het nuttig, maak het persoonlijk!* [Transform SCC. Make it useful, make it personal!] (Kuijpers, 2015).

In its report, the Kuijpers Commission sets out ten recommendations, which the Executive Board of RUAS has adopted:

1. Deliver education that is both study- and career-focused
2. Make career learning happen
3. Combine classroom-based learning and on-the-job learning
4. Integrate career and studying
5. Formulate and follow a vision of career learning
6. Develop teachers' career coaching skills
7. Encourage professionalisation based on teachers' own career perspectives
8. Develop collective working and networking skills
9. Make effective components work
10. Act as a role model.

For more information and the rationale behind these recommendations,
see the advisory report *Verander SLC. Maak het nuttig, maak het persoonlijk!* (Kuijpers, 2015b).

1.2 How students benefit from PI development

Universities train students for an unpredictable professional future. The Organisation for Economic Cooperation and Development (OECD) describes the challenge this presents education as follows:

'Students should become self-directed, lifelong learners, especially as they are preparing for jobs that do not yet exist, to use technologies that have not yet been invented, and to solve problems that are not yet even recognised as problems.'

In light of this uncertain future, it is important for students to consciously develop a professional identity that will help them make the most appropriate choices in their studies and their subsequent careers. During their studies, students can use this freedom of choice to discover their qualities and motivations and the kinds of work contexts that suit them best. When they graduate, their professional identity will guide them towards choosing the most appropriate next step. During their professional career, their professional identity will help them direct their own career development.

Developing a professional identity is a lifelong, cyclical learning process (see figure 1.1): by receiving feedback and reflecting on concrete experiences, people discover elements of their own professional identity which they can combine with their own ambitions to help them take appropriate next steps, which in turn will lead on to new experiences and discoveries. Their professional identity thus becomes ever richer and more precisely defined and will need to be regularly reviewed or perhaps even questioned.

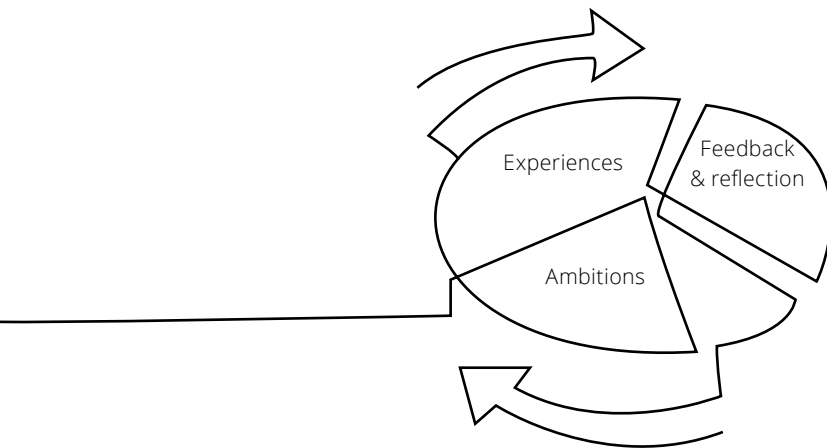


Figure 1.1 PI development: a lifelong, cyclical learning process

As the examples on the next page show, a professional identity is not a blueprint for a university or professional career. Specific circumstances, unexpected opportunities and evolving personal values can all prompt people to make choices they may never have considered before. A well-informed professional identity does, however, provide a basis for making the best possible choice within a given situation.

EXAMPLE Aligning qualities and motivations

During her PI learning pathway, Fatima discovers a tension between her qualities and ambition on the one hand and her need for free time on the other. This conflict resurfaces again during her career.

Fatima attained her undergraduate degree in Management, Economics and Law and her Master's degree in Law with distinctions. Spurred on by these good results and the expectations of those around her, she soon finds a challenging career with a well-known accountancy firm. After two years she notices that although she's getting good results at work, she is unhappy at work and in her personal life. While talking to a friend, she realises that her ambition had driven her to accept that she would have to give up all her free time for this career, leaving her with no time for the relaxation she so desperately needs. Once she accepts this situation, she feels free to look for a more suitable job. Fatima finds a less hectic job and is thus able to redress her work-life balance. As a result, she is now enjoying her work and life in general again.

Because Fatima was still at university when she became aware of her professional identity and the tension it gave rise to, she was able to reflect early enough on her wellbeing at work and adjust her career choices in good time. Fatima now works in another setting in which she feels settled and which gives her plenty of opportunities to put her qualities to good use.

Finding a suitable work context

Joachim (ambitious and open to unpredictable situations) has been working towards his current managerial position in a socially responsible bank for many years. Over the past ten years of his career, however, he has become secretly envious of a friend who is a teacher. But because he is earning well in what he perceives to be a high status role, he stays with the bank. On turning 45, he has to admit to himself he is not getting much job satisfaction. When he sees a vacancy at the university of applied sciences, he decides to take the leap. He is offered the job, accepts the perceived change in status and benefits and is now happy in his new teaching career.

Joachim thought that a career in banking would allow him to combine his qualities and motivations to good effect. But during his career he discovers that the culture in the world of banking is not for him and that the dynamism

in teaching, where no two days are the same, suits him better.

DEEP DIVE Why should a programme introduce PI development?

- PI development helps students:
 - take ownership of their studies at university
 - connect effectively with the labour market in the medium term
 - self-direct their career in the longer term.
- Given the developments in the labour market and the increasing numbers of thirty-somethings with burnout, it is important for students to discover and define their professional identity while still at university.

BACKGROUND INFORMATION

According to a survey by Gallup (2013), only nine percent of Dutch workers feel engaged at work, eighty percent do not feel engaged and eleven percent feel actively disengaged. Schwartz (2016) reacts to this as follows: 'Think about the social, emotional and possibly even economic waste that these numbers represent. Ninety percent of adults spend half their active lives doing things they would rather not be doing in places where they would rather not be.'

(Ruijters, 2018, freely adapted)

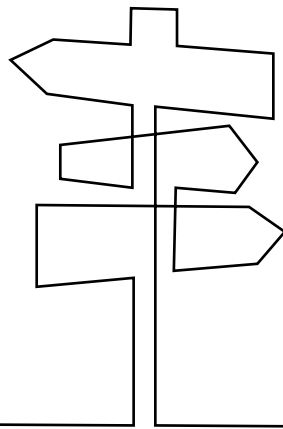


Figure 1.2 Numerous choices to make during one's career

1.3 Framework for operationalising PI development

The five career competencies described by Meijers, Kuijpers and Bakker (2006) form a useful framework for operationalising the concept of PI development:

- 1. Capacity reflection.** This is the ability to develop an awareness of your capabilities that are relevant to your career development by reflecting and talking about both successful and disappointing experiences.
- 2. Motivation reflection.** This is the ability to develop an awareness of your wishes and values that are relevant to your career by reflecting and talking about experiences that may have invoked positive or negative emotions.
- 3. Work exploration.** This is the ability to explore your work, workplace and professional field in order to gain an understanding of the tasks, challenges, developments and cultures that apply to them. The qualities and motivations you discover will enable you to choose the most appropriate workplace.
- 4. Career directedness.** This is the ability to proactively take steps to increase the chance of finding work in which you can develop and make the best use of your qualities and values. Students learn to take responsibility for themselves through career actions in learning, experimenting, organising and profiling.
- 5. Networking.** This is the ability to build, make use of and maintain contacts that are relevant to how your career develops.

Students develop their professional identity by repeatedly carrying out the following steps relating to the five career competencies throughout their career at university and beyond:

- Students discover their *qualities* and *motivations* through feedback and by reflecting on concrete experiences.
- By *exploring the professional field*, students can develop a differentiated picture of it. They will then go on to search for the optimum link between qualities, motivations and the ideal work context.
- By developing *career directedness*, students learn how to exercise ever greater self-direction in their own university and career development.
- Networking not only teaches students how to build a good network but also how to contribute effectively to it.

The five career competencies can be translated into five career questions:

- 1. What am I good at? This concerns both subject matter (e.g. mechanics, interviewing, or a specific assignment in a project) as well as roles (e.g. the mover, the connector or the subject-matter specialist).**
- 2. What do I like doing? This is also about subject matter and roles.** In this case it is important for students to be aware of the difference between being able to do something (as in question 1) and wanting to do something (as in this question). Here too, the question is: what goals do I want to work towards (e.g. earning a lot of money, achieving a good work-life balance, helping to reduce CO2 emissions, reducing traffic congestion, fighting poverty, improving my standing with parents and peers)?
- 3. What environment would I like to do it in? This is about the characteristics of the context (e.g. profit/non-profit, national/international, freelance, large corporation or project organisation, long- or short-term process, pioneering, research).**
- 4. How do I self-direct? During their studies it is important for students to learn how to self-direct their own learning process (e.g. by developing efficient study skills, discovering and making use of opportunities, seeking out and using role models, and building a good balance between university, work, sports, friends and family).**
- 5. How do I take part in a useful network? Here, students need to look at the following questions:**
 - Who is already part of my network?
 - Who can I add to my network?
 - How can I make use of my network?
 - How do I make or keep my network interested in me?

HOW DO YOU DO THAT?

If you prefer listening and watching to reading, then go to 'Hoe doe jij dat?' at <https://hoedoejijdat.hr.nl/>.

The five career competencies and their corresponding career questions are illustrated in figure 1.3.

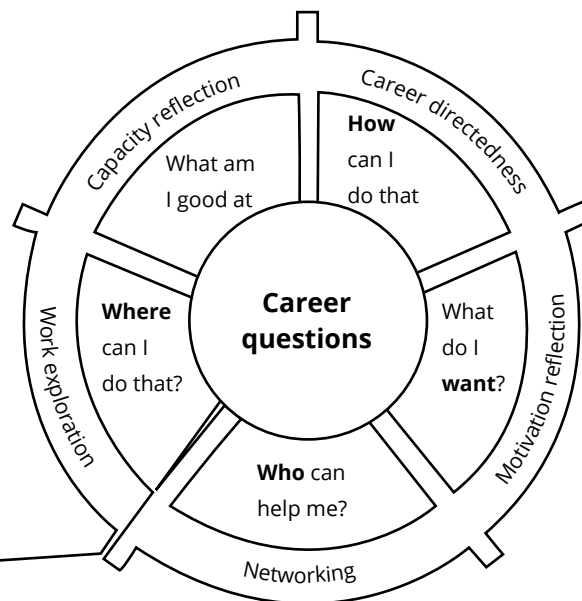


Figure 1.3 Career competencies and their corresponding career questions (career group)

EXAMPLE Aligning career competencies: a journey of discovery

Aligning the five career competencies is a journey of discovery for almost everyone.

Milan (Physiotherapy student) gets excellent grades for his internship in a nursing home, where his patience and sense of humour are greatly appreciated. Milan enjoys the atmosphere at the nursing home and working with the residents, but he doesn't find the work particularly challenging. He will now do everything he can to make sure his next internship is in an environment that places greater demands on his skills. After that internship he wants to choose a graduation project that will act as a step up towards finding a suitable job once he graduates.

Saar (Facility Management student) gets good grades at college but keeps in the background during group work and group sessions. During a PI session she proudly announces that she has become a team leader at work. The PI teacher asks her more about this, and in this session Saar and her teacher discover how she makes herself visible at work. The teacher encourages Saar to make use of these qualities at university as well.

The answers to these questions can also prompt students to switch course.

Yessin (Automotive Engineering student) gets reasonable grades in his first year. After reflecting on his qualities and motivations, Yessin discovers that although he enjoys the engineering side, he is always asking himself, 'How will this help me set up a business?' Yessin's PI teacher advises him to take a closer look at the professional field for which he is being trained. This helps Yessin discover that it offers too few opportunities for combining his entrepreneurial skills with what he is learning on the course, so he decides to switch to the Small Business programme.

1.4 The distinctive learning process in PI development

Developing a professional identity during a higher professional education programme is a challenge for both student and teacher. These establishments are already highly experienced in implementing learning processes in which students must acquire certain professional competencies in order to qualify. These professional competencies pertain to the knowledge, perceptions and skills that are translated into goals during the programme. When the students demonstrate an adequate mastery of these competencies by passing assessments, they qualify as graduate professionals.

However, the learning process for developing a professional identity (personal development) differs from the learning process for developing professional competencies.

As mentioned above, the five career questions are key to PI development: What am I good at? What do I like doing? What environment would I like to do it in? How do I self-direct? How do I take part in a useful network? The challenge for the teacher is to help students find their own answers to these questions. The answers are often not quick or easy to find. The most prominent feature of this learning process is that only the students themselves can find the right answers by actively looking for them. The PI teacher, in the role of coach, doesn't have the 'right answer'. The teacher can't tell the students what they like doing best, what environment they would want to do it in, and so on. This is a new experience for many teachers and students.

The process of developing a professional identity requires certain interventions by both the PI teacher and the students themselves. PI development benefits from:

- good feedback, not only from teachers but also from fellow students, as well as employers, friends and acquaintances outside university
- meaningful reflection assignments, so that valuable conclusions can be drawn on an ongoing basis
- thorough reflection on concrete experiences based on the five career questions
- the discovery of patterns in the answers to these five career questions
- patience and confidence on the part of both the teaching team and the students
- courage on the part of students in daring to demonstrate their uniqueness
- meaningful questions from teachers and peers that will get the students thinking
- a safe learning environment in which students can explore and process dilemmas and moments of uncertainty and in which successes can be celebrated.

An important principle in the process of PI development is personal sensemaking. This entails students finding their own answers to the five career questions. In this case, the primary question is not what you are good at but what direction you would like to develop in.

To begin with, students assign meaning (using the answers to the five career questions) to individual events, but after a while with the aid of their PI teacher, they are able to discover patterns in these meanings.

To help students discover these patterns, the process of developing a professional identity needs to continue over several years. This requires all parts of the PI programme to be thematically linked with one another over the entirety of the course. The clearer the patterns, the more robust the professional identity and the greater the chance that the students will make suitable choices in their career at university and beyond.

This process is illustrated in figure 1.4.

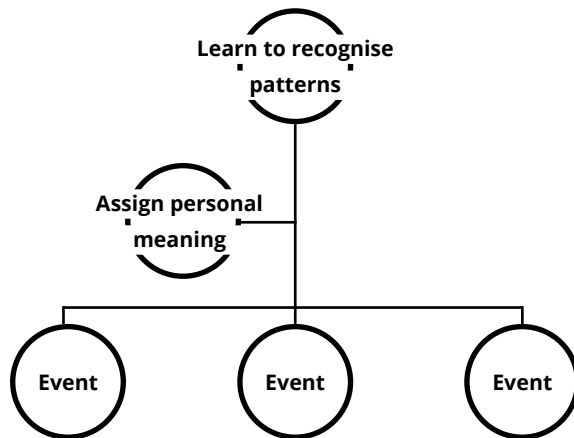


Figure 1.4 From experiencing events to recognising patterns

Of course, discovering and recognising patterns is not a linear process. To begin with, the answers to the five career questions will always be provisional. Later on, existing answers may need to be adjusted, new questions may arise and dilemmas may present themselves. Developing a professional identity is therefore a process that requires reflection time, processing time and attention:

- Reflection time. The programme should explicitly schedule time for students to reflect on the five questions.
- Processing time. Students have four years within which to find their own answers. During these years they will keep coming up with provisional answers until they discover patterns in which they recognise themselves.
- Attention. Students need discussion partners who have the patience, curiosity and openness to help them find the best answer at that particular time. These discussion partners may be PI teachers or even other students.

In the process of developing a professional identity, dilemmas and half-answered questions are at least as valuable as firm answers. The teacher can never pay too much attention to clarifying dilemmas that arise during this process. It is precisely in dilemmas that a student's uniqueness emerges.



Figure 1.5**EXAMPLE** Making conscious choices

It takes alertness and courage to be true to your own uniqueness.

Besim (Civil Engineering student) is good at calculations. While working on a project, he feels pressured by his fellow students to do the calculations. He resists this pressure and explains that he wants to experiment with the role of team leader. He wants to experience what it feels like and whether he is up to it because he thinks he would enjoy taking the helm.

Eva (Accountancy student) is getting outstanding results and is being encouraged to apply for a job at one of the major accountancy firms. She thinks it would be an exciting challenge from the viewpoint of job content, but she is finding it hard to reconcile her work ethos (helping to distribute wealth more equitably) with these large market players. She is facing a tough dilemma. Which step should she take?

Zainab (Nursing student) has good technical skills. Specialising in Intensive Care appeals to her, but she particularly enjoys situations in which she can build long-term client relationships. In what context can she combine this quality and this motivation?

Discovering patterns

After working on the five career questions, Tim (Social Work student) discovers in the second year of his course that he is motivated by all aspects of the professional field. By reflecting on his experiences in various settings, he discovers a pattern: he particularly enjoys situations that are hectic and unpredictable.

Personal values as a basis for career choices

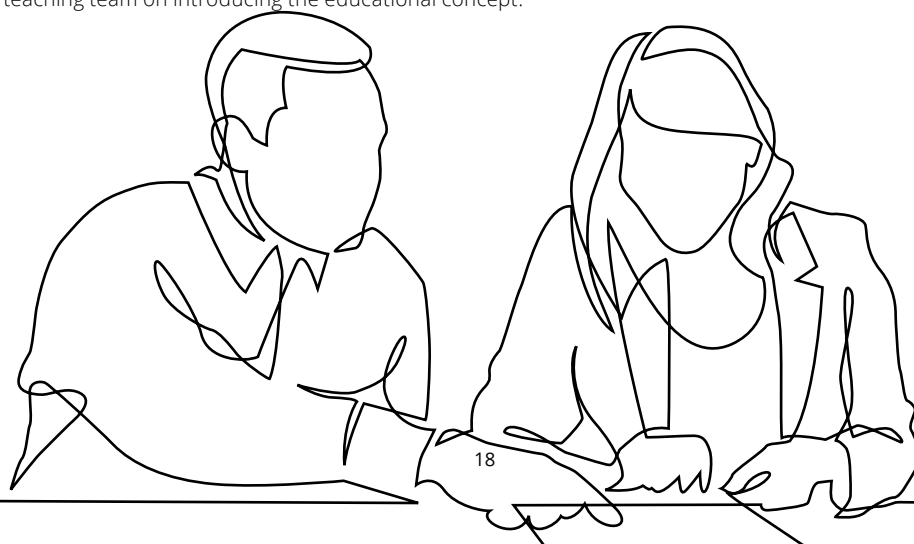
From a young age, Naomi (part-time primary teacher training student) has known that she wants to dedicate herself to improving opportunities for underprivileged children. She very much enjoyed her internship in Africa and would like to live and work there. Her partner Paul has children from a previous relationship who live with them some of the time. Naomi and Paul want to continue to provide a home for Paul's children and dream of having a family of their own someday. What career choice would suit Naomi best?

After discussing the issues with some fellow students, Naomi realises that having security is particularly important to her. This realisation helps her bid farewell to a future in Africa. Full of conviction, she opts for a career in the Netherlands so that she can combine her work and family life with looking after her partner's children.

Career questions are relevant to both students and teachers.

Student Johan opts for an internship at a young, dynamic communications start-up. His two goals are to further develop his professional skills and to find out whether the work and the environment suit him. Having reflected regularly during this internship, Johan discovers that although he likes the type of work, it doesn't allow his qualities to come to the fore because there is no clearly defined task and the pace of work is too fast. His initial reaction is one of disappointment and he is at risk of losing his motivation to study. As a result of this experience, and following some meaningful discussions with his PI teacher, his father and his girlfriend, Johan discovers that he needs to change his self-image. Contrary to what he had hoped, he is not the 'fastest guy on the block' and thrives better in an environment with a defined role. This insight enables him to appreciate the qualities he does have and guides him towards finding a suitable work context. Boosted by this, he finds a rewarding graduation internship in the communications department of a university.

For many years, teacher Norbert has been the driving force behind a successful minor course in which he has been applying a new educational concept at RUAS. But for the past two years he has been experiencing much less job satisfaction. By spending some time reflecting on the PI questions, he discovers that he misses the pioneering aspect. Through his network at RUAS, Norbert finds a programme that is keen to introduce this new educational concept. In consultation with his education manager, Norbert is seconded to this course for a year to work with the teaching team on introducing the educational concept.



How do you, as a PI teacher, discover your own professional identity?

By exploring how your own answers to the five career questions have developed since completing your teacher training:

- Which qualities contribute to my success or sense of capability?
- What motivates me/what kinds of issues do I enjoy working on/what mark do I want my work to leave on the world/what do I want to get out of my work?
- What role suits me best?
- How do I self-direct my career and wellbeing?
- How effective is my network and what contribution do I make to it?

Take a moment to reflect on your own professional identity:

Think of a situation in the past two weeks that left you thinking: 'Yes, this is why I'm doing this' or 'This is what makes me feel I'm working in the right place' and answer the following questions:

- What was the situation and who did it involve?
- What was your role?
- What issues were you dealing with?
- What qualities did you use?
- What motivated you in this situation?
- What role did you play in this situation?
- Can you create similar situations so that you can experience this feeling of satisfaction more often?
- How can you involve your network in this?



2. Integral approach to developing PI education within individual programmes

'Our educational vision assigns a normative basis for our education. The 'what' and 'how' is left to the professional capacity of the lecturer teams, considering their students, the professions they are educating towards, and the individual identity of the study programme. They can account for the choices that they have made, and consequent results in light of this vision by the University of Applied Sciences.'

RUAS Vision on Education, 2015

In this chapter I discuss the changes that need to be made to the programme and the way it is delivered to enable PI development to be introduced. To facilitate this I distinguish six levels; PI development thus calls for an integrated approach to programme development.

2.1 Levels of programme development in PI education

PI development takes place against the backdrop of a specific professional context. Different professional contexts offer both the practising and the trainee professional different options.

- In the technical domain, for example, the professional has the option to become a technical specialist or a project leader.
- In the financial sector, the professional can choose to specialise in the commercial or non-profit sector.
- In healthcare, the professional can opt for a particular specialism or for hospital or community care.

These features of professional contexts signpost the way for embedding PI development in an individual programme. On this basis, students develop their professional identity in line with the professional context for which they are being trained.

The method used to adapt the curriculum to accommodate PI development will differ depending on the programme but will always be based on the following six levels:

- A. a consensus-based vision of the future of the professional field
- B. a shared vision of education
- C. a programme culture that supports PI development
- D. sufficient professionalism on the part of the teaching team
- E. a recognisable link throughout the whole curriculum
- F. a recognisable and inspiring PI learning pathway.

Facilitating PI development for students thus calls for an integral approach to developing the education delivered, incorporating all levels from A to F (see also figure 2.1).

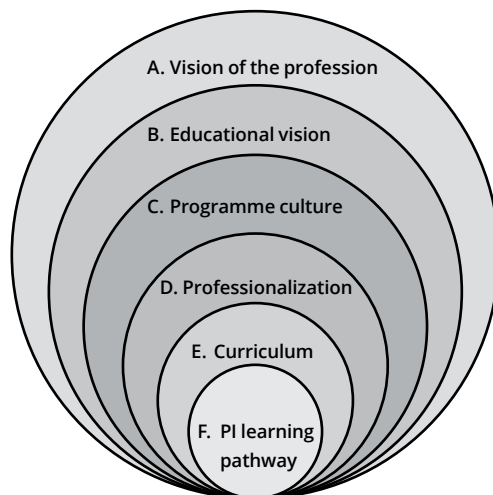


Figure 2.1 Levels in the integral approach to developing PI education

These levels form a solid foundation from which students can develop their professional identity. To facilitate this, teachers need to create a programme culture that supports PI development, with a consensus-based vision of the professional field being taught and the education being delivered. It is also important that teachers themselves have sufficient professionalism to support their students in their PI development and that the PI learning pathway is thematically linked with the rest of the curriculum.

The approach to PI development will differ depending on the programme. Changes in the professional field, new insights in education, developments in the curriculum or visionary teachers can be a starting point. Regardless of the starting point, it is important to implement the educational change across all six levels (A to F) and to ensure that both the substance of the change and the manner of implementing the change relate to the professional field for which the students are being trained and the particular nature of the relevant programme.

EXAMPLE Professional contexts

Different professional contexts make different demands on all practising and trainee professionals.

- An occupational therapist must be enterprising.
- A facilities manager must be a connector.
- A financial adviser must act ethically.

2.2 Consensus-based vision of the future of the professional field

The marked and unpredictable changes that characterise our modern times (see also chapter 1) have specific effects on different professional fields. Depending on the professional context, issues such as automation, digitalisation, internationalisation, sustainability, integrity, self-directedness, multidisciplinary working, entrepreneurship and self-management are critical success factors for the professionals working in that context.

It is worthwhile exploring with practitioners from the field which elements of professional identity contribute to a professional's future success; these elements should then be described using language that is appropriate to that professional field.

Some professional contexts place certain demands on the professional identity of the future professional, such as entrepreneurship, self-directedness or acting with integrity. Other professional contexts do not place demands but rather offer choices which the future professional will have to make (e.g. whether to become a specialist or a generalist, whether to work in the profit or non-profit sector or whether to be the internal or external face of an organisation).

In any programme it is a challenge to clearly articulate this vision in the Story in a way that students will find engaging. This Story explains why developing a professional identity is important for succeeding in the professional field for which the students are being trained, and how this should be done. This Story helps students understand the benefit of putting effort – however onerous – into developing a professional identity and gives teachers pointers for developing and implementing PI education.

INSPIRATION

PI development is rated highly by the Accreditation Organisation of the Netherlands and Flanders (NVAO)

Integrating PI development within all six levels described above is rated highly by the Dutch accreditation panel. In its 2019 accreditation report for the Occupational Therapist programme at RUAS, the panel formulates this as follows:

'The panel commends the way that teachers coach students on the Student Career Coaching (SCC) learning pathway. The relationship between the SCC teachers and their students mirrors the relationship the students will have as future care professionals with their clients; just as clients are expected to self-direct, students are given responsibility, the difference being that the teachers are always available when needed. This is a neat parallel process. The teachers also treat the students as aspiring colleagues. The course can realistically be completed within the time allotted and there is a safe learning climate. Student feedback is actively used to constantly improve the course and the way it is taught.'

A more detailed description can be found in the report in Annex 1.

2.3 Shared vision of education

Teachers make many didactic, pedagogical and organisational choices every day in order to make clear to their students what is expected of them. On what basis do individual teachers make these choices? If teaching teams are united in their approach, it makes it easier for students to understand what is expected of them. This brings the educational vision to life in practice and gives true direction to the students' learning process.

In the programme profile, the vision formulated through the 'meaningful discussion' (see box) can be presented in such a way that the teaching team can identify with the formulation. In order to keep the vision up to date and alive, the teaching team will need to regularly fine tune it according to the dilemmas that present themselves in teaching practice. We know from experience that this is a tough challenge for any programme!

In the context of PI development, the educational vision can form a foothold for the challenge of *how to link the five career competencies with the education* and *how to develop greater personal relatedness with all students*.

EXAMPLE Educational vision

The educational vision offers effective pointers for how teachers should act based on the teaching team's joint response for dealing with fundamental educational situations, such as:

- How do we deal with students who have not prepared for class?
- How do we focus on the learning process and the learning outcome in the education we deliver?
- How do we focus on the development and wellbeing of our students?
- How do we prepare our students for their professional future?

How does our educational vision become the foundation for our actions?

In order to arrive at a consensus-based vision, it is important for teachers to have meaningful discussions with one another as well as with current and former students. In these meaningful discussions, they will ask each other the following questions: *When are we getting it right? What dilemmas do we encounter in practice?*

At RUAS, these meaningful discussions are informed by various strands: the vision for developing the profession; the vision for learning and teaching; best practices; RUAS's educational vision; and the professional and career competencies.

It is worthwhile bringing in an external facilitator for these sessions to prevent them from becoming bogged down in the details.

Reflection

When have you thought: I am proud of the way we teach at our university?
 What professional dilemma did you have to deal with last month?
 How was this influenced by the educational vision at your university?
 How do you adapt your teaching style in line with the educational vision at your university?

Be inspired by Max van Manen and Wouter Pols.

2.4 An educational culture that supports PI development

The educational culture is a major determining factor in whether students succeed in developing their professional identity. PI development must be supported by a programme culture that allows scope for the uniqueness of both students and teachers (inclusiveness) and in which the search for answers is valued just as much as the answer itself; a culture in which the development of a growth mindset is encouraged (Dweck, 2016).

In other words, PI development calls for a culture in which:

- there is consensus among all teaching staff on the importance of PI development
- there is a real focus on each individual's learning
- learning processes are central
- teachers are passionate about their subject and their students
- students take themselves seriously in their learning process
- each student's uniqueness is appreciated
- everyone is part of the group and no-one can remain anonymous
- teachers and students assume individual responsibility for the bonds between them.

In all of this, the day-to-day actions of both teacher and student are characterised by an inquisitive, responsible and constructively critical approach and a sense of humour.

By putting all these elements in place, your programme can embody the educational culture we have achieved at RUAS, which is characterised by inclusivity, differentiation, connection and stimulating interaction.

How to inspire people to learn

To be able to develop, we need a sense of competence, relatedness and autonomy.

(Deci & Ryan, 2002)

**QUOTE**

'Knowledge speaks, but wisdom listens.'

(Jimi Hendrix)

DEEP DIVE No achievement without relatedness

'Every person has within them the propensity for self-development and a natural need for relatedness, autonomy and competence.' If the need for relatedness ('others appreciate me and want to interact with me'), autonomy ('I can do it myself, but not always on my own') and competence ('I believe and take pleasure in my own abilities') is met, students feel a sense of wellbeing, motivation, engagement and purpose in their learning. If educators (and that means teachers as well!) fall short in this respect, then, predictably, task retention and motivation problems will arise.

(Stevens, 2012)

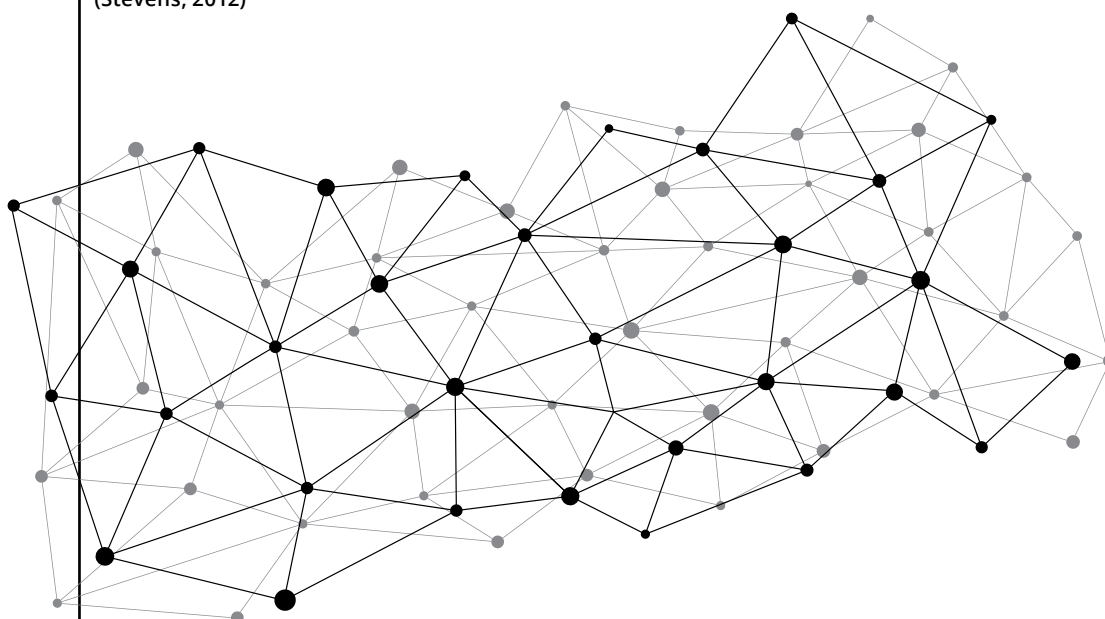


Figure 2.2 No achievement without relatedness (Luc Stevens)

2.5 Sufficient professionalism on the part of the teaching team

The educational vision and the programme culture are brought to life in the way teachers act on a daily basis. This places demands on the teaching staff: besides having the professional knowledge and adequate didactic and pedagogical skills, they must now also be able to *link the five career competencies to the education they deliver and build up greater personal relatedness with all their students.*

Every teacher can *link the five career competencies* to the education by maximising the connection between the curriculum content, the student's behaviour and the career competencies. It is clearly not possible to pay individual attention to each student in every single educational activity, although small-scale teaching lends itself particularly well to this. However, it is important that every student receives this attention in as many modules as possible at least once a term. This requires every teacher to be mindful of the uniqueness of every student. For many teachers, it is a challenge to combine this level of awareness with their own educational workload and to translate their student observations into constructive feedback.

Coaching PI development also requires a *relatively personal relatedness between teacher and student*. Characteristics of this relatedness are: security, genuine inquisitiveness, allowing for 'not knowing' or dilemmas, encountering, confronting in a caring way, challenging, positive reinforcement and trust. The trick is to build up, within the professional framework, personal relatedness in which the emphasis is on the individual student's development. The teacher will demonstrate their own professional uniqueness where this benefits the student's development. In this context, finding the right balance between distance and proximity is a challenge that should not be underestimated.

A tailored professional approach is a must in almost all teams, enabling all teachers to contribute to student PI development and helping students to experience their own PI development as part of the curriculum.

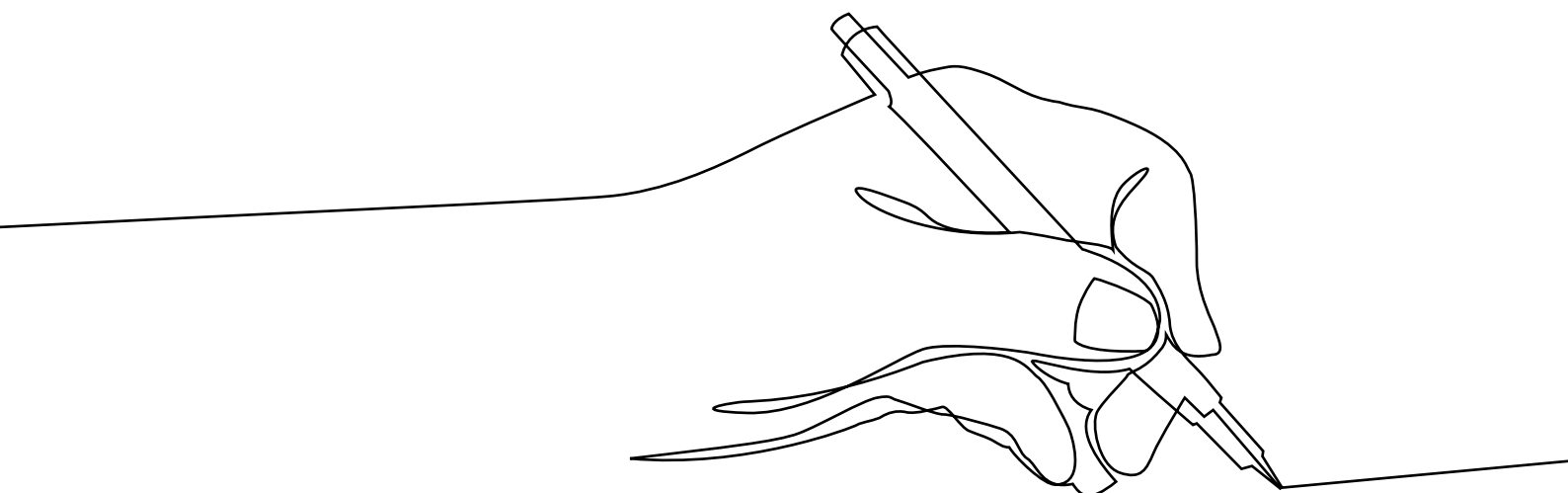


Figure 2.3 Every teacher has their own professional uniqueness

When RUAS first introduced SCC, the aim was for all teachers to become SCC teachers. But we now know that this does not work. Based on this experience, RUAS divides teachers into two groups, each of which contributes to student PI development in their own way: PI teachers and other teachers.

PI teachers:

coach students in the PI learning pathway and encourage them to discover, define and develop their professional identity. They help students:

- link the feedback they receive with their own experiences before, during and outside university and assign meaning to these experiences
 - discover patterns in their answers to the five career questions
 - discover their values, norms, beliefs, ambitions and qualities and identify and understand any discrepancies in them
 - make choices based on these values, ambitions, etc.
- are able to create a safe learning climate in the group
- have found a way to combine the assessments they set with the personal relatedness they have with their students
- have the ability to define the specific PI contexts in each group
- are skilled at critically examining, positively reinforcing and challenging their students
- know that they do not have 'the right answers' themselves and will only be successful if they help the student or group to find their own 'right answers'.

Other teachers:

are focused on their students' learning objectives (results-oriented learning) as well as their development (development-oriented learning)

create a safe learning climate together with their students

give students regular feedback on learning content, learning activities and learning attitudes, thereby making each student's particular qualities and motivations more explicit. It goes without saying that this is easier to achieve within a smaller setting than in the lecture hall.

Some teachers are better suited to supporting their students' PI development than others, depending on the individual teacher's professional identity and professionalism. PI development therefore presents opportunities for differentiated roles in teaching



QUOTE

'I contend that within the triadic structure (pupil, teacher and teaching material) in education, the teacher is crucial: it is the teacher who, through their relatedness to their students, gives them access to the teaching material.'

(Pols, 2013)

To bring the formulated vision of education and PI development to life both for students and the programme culture on a day-to-day basis, teachers must be:

- proficient in reflecting on their own actions in the context of student learning processes and their own work processes
- given the opportunity to discover their own professional identity and link it to their own actions, so that they become visible as individuals and can serve as role models for students and colleagues
- adept at encouraging discussions of shortcomings in their own teaching and have the capacity to resolve these shortcomings (with external help, if necessary)
- given time as part of a team to explicitly evaluate the educational vision and culture, celebrate successes and resolve shortcomings.

What else does PI development deliver?

The result of this effort will be that students will feel more connected and more competent and will be able to develop more autonomy in directing their learning process. Deci and Ryan (2002) demonstrate in their research that these aspects are necessary if students are to flourish and develop (Ruijters, 2018).

EXAMPLE How difficult is it to show a student that you care?

'When Saskia told me in a PI session about her situation at home, I didn't know what to say,' a teacher says. 'My inclination was to comfort her and work with her to find a solution, but it didn't feel like it was the appropriate thing to do. Instead, I simply asked her about her credits. But afterwards I realised that that was an inappropriate question which was just my way of coping.'

How should feedback be organised?

On the Occupational Therapy programme, students ask for feedback on their professional conduct several times a term. The principles of professional conduct are laid down in a professional standard which is evaluated in detail in a feedback form. The students incorporate their feedback into their reflection, which serves as input for the criterion-based interview.

Reflection

For the curriculum committee and education manager

- How will PI development better prepare your students for their professional future?
- In what way do your educational vision, culture and organisation fit in with PI development?
- Does your teaching team already have sufficient professionalism to facilitate PI development?
- How do you as a team have a meaningful discussion on the merits of PI development and how to implement it?
- Who or what could help you with this?

DEEP DIVE What demands does PI development place on the PI teacher?

Coaching student PI development requires the teacher to have an attitude of engaged curiosity and the skills to ask appropriate questions. The teacher also needs to know how to remain silent when appropriate and challenge compassionately when helpful. In doing so, the teacher must be able to accept that they do not have 'the right answer' themselves but that they can help students discover their own right answers. (Grootendorst, 2017).

How do you motivate students to think about their answers?

If a student does not come up with an answer immediately, it is worth giving them a little more time to think. Making this effort can produce useful new insights.

In the Dutch education system, teachers often only allow five seconds of silence or thinking time after every question; unsurprisingly, therefore, students often give standard answers.

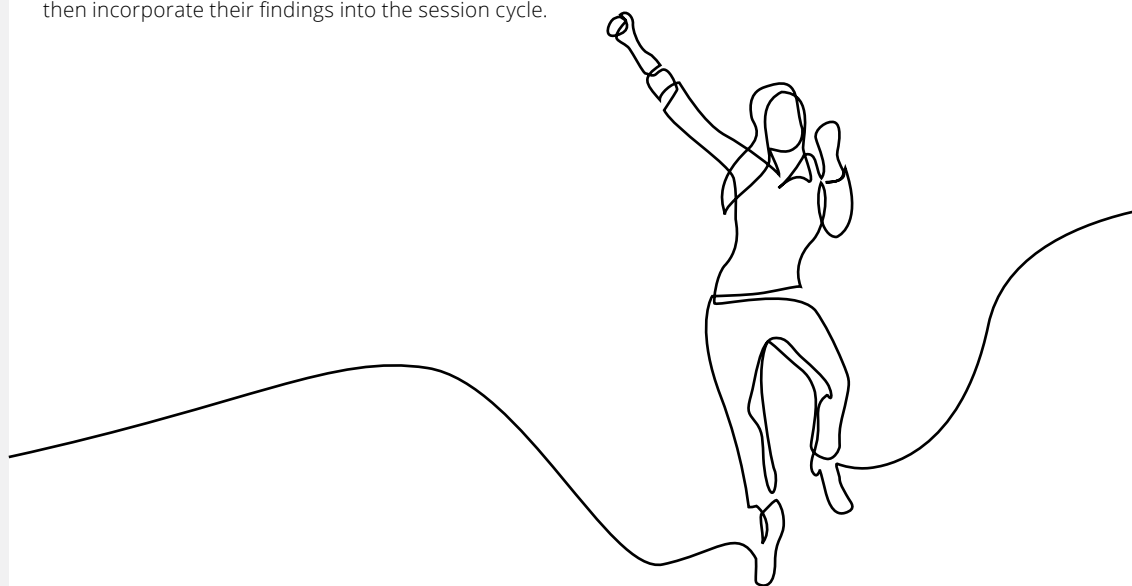
Didactics? Pedagogy? What were they again?

These terms have many different definitions. I use the following in this book:

- Didactics is about the way the education is designed. The educational vision and competencies inform the constructive alignment and forms of work used.
- Pedagogy is about the direct interaction between teacher and student(s). This situational approach brings the didactic design to life for the purpose of facilitating and maintaining the learning process.

Action

- Every teacher reflects on their own qualities and motives for coaching PI development.
- The education manager works with each teacher to achieve the optimum career path for him or her, taking the interests of the organisation into account but also focusing specifically on the teacher's own professional identity.
- Working with the teaching team, the education manager maps out each member's professionalism and adapts the professionalisation plan accordingly. Depending on the extent to which PI development is implemented in the programme, this professionalisation focuses on vision formulation and cultural, educational and/or competency development. The educational and HR advisers can also provide input in these areas.
- When recruiting a new teacher, the recruitment committee considers the contribution this applicant can make to PI development.
- Every teacher can remember a time when they felt things were going well and will occasionally ask themselves: 'If I had the choice, what would I be doing in one or two years' time?' They can then incorporate their findings into the session cycle.



INSPIRATION

How do I strengthen my professional identity?

To shed light on your own professional identity, take inspiration from:

Ellen Klatter: *Professionele identiteit in perspectief* (2015)

Manon Ruijters: *Je Binnenste Buiten* (2015)

Telke Ruhe: *Verdiend Leiderschap* (2018).

How do PI teachers maintain their engagement in PI development?

Advice from Jan Willem Bakker (Occupational Therapy education manager at RUAS):

'As an education manager, I have an important role to play in encouraging and challenging PI teachers to get the best out of themselves so that they are able to coach their students in PI development. The biggest challenge is to encourage teachers to look at themselves, each other and the PI programme in a positively critical light.'

How can you encourage students to develop?

Coert Visser: *Progressiegericht werken* (2016)

Voerman and Faber: *Didactisch coachen* (2018).

What motivates a PI teacher?

From an interview with Shy Shavit (Civil Engineering lecturer at RUAS)

What motivates your students to learn to reflect?

'I believe that in teaching PI development we are giving them a tool that they often won't get elsewhere and that, if they learn to use it properly, will serve them well for the rest of their lives.'

What qualities do you have that you find useful in teaching students to think about their answers?

'I think I now have a good understanding of the areas they don't want to look at and am able to ask them 'difficult questions'. At the same time, I try to do this in a context in which they feel safe enough to give answers.'

INSPIRATION**What do students think of this?**

Interview with Leoni, second-year Occupational Therapy student at RUAS. On this programme, students develop their professional identity on the SCC pathway.

How has SCC/career learning helped you?

'In my first year I didn't really understand the benefit of it, but now in my second year, SCC has helped me get a much better understanding of my qualities. It's a good thing to do anyway, but now that I am looking for an internship, it's really important to be aware of these things.'

Why do you think this is important?

'It will make it easier for me to find a suitable internship and help me keep my own career path on track, so that by the time I graduate I will know which area I want to work in. But I think it is more important at some stages of the programme than at others. It's less important when things are going well, but issues tend to crop up regularly, so it's important to have a space where you can discuss them in confidence.'

Who or what helps make a good SCC programme?

'The teacher's qualities: you really need to have a teacher who interacts with you at the right level and really knows you and instils confidence in you. For me, that's really important. We have a really good SCC teacher at the moment, and I've noticed that the more you put in as a student, the more she puts in. I think that's fair, and it also motivates me more.'

The programme: You do need to have a good programme with good reflection assignments. Sometimes we are given a lot of reflection assignments at the same time, which can be a bit tedious. Another thing that is irritating is having to do a set number of reflection assignments when you feel you already have a clear picture of things.

It's good that we have to ask for a lot of feedback and get to use a detailed Professional Conduct form. If you get the form filled in regularly, it gives you a very good idea of how you are developing and what areas you still need to focus on. A good balance between group and individual work is also important.

Fellow students: I like the way we work together and help each other and give each other feedback; it encourages me to make more effort. Sadly, some students don't understand the benefit of SCC and don't put the effort in.

What also works well is when students take charge of a class: I find that I make more effort then than when a teacher is in charge.'

2.6 A recognisable link to the curriculum throughout the whole course

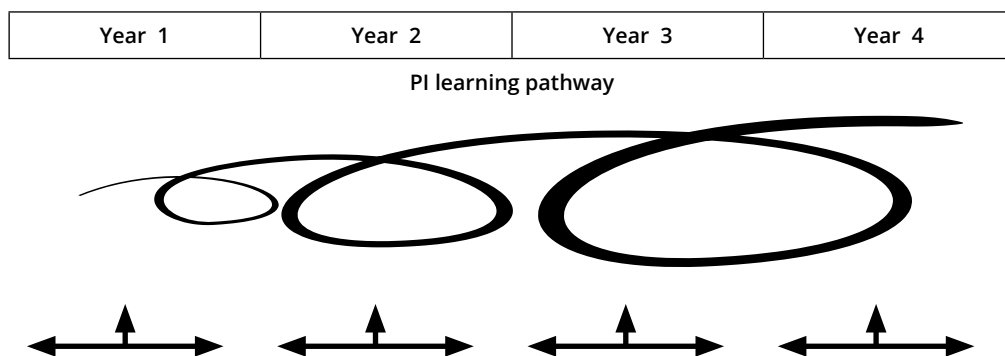


Figure 2.4 The PI learning pathway has a recognisable thematic link to the curriculum

For most students, PI development is not a natural part of their studies and can often be an uncomfortable undertaking to begin with.

This unease can be alleviated if the PI learning pathway is thematically linked to the curriculum.

This link is created when:

- there is a connection between the course content and PI development
- every teacher gives individual students feedback on their PI development
- students give each other feedback on their performance in other modules
- students use their experiences on their course to answer their career questions.

In the PI learning pathway, students relate these reflections to the feedback they are given. By assigning their own meaning to these outcomes, they eventually find their own answers to the five career questions. These answers will inform their future choices and actions.

EXAMPLE Answers to career questions

- Lena: 'I really enjoyed the project on community care. I am going to try and find an internship in this area.'
- Kristel: 'My PI teacher suggested that I take on the role of project leader the following term. I was surprised but I accepted the challenge. In fact I found myself really enjoying it, and the other students on my course also thought I did well. After that I took an elective on leadership to learn more about it. It was a real eye-opener for me and it is something I would like to take further. I would never have thought it was something I could do.'

Reflection questions in the PI learning pathway

- What qualities have you developed or discovered in yourself over the past year?
- What qualities have you seen in fellow students that you would like to develop yourself?
- What subject did you enjoy last year, or what subject would you like to learn more about?
- What role or professional context did you enjoy or find interesting?

These questions create a link between the course content and PI development.

Incorporating career competencies into the competency profile

The importance of the career competencies in the competency profile serve to highlight the relevance of the PI learning pathway. Depending on the professional competencies inherent in the profession in question, the career competencies can either be used to further refine one of the professional competencies or they can be added to the competency profile.

Action: The curriculum committee works with the PI coordinator to formulate the career competencies that appear in the competency profile.

In the 2017-2018 academic year, the RUAS Spatial and Urban Planning programme introduced new competencies. Competency 5 fitted in seamlessly with RUAS's educational vision and the situation outlined above.

Competency 5: Directing your career

(in line with the Dublin descriptor on Learning to Learn)

- 5.1 Is aware of his/her professional identity and has a good understanding of his/her position in the professional field.
- 5.2 Has developed self-direction in his/her professional development and is therefore prepared to embrace life-long learning.

This places the focus in study career development (SCD) on career direction.

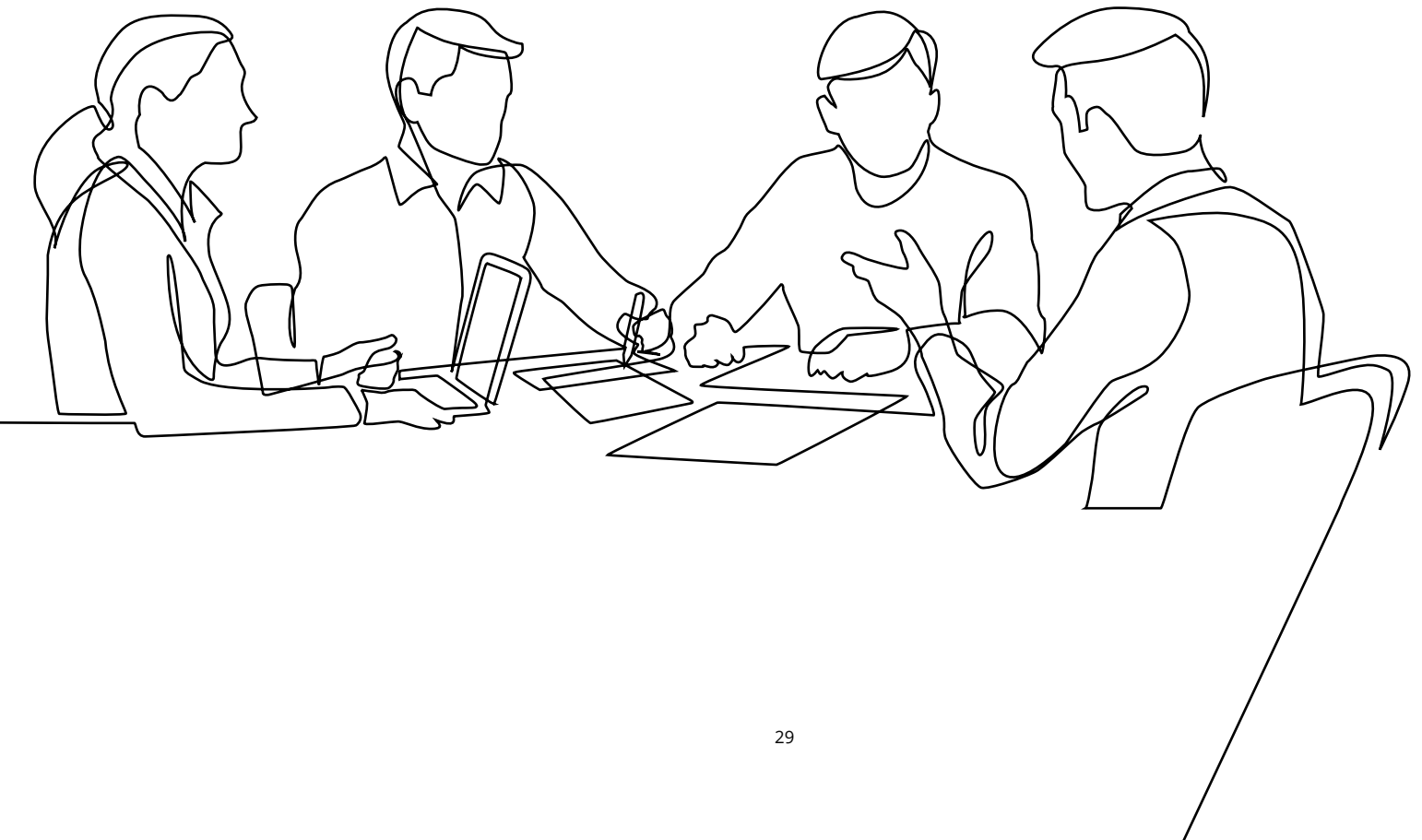
Hence also the name change from student career coaching to student career development: the student takes the lead. In this context it is important for students to learn to reflect on what they are able to do and what they want. Once they know that, they can start exploring where they would like to work in the professional field: Where would their talents be put to best use and where would they find work that they enjoy? A general task of teachers is to facilitate a safe environment in which students can develop, to encourage them in their own student and professional career development and to give them the opportunity to experiment and work with one another on their programme. The approaches used by teachers are geared towards enabling the students to work on this. When teachers discuss academic progress with their students, the students feel seen and the teachers keep their finger on the pulse and gain an understanding of any shortcomings in the programme. This in turn can improve the quality of the programme.

(From: RUAS Spatial and Urban Planning programme Competency Profile)

2.7 A recognisable and inspiring PI learning pathway

Offering a recognisable PI learning pathway is highly recommended. As mentioned in section 1.4, for every student, discovering and defining their own professional identity is an ongoing learning process in which the focus is on discovering and defining their own uniqueness. Reflecting on their own qualities and motivations, processing feedback, focusing on professional contexts, developing uniqueness, exercising self-direction and networking are the subjects covered in this learning pathway. PI development gets both the student and the teacher looking beyond the confines of the regular programme for a while and thinking about the student's uniqueness in their situation and the choices they face. This focus is difficult to combine with regular education; therefore, it is better to incorporate a recognisable PI learning pathway into the curriculum.

Because the design of the pathway to a large extent determines the success of this exercise, and because designing a PI learning pathway is a tough challenge for most programmes, in chapter 3 I provide a step-by-step guide for designing a programme-specific PI learning pathway.



3. Designing a programme-specific learning pathway

Experience tells us that implementing an inspiring PI learning pathway is a challenge for many programmes, but that notable results can also be achieved.

Many students only see the added value of PI development in their third year, although enthusiasm for it is starting to grow among first- and second-year students.

Its success seems to derive from the fact that:

- there is a 'home base' where students' questions, successes and concerns are taken seriously
- there is a teacher who is 'there for you'
- the programme is recognisable and well structured
- there is specific focus on the students' uniqueness.

Teachers who enjoy coaching students in PI development and are adept at doing so are particularly highly regarded by students.

Designing the PI learning pathway

The following points help to achieve a high-quality PI learning pathway:

1. Creating a continuous learning trajectory
2. Finding a balance between results-oriented and development-oriented learning
3. Designing a continuous reflection pathway
4. Designing transparent constructive alignment
5. Ensuring a good balance between group and individual sessions
6. Allowing scope in the PI learning pathway to tap into the uniqueness of the group and individual students.

3.1 Creating a continuous learning trajectory

Developing a professional identity is an ongoing learning process that starts before a student embarks on higher professional education, extends throughout their time at university, both within and outside their course, and continues after they graduate. Students develop their professional identity by being encouraged to reflect on their experiences in all these situations, identifying links between them and assigning meaning to them.

1. Experiences before starting university: Students will already have built up a learning history at primary and secondary school, where they will have explored a range of subjects and encountered different professional roles. Many secondary schools help their students to discover their qualities and motivations and record them in a personal statement or portfolio, which forms a useful starting point for PI development in higher professional education.

2. Experiences outside university: Students also gain experiences in which they discover their qualities and motivations outside the university setting. Sporting activities, paid work, roles and duties in the family, as well as experiences of other cultures and foreign travel often bring to light a wealth of – sometimes hidden – qualities; many motivations can be found in the student's own appreciation of these experiences (Reekers, 2017a).

3. Experiences within university: In higher professional education, students are introduced to various disciplines, professional roles and contexts. Within these frameworks, students develop existing and new qualities and apply themselves with varying degrees of enthusiasm, bringing their qualities and motivations to the fore.

4. Experiences after university: PI development does not stop when students graduate. This process continues throughout their working lives, nourished by the new experiences they gain as professionals and the new meanings they assign to these experiences. These new meanings will be informed by successes, disappointments, life phases, life events, developments in the wider world, and so on.

PI development therefore starts before university and continues after it. While at university, students learn to self-direct their own professional identity. University is therefore an important link in the PI development chain, as illustrated in figure 3.1.

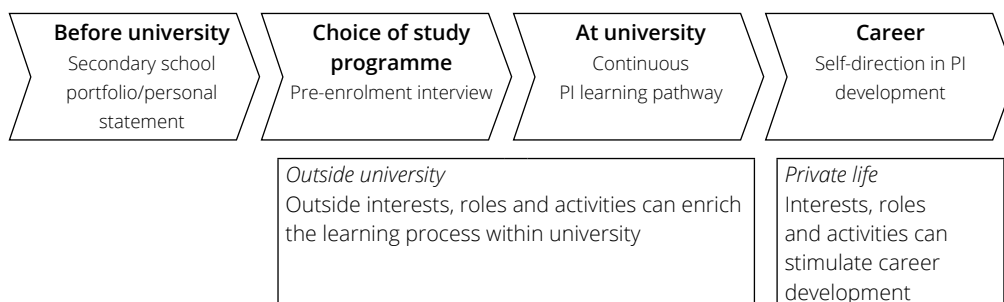


Figure 3.1 Higher professional education as an important link in PI development

EXAMPLE *How can you link to pre-university learning?*

'In the first session we ask the students to explain what they want to learn on this programme. In the SCC sessions they evaluate their progress and link this to the choices they are making on their course.'
(Anja Verbeek-Nederlof, Rotterdam Academy)

How do you develop a clear focus in the PI learning pathway?

On the Facility Management programme at RUAS, students define and refine their Personal Profiles over the four-year period.

The framework for this Personal Profile is as follows:

| | Year 1 | Year 2 | Year 3 | Year 4 |
|----------------------------------|--|-------------------------|---|-------------------------|
| Qualities and motivations | Students identify more than two qualities and motivations. Qualities and motivations are linked to ambitions. | Still under development | Students provide at least two pieces of evidence of their own qualities and motivations. A link is created between qualities and motivations. | Still under development |
| Choices | Students identify more than two relevant choices they have made, both within and outside university. Choices are linked to personal development. | | Students evaluate at least four relevant choices they have made, three in the past and one relating to the future. | |
| Personal development | Students discuss their own development and incorporate the feedback from the assessment, creating links with their motivations. | | Students analyse their own development and incorporate feedback from the intensive coaching sessions. | |
| Ambitions | Students outline their ambitions for the year 2 internship. Students reflect on the first half of year 1 in the context of the choices they have made. | | Students analyse their own development and incorporate feedback from the intensive coaching sessions. | |

Figure 3.2 PI objectives per year in the Facility Management programme at RUAS

A more detailed explanation of this can be found in Annex 2.

EXAMPLE Step-by-step process

Some programmes have had positive experiences with the final assignment 'This is me now' in the PI learning pathway taking the form of a presentation.

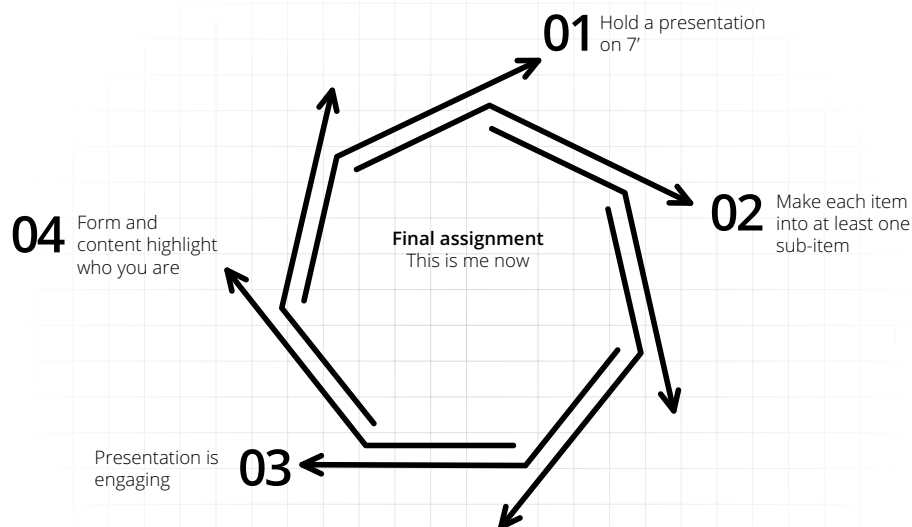


Figure 3.3 Framework for the assignment 'This is me now'

A more detailed explanation of this assignment can be found in Annex 3.

INSPIRATION**How do you organise your focus in the PI learning pathway?**

The challenge for every programme is to make this ongoing learning process visible and inspiring for students. Throughout the whole programme, it is useful to get students to work on products that benefit their own professional identity.

Examples could include a LinkedIn profile, a job application portfolio or a dossier for an employment agency. Students find it helpful to use a recognisable format throughout the programme, setting slightly different requirements every year.

3.2 Finding a balance between results-oriented and development-oriented learning

The challenge is to allow scope for each individual student's personal development while at the same time setting high quality standards for the learning outcome:

- ▶ To produce a high-quality learning outcome, it must meet the objectives and criteria formulated.
- ▶ To facilitate students' individual development, the learning outcome per se (i.e. the answers to the questions: What am I good at? What do I want? What environment would I like to do it in? How do I exercise self-direction? How do I take part in a useful network?) must be person-centred. Furthermore, new issues and dilemmas can be just as valuable as concrete answers. There is therefore no 'right' or 'wrong' answer for these learning outcomes. This is where this PI learning process differs from other learning processes, as does the role of the teacher, as the teacher is not in possession of 'the right answer'.

Therefore, it is not the learning outcome per se that the teacher assesses but the way in which the students arrive at their answers. The latter is articulated in the objectives and criteria of the PI learning pathway.

In section 3.4 I describe in more detail how to rise to this challenge.

3.3 Creating a meaningful reflection pathway

In practice, most students are required to write numerous reflection reports which contribute little if anything to the learning outcome.

**QUOTE****What do students think of unrelated reflection assignments?**

'[...] reflection reports are not seen as particularly useful, [...] they just make something up.' (Kuijpers, 2015b).

**FRAGMENT OF A CONVERSATION BETWEEN STUDENTS IN THE LIFT:**

'... and we also have to hand in a reflection report on Friday.
Got anything I can use?'

Reflection can provide a meaningful boost for the learning process if:

- ▶ it is meaningful in the students' eyes:
For example, the teacher might explore together with the student their interest in the subject, or the strategies the student uses to keep motivated if their interest in the subject is lagging
- ▶ students are free to produce their reflection in a format of their choosing:
For example, writing a blog post, making a poster, Loesje, video, slogan, story that enables them to visualise the outcome of the reflection.
- ▶ serious attention is paid to the reflection assignment:
For example, by questioning and discussing the reflection and assessing it against meaningful criteria.
- ▶ students realise that reflecting adds to their development and motivation:
For example, because they get to know themselves better and eventually find more answers to the five career questions.
- ▶ the programme allows scope for making the learning process more flexible:
For example, by giving students a choice between different reflection assignments.

More information on reflection can be found in section 4.3.

To optimise their students' academic progress, the teacher will where necessary make good use of learning support and will refer students to the Dean's office in good time.

EXAMPLE How can you allow scope for choices in the PI learning pathway?

‘Every semester, students in our RAC domain get to choose between four skills modules. They have to substantiate their choices and describe them in their personal learning plans. At the end of every semester, every student evaluates and adjusts their personal learning plan.’

(Anja Verbeek-Nederlof, Rotterdam Academy)

INSPIRATION Personalising the PI learning pathway

Use one of the following methods:

Edubook Studie-loopbaan-begeleiding (Gerritzen & Edumundo)

Professionele Identiteit (Reekers, 2017b)

Social Island (www.socialisland.nl)

100% Jezelf (Vink, 2017)

Nog Slimmer (Pol, 2016).



3.4 Designing transparent constructive alignment

As in all areas of the curriculum, constructive alignment has a considerable impact on the quality of the learning process in the PI learning pathway. Once the PI objectives, PI assessment and PI content are described in context, the direction and meaning of the learning process become clear to both student and teacher.

As described in section 3.2, the challenge in constructive alignment is to set high standards for the outcome of the learning process while at the same time allowing scope for students' individual development.

Here I provide some frameworks, thoughts and reflections on designing programme-specific constructive alignment in PI education. Every programme can make its own design choices. Regardless of the choices made, student PI development benefits from a recognisable PI learning pathway with content that is linked to the entire curriculum, fits in well with the programme culture, can be supported by the teaching team and relates to the vision of the education and the profession. In addition, the language used must be appropriate for the profession for which the students are being trained and the language the students themselves use.

Before going into more detail about the frameworks within which every programme can design their own constructive alignment for PI education, in figure 3.4 I provide a reminder of how the concept of professional identity can be operationalised. Within this, every programme embeds the concept of professional identity and translates it into constructive alignment.

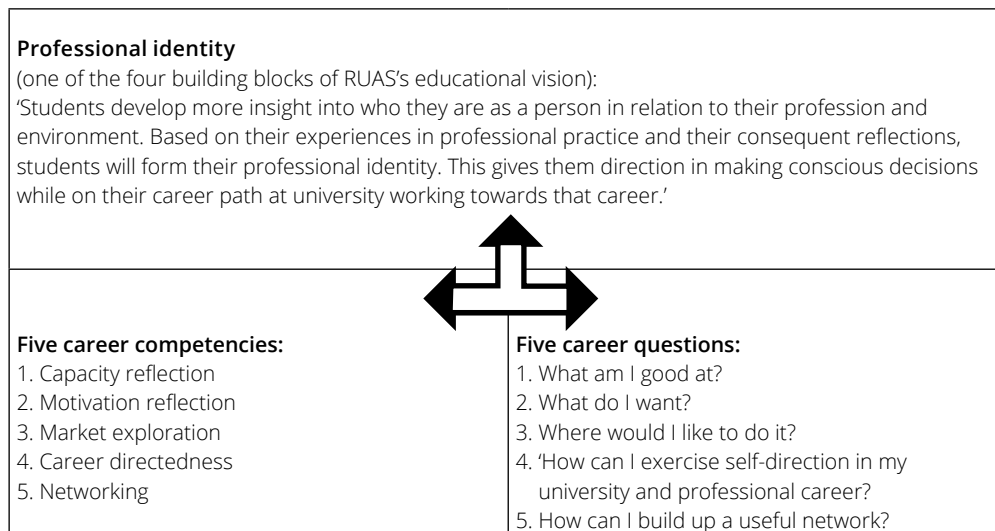


Figure 3.4 Reminder: operationalisation of the concept of professional identity

The constructive alignment for the PI learning pathway is made up of PI objectives, PI assessment and PI content.

The general *PI objectives* enable students to:

- identify with their programme and the professional field
- refine their definition of their own professional identity
- exercise self-direction in their own university and professional career.

Every programme defines the details of its own PI objectives within the frameworks of these general PI objectives.

To help translate these general parameters into specific PI objectives, in Annex IV I convert them into annual objectives based on Dee Fink's Taxonomy, and in section 4.4 I explain the levels of the PI objectives.

It is important that every programme formulates its own meaningful PI objectives. These objectives gain significance when the content is legitimised by a current vision of the profession and is articulated in a language that is appropriate to the professional field for which the students are being trained.

EXAMPLE How do you design a PI learning pathway?

An example from the RUAS Financial Service Management programme.

What content does your PI learning pathway cover?

Students work on their personal and professional development in the role of Individual, Professional and Director. In this role, the following questions are central:

Desire: Is this programme right for me?

Once I have qualified, what will the work be like, and will I find it interesting?

Ability: Can I handle the level?

Will I get good results if I study hard? Am I studying effectively enough?

Action: Am I motivated enough?

Will I be able to put enough energy into this block right from day one so that I can achieve good results? And will I actually put that energy in?

How do you design this pathway?

Group sessions, in which students work together on the PI objectives

Study group to boost mutual bonding

One-on-one sessions, only if desired: these can either be student- or teacher-initiated.

What method do you use?

We work with Edubook Studie&Loopbaan, which helps us deliver personalised learning.

How do you assess your PI learning pathway?

PI assessment is fully integrated in the overall assessment. This enables us to link PI with the teaching content. However, it also allows scope for personalised learning.

What successes have you achieved so far?

The PI learning pathway is taken seriously by students and teachers. This is partly because of our integrated assessment strategy.

Our retention rate has gone up.

There is a stronger bond between the students themselves and between students and teachers.

We have a clearly defined, cohesive PI learning pathway from year 1 to year 4.

INSPIRATION How do you maintain the effectiveness of your reflection objectives?

Advice from Jan Willem Bakker (Occupational Therapy education manager at RUAS):

The challenge is always to formulate the objectives in such a way that they shape the direction of the learning process but are not so narrow as to restrict it.

PI objectives cannot be measured entirely objectively.'

The PI objectives shape the direction of the PI learning pathway and provide frameworks for assessment (PI assessment). To do justice to each student's personal development and to set quality standards for the learning outcomes, the learning outcomes are assessed against the following *criteria*:

- The learning outcomes answer the questions asked.
- The answers are based on multiple methodical reflections.
- The answers incorporate feedback from multiple people.
- The answers explain the significance that students assign to the feedback they have received and the experiences they have gained.

The *form* of the PI assessment must match the objective, but it must also be inspiring and practicable for everyone concerned. Go easy on reflection reports! An assessment based on a student-produced product or presentation is often more effective and will encourage students to be more explicit about their own uniqueness. The PI objectives will still form the guiding framework.

Assessing the PI outcomes places demands on the teacher/student relationship, since the assessment criteria can only be applied if the teacher is familiar with their students' uniqueness. In order to rule out excessive subjectivity it is important for teachers to have their opinions peer reviewed on an ongoing basis and to engage in an open dialogue with students throughout the process about their development in light of the objectives and criteria. Some teachers will need to explore how to combine this personal relatedness with the fact that they also have to assess their students (see also section 2.5). To find a way through this, it is also important to have an open relationship with fellow teachers.

Don't assess too much or too often

Engaging in regular dialogues and holding an annual summative assessment and one single formative assessment is enough to keep the reflection process going. For students to reflect effectively, they need to be given the opportunity to take a step back and look at themselves from a distance.

Maintain the effectiveness of your PI assessment

Don't schedule the reflection assessment in a testing period. Revising for exams or completing projects and reflecting do not make a good combination.

Give students the opportunity to actively register for an assessment. This encourages them to take responsibility and reduces peak loads.

To prepare students for achieving their PI objectives and passing the PI assessment, the PI learning pathway should include the following *PI content*:

- Familiarisation with the programme and the professional field: In the first year of the programme, the main focus is on 'how things work on this programme' and 'what I can do with this programme'. Familiarisation takes place in subsequent years of the programme as well, as it is important for students to spend time throughout their time at university thinking about their choices and options (electives, internship, minors and graduation projects). This includes paying attention to enrichment elements (peer coaching, commissions, honours programme).
- Learning how to exercise greater self-direction in your academic progress: At the beginning of the programme students should be taught specific skills that promote self-directed learning (e.g. study skills, time management, dealing with procrastination behaviour). Tailored support at the right time remains an essential element throughout the entire programme. It is also important that students receive the guidance they need to discover the relationship between their own engagement, their motivation and their results. By focusing on the interplay of these aspects, students learn to self-direct more effectively during their university career.
- Reflecting and learning to reflect: Reflecting is a skill that has to be learned. It is worthwhile creating opportunities in the programme to practise reflection. To motivate students, it is helpful to reflect on actual experiences and to visualise what the students will gain from the outcome of the reflection (see also section 4.3.1).
- Discovering and defining professional identity: Students learn how to find answers to the five career questions step by step. To discover their own professional identity, students also need an opportunity to have a conversation about these career questions and to process what comes out of this conversation. Many students will need to learn how to adopt an inquisitive, investigative attitude towards this and to accept the fact that they will not always be able to find their own answers straight away.

A summary of PI content corresponding to the PI objectives in Annex IV can be found in Annex V.

TIP How do you make your constructive alignment appealing?

Adapt both the content and the language to the professional field for which the students are being trained.

3.5 Ensuring a good balance between group and individual sessions

In RUAS's SCC tradition, students have four one-on-one sessions with their SCC coach and several group sessions per year. According to Kuijpers (2015b), student opinion of one-on-one sessions varies widely. Some students say that they appreciate having a 'listening ear'. But students who simply do the bare minimum say that they gain little from these sessions.

Some programmes have found it beneficial to combine group and one-on-one sessions.

Targeted cyclical reflection focusing on developing the five career competencies is an important part of the PI learning pathway. We know from experience that reflecting in *group sessions* consisting of between eight and 12 students can be highly effective. By articulating their own reflections in the presence of fellow students, asking each other questions and sharing experiences, students often gain a better understanding of their own PI development. This shared experience introduces students to different ways in which the concept of professional identity manifests itself, thereby holding up a mirror for them to discover their own professional identity.

In order for this to succeed, however, there should be a supportive programme culture, relevant PI assignments, a safe learning climate and positive guidance from a PI teacher.



QUOTE

What is the added value of group sessions in the PI learning pathway?
'Coming together with others helps you to discover yourself.'

One-on-one sessions are an appropriate opportunity to have discussions with an element of privacy. Within some programmes, one-on-one sessions with students are optional. They can be initiated by either the student or the PI teacher. This has been found to work well, making the sessions more meaningful and reducing the PI teacher's workload.

3.6 Provide frameworks within which PI teachers can shape the education they provide

The PI learning pathway not only needs to offer an adequate structure within which the learning process can be given direction, but it also needs to offer sufficient opportunity to reflect the *current status of the group* and *each student's uniqueness*. Only then will the PI learning pathway support PI development.

The objectives, content, assessments and assignments provide a clear framework within which the teacher, the group and individual students can focus on those aspects of importance to them. At the group level, subjects that arise from current *status of the group* (e.g. group development, learning climate, peer feedback, ambiguities in the programme, collaboration, information sharing) can be put on the agenda. At the individual level, each student can work on their own PI development within the framework set (e.g. electives within the course, reflecting, answering the five career questions, preparing for the PI assessment).

A student's uniqueness becomes evident in their qualities, motivations, experience and personal circumstances, and in particular in the meaning they assign to all the experiences they have gained before, within and outside university.

To support the process of PI development, it is helpful if different students present an interim version of their end product once or twice per term. This encourages students to work on their PI development throughout the whole term, whilst giving the teacher the opportunity to provide feedback that is meaningful for all students so that students can learn from each other.

Getting in touch with students' goals and wishes and identifying what students are doing well is a challenge in education. Students are themselves not always aware of their goals and wishes and do not always demonstrate a positive attitude towards learning. Nevertheless, this is an important part of kick-starting the learning process and motivating students to take ownership of their own learning process.

Education that is *laissez faire* with no guiding frameworks leads to non-specific learning actions and generally delivers a poor outcome. Establishing clear frameworks with minimal but straightforward arrangements combined with good guidance helps create a safe learning climate and allows scope for personal learning processes.



QUOTE

'The beginning of all wisdom is wonder'
(Aristotle)

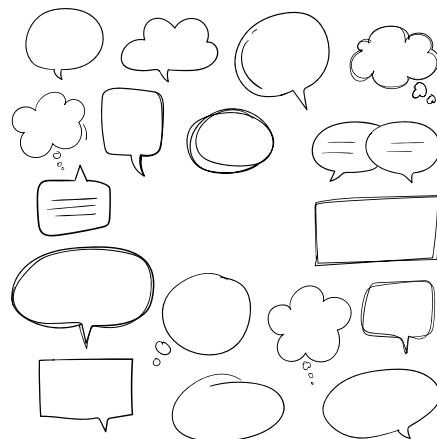


Figure 3.5 The PI learning pathway offers a suitable framework for achieving the PI objectives, while still allowing scope for the students' and the group's uniqueness

INSPIRATION

How do you motivate students to work on their PI development?

- Use engaging language to explain and bring to life the short- and medium-term benefits of PI development.
- Bring in alumni and students in higher years to talk about their successes and struggles with PI development.
- Create a sense of self-direction by being clear about the products to be delivered, the assessment criteria and the planning.
- Create a sense of ownership by always taking into account your students' goals and wishes and linking them to the PI objectives.
- Create a sense of competence by identifying successes.
- Create a sense of safety by working with your students to produce a safe learning climate.
- Encourage all teachers to act as ambassadors of PI development.
- Ensure PI development does not compete against other parts of your students' education.

EXAMPLE Individual PI assignment

Example of an individual PI assignment in preparation for an internship:

Explain clearly in your own way why this particular company is the right place for your internship by answering the following questions: What do you want to learn? What do you want to find out more about? What question do you want to find an answer to?

Link these answers to previous reflections and your dreams or ambitions.

In your internship preparation interview you will be given three minutes in which to provide these answers.

Your input will be assessed for reasoning, authenticity, inherent challenges and credibility.

How do teachers help students take ownership of their own learning process?

'Hi everyone. We are starting a new term this week. In the PI learning pathway we will have two group sessions and one one-on-one session. What would you like to see covered in these PI modules so that you will be happy with the PI learning pathway at the end of term? Topics could be preparing for your internship, effective study skills, the atmosphere in the group, being motivated to study, the image of the profession, or the culture and organisation at university. Spend three minutes thinking about this.'

After three minutes the PI teacher makes a list of the students' wishes and goes through them with the group, defining them in more depth and clustering them. The PI teacher and the group then jointly draw up the syllabus for the term. Halfway through the term, the PI teacher checks with the group to find out whether everyone is achieving their goals.

How can you acknowledge the efforts of a student who is resistant?

Fragment of a conversation between a PI teacher (Elly) and a student (Harold):

Harold slouches in with an air of indifference, slumps down on a chair and waits for something to happen.

Elly: 'Hi Harold, good to see you.'

Harold: mumble mumble

Elly: Harold, your grades are in, what do you think of them?

Harold: mmmm, not great, mmmm...

Elly: You're not too happy? Are there any results you are happy with?

Harold: looks surprised... says nothing

Elly: Can you just go through the list again? Are there any grades you are happy with?

Harold gradually straightens up and mentions one subject.

Elly asks Harold how he tackled this subject and what it was that helped him do well in it.

Harold gradually becomes more engaged.

Elly: And is there a subject you wish you had done better in?

After this, Harold and Elly together explore what he will need to do to tackle this subject differently next time.

DEEP DIVE

How can you learn to identify the positives in every situation, even if a student seems unmotivated?

The fragment above is a method of approaching and communicating with students known as Solution-focused Coaching. To find out more about this, read Coert Visser and Irene Lansdaal.

How do you connect with the current status of the group?

The current status of the group is partly determined by:

- the group formation stage (forming, storming, norming, performing or adjourning phase, Tuckman, 1965)
- the group culture
- the qualities and motivations present in the group.

3.7 Credits and compensated passes

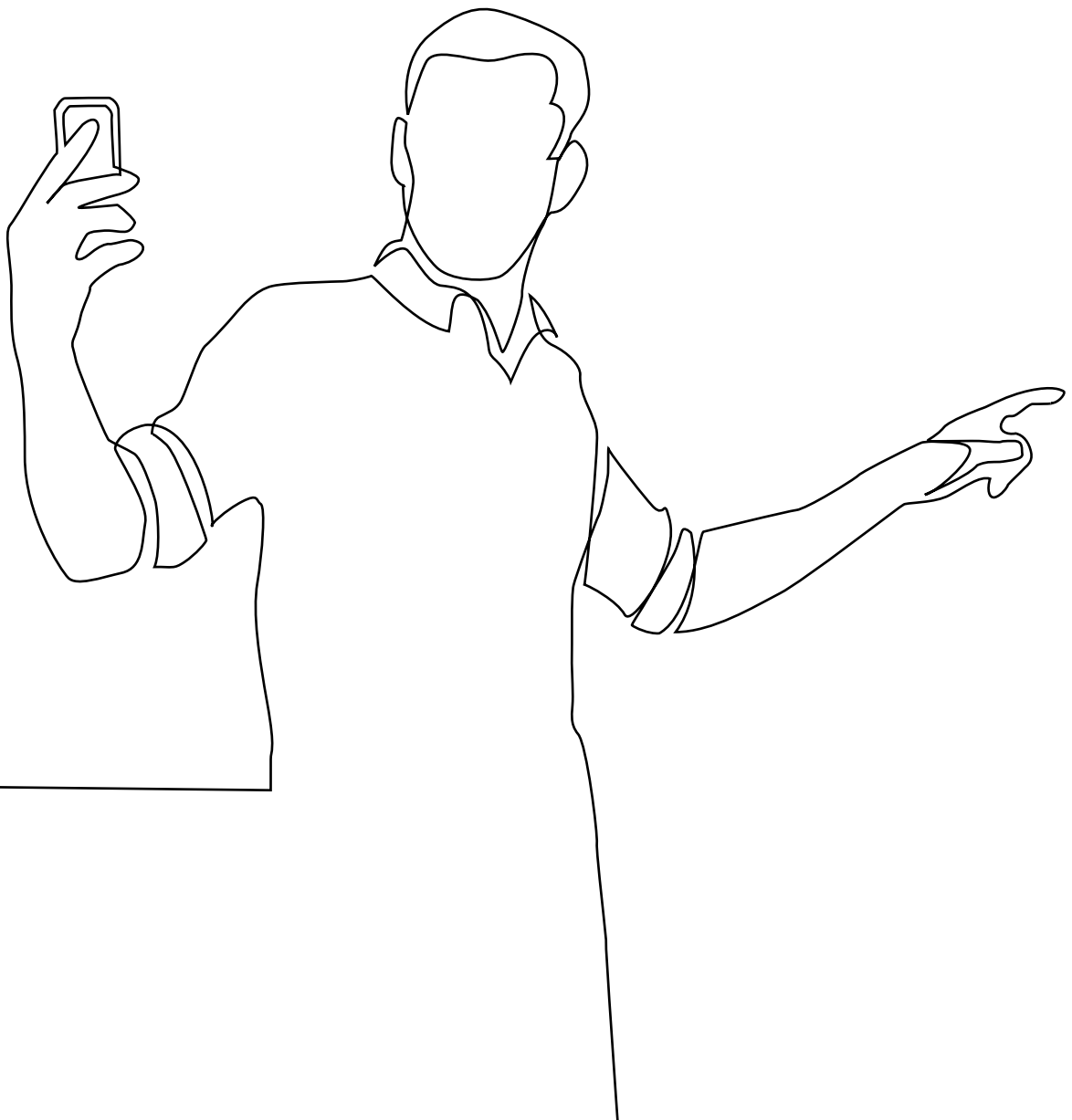
Awarding credits for PI development often leads to discussion. There are three reasons for awarding credits in the PI learning pathway:

1. A set of well-developed career competencies is one of the critical success factors for any professional. Therefore, this element forming part of the career competencies can and must be 'rewarded' in the same way as professional skills.
2. To be able to develop career competencies, students must be capable of reflecting effectively (see also section 4.3); the quality of the reflection must therefore be part of the assessment.
3. Students themselves state that because this module attracts credits, they are motivated to take it more seriously.

An important decision point is whether a pass in another module can compensate for a fail in the PI development module. This is typically a decision which each programme has to make individually. Whether this can be done depends on the extent to which career competencies determine the professional's success.

Action

- ▶ The PI coordinator links the personal statement to the pre-enrolment interview and the PI learning pathway. This link needs to be clearly identifiable for both students and PI teachers.
- ▶ The PI coordinator incorporates both results-oriented and development-oriented learning into the PI programme and the PI assessment.
- ▶ The curriculum committee and the PI coordinator think through what the PI learning pathway should explicitly deliver for the students in the light of their professional future. To assist with this they seek advice and inspiration from practitioners from the field and current and former students. This helps them choose an appropriate definition and formulate end goals and annual targets.
- ▶ The PI coordinator designs the constructive alignment for PI development in consultation with the curriculum committee.
- ▶ The PI teachers take joint ownership of this constructive alignment.
- ▶ The PI teachers calibrate the marking of assessments in order to increase intersubjectivity.
- ▶ The PI coordinator works with PI teachers to create an effective combination of one-on-one and group sessions.
- ▶ The education manager focuses on the PI teachers' professionalism in coaching student PI development in a group context.
- ▶ The PI coordinator and PI teachers formulate clearly defined frameworks for the PI learning pathway, within which students can make their own choices. For students and PI teachers, these frameworks and the associated assessment criteria should be clear.
- ▶ The curriculum committee and/or education manager liaise with practitioners in the field to ascertain how career competencies determine the professional's success. On this basis they decide whether a fail in career competencies can be offset with a pass in another subject.
- ▶ The PI coordinator devises the PI programme in close consultation with the PI teachers. He or she regularly liaises with the following:
 - ▶ the curriculum committee and education manager, to align the content of the PI learning pathway with the overall curriculum
 - ▶ the teaching team, to keep them informed and jointly arrive at a consensus-based PI learning pathway, so that all teachers become ambassadors of PI development
 - ▶ the focus group (consisting of students and practitioners in the field), to incorporate their ideas into the PI learning pathway.



4. Feedback and reflection – essential elements of PI education

A PI learning trajectory encompasses a mechanism that enables students to develop their career competencies. Students work through this PI development process in their own way, which may not always be visible to the teacher, and often without the students themselves even being aware that they are doing so. It is through feedback from teachers and fellow students and reflection by the students themselves that students experience a positive impact on their learning process and gain insights into the progress they are making. In this chapter I provide pointers for giving feedback and making reflection meaningful in the education you deliver. To set the scene, I first outline how feedback and reflection can help students in their learning process.

4.1 Influence of feedback and reflection on the learning process

As students develop a professional identity, they work through the four phases of the learning process – unconscious incompetence, conscious incompetence, conscious competence and unconscious competence – in their own way. See also figure 4.1.

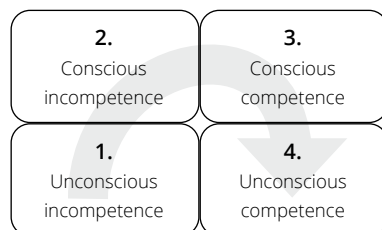


Figure 4.1 Phases of the learning process

Students often embark on their programme with a vague idea of their student and professional career and a general picture of their own career competencies (unconscious incompetence). During the learning process they discover elements of their career competencies, identify the gaps in their knowledge (conscious incompetence), assimilate what they have learned and start using it. To begin with, the use of these new skill elements requires conscious attention (conscious competence). By practising, they master what they have learned and, without too much effort, are able to apply these skills effectively (unconscious competence).

Emotions and beliefs play an important role in this learning process. Dweck (2006) describes how a learner's mindset influences the progression of a learning process. Dweck distinguishes between people with a Fixed Mindset and those with a Growth Mindset (Dweck, 2019).

She describes the beliefs associated with the fixed mindset as follows:

'People who hold these beliefs think that "they are the way they are", but that doesn't mean that they have less of a desire for a positive self-image than anyone else. So of course they want to perform well and look smart.'

She describes the beliefs associated with the Growth Mindset as follows:

'People who hold the Growth Mindset believe that intelligence can be developed, that the brain is like a muscle that can be trained. This leads to the desire to improve.'

This clearly illustrates that a student with a Growth Mindset will have more faith in PI development than a student with a Fixed Mindset. Exploring one's own mindset is therefore a good investment in one's own learning process, particularly since, with good guidance, a Fixed Mindset can become a Growth Mindset (Dweck, 2006).

Voerman and Faber (2018) provide a clear synopsis of the effect of emotions on learning. Drawing on research by Pekrun, Goetsz and Titz (2002), they present this synopsis as shown in figure 4.2.

Figure 4.2 Effect of emotions on learning activities

| Type of emotions | Effect on learning activities |
|---|-------------------------------|
| Positive activating emotions, such as joy, hope and pride | Positive |
| Positive deactivating emotions, such as relaxation and relief | Variable |
| Negative activating emotions, such as anger, fear and shame | Variable |
| Negative deactivating emotions, such as boredom and despair | Negative |

'Pekrun *et al.* showed that positive activating emotions such as joy, pride and hope lead to learning activities, while negative deactivating emotions such as despair and boredom have a negative effect on learning activities. In terms of giving feedback, this means that feedback that evokes positive activating emotions is more conducive to learning than feedback that evokes negative deactivating emotions. Pekrun *et al.*'s research also shows that some emotions activate learning on some occasions and not on others. This is because the reaction to the emotion evoked by feedback is contingent not only upon the message contained in the feedback. The way feedback is received also depends on the nature of the student, their relationship with the teacher and the way those around them react.' (Voerman and Faber, 2018, p. 19)

In the learning process, both students and teacher initially focus on the learning objectives and learning content. The process students undergo is evident from the contribution they make in class and the results they produce. The underlying beliefs and emotions are often expressed in the form of enthusiasm or resistance but are seldom specifically discussed. It is precisely by explicitly discussing and exploring these emotions that opportunities arise to positively influence the learning process.

During the learning process, students draw conclusions, correct or otherwise, about the topics covered, how they are progressing and their chances of success. Helping students in the PI learning pathway to discover, test and where necessary adjust their own beliefs and emotions allows them to develop a greater degree of self-direction in their own learning process. As Voerman and Faber state, the teacher wields a lot of influence over these beliefs. Feedback content and feedback delivery are the two ways in which the teacher exerts this influence.

PI teachers can positively influence the learning process by structuring their feedback and by designing and guiding a meaningful reflection process that will make it easier for students to draw the right conclusions.

EXAMPLE Realistic emotions

The examples of Naomi and Roos illustrate how beliefs and emotions can be made more realistic by feedback and reflection.

When Naomi finishes school and embarks on her Civil Engineering degree course, she is highly motivated. However, she often doubts her own abilities, although she hasn't fully acknowledged this. She finds the structural engineering class difficult and her confidence sometimes hits rock bottom. The PI teacher asks Naomi how she has found studying at university so far. Because of the attention the teacher is paying her, Naomi thinks about her experiences and tells the teacher that she regularly has doubts about whether she is good enough for the course – after all, she comes from a secondary vocational school background! The PI teacher listens to her story and acknowledges her doubts. He also compliments Naomi on the effort she always puts in and asks her how she keeps going despite the fact that she finds the subject difficult and feels insecure. This question prompts Naomi to reflect. She discovers that she is highly motivated to become a civil engineer and is modelling herself on one of her cousins, who obtained a degree after going to secondary vocational school. The PI teacher compliments Naomi on her reflection, motivation and dedication and the good grades she has achieved so far. Afterwards, the teacher helps Naomi to identify exactly which areas of structural engineering she doesn't understand. After this discussion, Naomi contacts the structural engineering teacher to ask for extra help. She then gains a pass in this subject. In the next session with her PI teacher, Naomi reflects on this process and discovers that she is living with the conviction that as a secondary vocational school student she won't be able to cope with university. Now that she is aware of this, she is learning to park this conviction and acknowledge the successes she has already achieved and her motivation for choosing this course.

In the PI learning pathway, Roos (Accountancy student) indicates that she wants to start obtaining feedback on the way she communicates. When she explains why, she tells her fellow students and the PI teacher how hard she finds it to express herself when it comes to her own development. When the PI teacher asks Roos for examples, Roos gives a clear and effective answer. This takes some of her fellow students by surprise and they give her examples of how clearly she articulates her own development. Roos can scarcely believe this and arranges another feedback session. In the next PI class she describes how she needs to change her belief about her poor communication skills and how much of a relief this is to her.

*Don't believe everything
you think*



Figure 4.3 Beliefs and emotions must be tested for authenticity

Reflection

- What feedback has given you an important insight into your own professionalism?
- What feedback has given you an important insight into your professional self-image?
- What feedback has given you an important insight into your learning/working strategy?

4.2 Feedback

Obtaining feedback from third parties is an effective tool for promoting the learning process.

Giving feedback is only effective if it is done in the right way. Lia Voerman and Frans Faber (2018) provide a clear framework for giving feedback. They distinguish four dimensions of feedback:

1. the content or the task (the teaching content)
2. the strategy or approach (how the student approaches an assignment)
3. the student's *modus operandi* (the emotion the student experiences while performing the task)
4. the student's personal quality (the quality the student applies).

Hattie and Timperley (2007) contend that feedback on strategy is even more effective than feedback on content.

Giving feedback is effective if it is:

- specific, targeted and not too long. Tip: Make a conscious decision as to which element to give feedback on; be specific about this with the student; and always make a clear connection with the objective.
- aimed at progression towards the objective and/or discrepancy in achieving it. Tip: In your feedback, tell the student which part of the objective is going well and which part they still need to work on.
- given in a ratio of 3:1 (positive : negative). Positive feedback has a positive effect on the learning process; negative feedback generally has an inhibiting effect on it. Negative feedback is also remembered for longer than positive feedback. It is therefore advisable to give more positive than negative feedback and wherever possible to translate any negative feedback into pointers or specific and more effective alternatives.

The dimensions of feedback are linked to the career competencies as follows:

- Feedback on strategy contributes to career directedness.
- Feedback on modus operandi contributes to motivation reflection.
- Feedback on personal qualities contributes to capacity reflection.

Teachers can contribute to student PI development with the following feedback:

| Career competency | Teacher action in a specific educational situation to support the development of career competencies |
|-----------------------|--|
| Capacity reflection | Giving feedback on qualities that the student demonstrates or needs to develop further |
| Motivation reflection | Giving feedback on enthusiasm shown by the student in a specific situation |
| Market orientation | Identifying situations in which students can apply what they have learned |
| Career directedness | Giving feedback on the student's learning strategy |
| Networking | Opening up your network to your students and giving tips on how to expand or use it |

Figure 4.4 Examples of how teachers can give feedback that contributes to student PI development

By adopting this method, all members of the teaching team can support their students in their PI development and their learning process. After all, the learning process is boosted if every teacher gives their students feedback on work content, strategy, modus operandi and personal qualities and students obtain a package of valuable information on their own development by collecting this feedback from different teachers. Meaningful assignments and targeted coaching in the PI learning pathway will then help them transform this information into insights into their own PI development. This is illustrated in Figure 4.5.

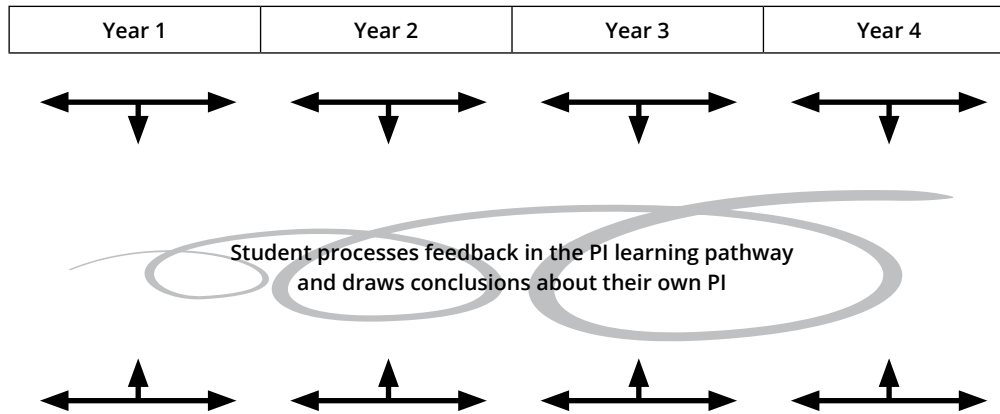


Figure 4.5 How students process feedback obtained in the PI learning pathway

Irrespective of the content of the feedback, it is a challenge for programmes to ensure that:

- a. students regularly receive feedback from a range of teachers and students
- b. the quality of the feedback is high
- c. students learn something from it.

To provide valuable feedback, it is therefore important that:

- a. teachers structure their feedback effectively: who gives feedback when and on what?
- b. teachers learn to give good feedback
- c. students are helped to process the feedback.

Sometimes it helps to formalise feedback.

EXAMPLE Types of feedback**Feedback on content**

- 'In your reflection report, you clearly explained why you chose this internship and gave good reasons for your choice.'
- 'You have produced a good analysis of the feedback you have received from various teachers.'

Feedback on strategy

- 'Unlike last term, this term you have been working on the difficult tasks with your fellow students and then practising them on your own.'
- 'This term you have asked for feedback yourself and you have made very good use of it.'

Feedback on modus operandi

- 'From the questions you ask, I can see that you are highly motivated to keep on going.'
- 'This term you are obviously getting much more out of working with the others in the PI group.'

Feedback on personal quality

- 'At the PI session you had the courage to raise the subject of the atmosphere in the class. Then some of your fellow students talked about how they experienced the atmosphere. This led to a meaningful discussion about the way you interact with each other.'
- 'The creativity you show in your hobby would also come in handy for expanding your network.'

Negative feedback

This example illustrates how a good balance can be achieved between positive and negative feedback. A conversation between two PI teachers: 'In the PI session with this student, you put the student at ease, you clearly explained the purpose of the session and you asked a lot of useful questions about the situation she brought up. When she mentioned a conflict with a teacher, you started explaining to her what her part in the conflict was. As a result, you ended up disagreeing. What you could have done was ask her questions about the situation, which would have helped her realise her part in it for herself. What do you think of that kind of approach?'

Organising feedback

On the Occupational Therapy programme at RUAS, students can ask for feedback on their professional conduct using a form. This type of organised feedback is extremely effective because all the teachers understand the importance of this form, the form itself is not too long and facilitates the process of giving useful feedback and students are helped with processing the feedback. This gives the students a clear picture of which aspects of their professional conduct they are already demonstrating and which aspects still require attention.

TIP Avoid tick lists

To prevent feedback forms from becoming tick lists, it is important that:

- both teachers and students are able to decide how to work with these forms.
- both teachers and students keep the purpose and importance of these forms in mind.
- both teachers and students are constantly aware of how important feedback is for the student learning process.

4.3 Reflection

Luken (2011) talks about 'reflection compulsion in education' and the fact that this is not always effective. The reality in many programmes is that giving students numerous random, unfocused reflection assignments make life difficult for both students and teachers. As a result, students develop a lively imagination in writing reflection reports which contribute little or nothing to their development, and teachers are left with mountains of reports to read, leaving them wondering how to assess them all.

Reflection becomes effective when reflecting can be learned as a skill and the reflection process is well structured. The following aspects are important in achieving an effective reflection process:

1. Teach students how to reflect.
2. Guide the reflection process.
3. Structure the reflection process cyclically.
4. Determine the target level of reflection.
5. Formulate meaningful reflection assignments.
6. Employ a good reflection method.

4.3.1 Teach students how to reflect

There is a widespread misconception that students already know how to reflect when they embark on their studies. Not so! Various workshops on this subject have revealed that even teachers find reflection difficult. Reflection is a composite skill made up of the following subskills: observing, identifying situations and emotions, identifying your own actions and the reactions of those around you, assigning meaning, acquiring deeper self-insight, drawing conclusions about yourself and translating the insights obtained into future actions (Mittendorff, 2014).

The PI learning pathway should therefore allow students sufficient opportunity to learn how to reflect and experience the benefits of effective reflection.

Learning to reflect should therefore be a subject that is taught in the PI learning pathway. The PI coordinator decides on a limited number of reflection methods and chooses engaging topics for reflection so that the students will experience the value of reflecting (e.g. study skills, experiencing success, or a particular skill a student wants to develop).

EXAMPLE How can you help students realise the importance of reflection?

After a mediocre performance in his first term, Hans reflects in the PI learning pathway on how he prepared for his exams (with mediocre results) and how he approached this at secondary school (with good results). He realises he was more disciplined at secondary school because he always studied with a buddy. He hasn't yet met anyone equivalent on his university course and has found it hard to dedicate enough time to studying on his own. Realising this, he goes in search of a study buddy.

How can you make reflection concrete and engaging?

Example of a reflection assignment:

- Think about something in your life that makes you happy (e.g. spending time with friends or family, playing a sport, work, a hobby, university).
- What is it about this area of your life that you enjoy so much?
- What are you doing better or finding easier in this area than two years ago?
- Describe in as much detail as possible how this change came about.



Figure 4.6 An excessive number of reflection reports misses the point

DEEP DIVE How to help students discover what they can learn from reflecting

If students still find it too stressful to share their own qualities and motivations with the group, the following assignment can help:

- Think about someone you know whom you look up to as a professional.
- Name three qualities and two motivations that make that person a good professional.
- If possible, talk to them about their qualities and motivations; if this is not possible, think about what qualities and motivations might be involved.

Discuss this assignment in the group and, where possible, relate it to the students' own qualities and motivations.

In the process of learning to reflect, it is important that students are able to clearly distinguish between learning to reflect and the reflection task itself.

How can first-year students experience the benefit of reflecting?

Get students in year 1 to reflect methodically on their learning. This will give them insights into their strengths and areas that need improvement in relation to their study skills. On the basis of those insights, offer them individual support (by helping them to choose appropriate electives or informing them about the services provided by the Dean's office, for example). Repeat this reflection the following term once the results for that term have been published. This will help the students to understand the relationship between effort, motivation and learning outcomes.

Take inspiration for designing the reflection learning process from Mittendorff: *Leren reflecteren* (2014).

4.3.2 Guide the reflection process

As a teacher, don't underestimate how difficult it is to work through a reflection process properly. Even once the students have learned an appropriate reflection method, good guidance will be key. You can provide this guidance in a group setting or in one-on-one sessions. This way, they will learn to use the method effectively and by interacting with others will discover which processes, subconscious or otherwise, play a role in their learning process (see also section 4.1).

Consciously or subconsciously, people engage in an internal dialogue in which they assign meaning to their experiences, heavily influenced by their beliefs and emotions. Research shows that this internal dialogue often reproduces known truths, and people continue to confirm their previously held beliefs – until they are confronted with a trigger that prompts them to clarify their beliefs and evaluate and adjust them where necessary. The PI learning pathway provides this trigger in the form of probing, targeted questions posed by, for example, PI teachers or other students. The internal dialogue therefore shifts to an external one (Meijers, 2017), which can result in new insights and a re-evaluation of known meanings. In the light of PI development, this external dialogue is conducted with the PI objectives in mind and based on experiences that are concrete and meaningful for the student:

- *Concrete* experiences inform the student's reflection because they deal with actual facts and emotions.
- *Meaningful* experiences are experiences with which the student associates distinctly positive or negative emotions, such as pride, happiness, frustration, regret or doubt. These experiences are particularly useful for reflection because of the student's strong reaction in that situation.

The external dialogue becomes more effective when appropriate questions are asked.

Lia Voerman and Frans Faber (2018) provide some practical suggestions for this. They distinguish three categories of questions:

1. The first category consists of closed questions (questions that can be answered with yes or no) and rhetorical questions. Examples are:
 - Have you prepared for this PI session?
 - Do you always prepare for classes?
2. The second category consists of questions about the student's approach to content, strategy and modus operandi. An example of a question in this category is:
 - When are you happy with the way you work with other people?
3. The third category consists of questions that relate to self-regulation, modus operandi and qualities. Examples are:
 - How did you prepare for your exam this time?
 - How do you achieve a good balance between studying, working and relaxing?
 - What are you planning to do to expand your network?
 - How do you keep yourself motivated in this situation?

The questions in the third category are particularly helpful for coaching students in their PI development, since they help them identify which career questions they have already answered and which ones remain unanswered. These questions also help students to take better ownership of their own PI development, enabling them to further refine their answers to the five career questions:

1. What am I good at?
2. What do I want?
3. What environment would I like to do it in?
4. How do I self-direct?
5. How do I take part in a useful network?

EXAMPLE What questions can you use to help students discover their professional identity?

The questions below may serve as inspiration in helping students to answer the five career questions:

| Career competency | Questions | |
|-----------------------|---|---|
| | Relating to university career | Relating to future professional career |
| Capacity reflection | <ul style="list-style-type: none"> ▶ What qualities do you want to develop in this project? ▶ What qualities do you use outside university that we haven't seen here yet? ▶ What qualities do you value in other people? | <ul style="list-style-type: none"> ▶ What qualities would you like to apply after you graduate? ▶ What qualities do you want to cultivate after you graduate? ▶ What qualities do you hope to see in your future colleagues or client group? |
| Motivation reflection | <ul style="list-style-type: none"> ▶ What do you like about this programme? ▶ What subject would you like to learn more about? ▶ What role do you feel comfortable in when working with other people? ▶ What role would you like to develop further? | <ul style="list-style-type: none"> ▶ What would you see as a motivating next step after you graduate? ▶ What would you want to gain from this step? ▶ Is there a particular area you would like to specialise in or a client group you would like to work with? ▶ What role do you want to take on or develop after you graduate? |
| Work exploration | <ul style="list-style-type: none"> ▶ Do you know the types of jobs that people who have taken this course go on to do? | <ul style="list-style-type: none"> ▶ What professional contexts appeal to you? ▶ What professional contexts would you prefer not to work in? |
| Career directedness | <ul style="list-style-type: none"> ▶ What did you do to pass your school leaving exams? ▶ Is there anything you can learn from this which you can use at university? ▶ What do you still need to work on to succeed at university? ▶ How are you going about choosing your electives, internships, minor and graduation project? ▶ How do you achieve a good balance between studying, working and your home life? | <ul style="list-style-type: none"> ▶ How are you going to make sure your next step after graduating is the right one? ▶ How do you achieve a good work/life balance? |
| Networking | <ul style="list-style-type: none"> ▶ Who do you currently have in your network? ▶ How do you plan to expand your network? ▶ How will you use your network? | <ul style="list-style-type: none"> ▶ How will you maintain your network? ▶ How can you make yourself interesting to your network? |

Figure 4.7 Examples of questions that help students answer their five career questions

EXAMPLE How do you track down meaningful situations?

The following questions may help:

- ▶ Are there any situations that have made you feel happy or proud or even unsure of yourself?
- ▶ Are there any situations you would like another chance at?
- ▶ Is there anyone who is a role model to you in any way?
- ▶ Are there any situations you still think back to sometimes? And what do you think about when you do that?

4.3.3 Structure the reflection process cyclically

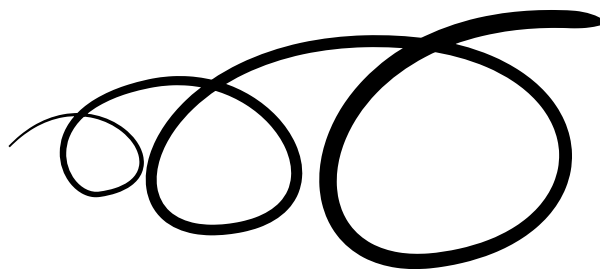


Figure 4.8 Structure the reflection process cyclically

Cyclical reflection for the purposes of PI development has two dimensions: ongoing reflection, with the same topics cropping up again and again, and *translating the outcomes of reflection into new choices or actions*.

With *ongoing reflection*, students complete several reflection assignments on a particular topic during their studies (e.g. study skills, working in a team, time management, initiative-taking, decision-making with regard to job content, job contexts or pay). This type of reflection is partly shaped by the feedback they receive, with the outcome of one reflection exercise informing the next one. If the PI objectives are well formulated, students will gain deeper insights. However, as we have seen, it is advisable to limit the number of reflection reports!

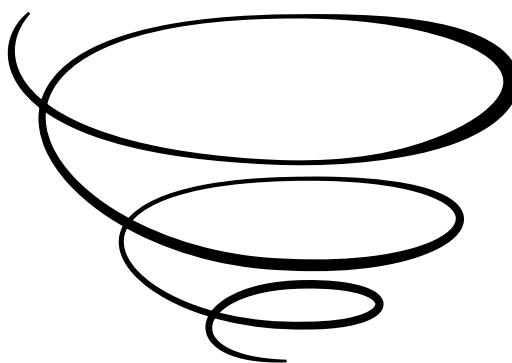


Figure 4.9 Targeted, cyclical reflection leads to deeper insights

It is a challenge for the PI coordinator to create an engaging and recognisable link between the reflection outcomes in each year of the programme. This requires an effective hand-over between the PI teachers in the different years.

This form of cyclical reflection must be applied wisely: there is no point in repeating the cycle endlessly. Working too long on a topic can impact on a student's motivation, while stopping too soon can lead to the reflection failing to produce results.

The decision whether to stop or continue depends on the student's learning objectives and level of enthusiasm. If the teacher notices that a student's enthusiasm for a reflection topic has waned, they will discuss with the student whether the topic has lost its meaning or whether the student has already moved on. They will also attempt to motivate the student to identify their reflection outcomes so far and will praise them for their effort and contribution up to that point.

The other dimension of cyclical reflection is about linking the reflection outcomes to future choices or actions. The double-loop discussion process (career group) neatly illustrates the four steps that make up the reflection process (see figure 4.6):

1. Look back. The student looks back on a concrete experience.
2. Reflect. The student reflects on this experience in their reflection assignment and is able to draw conclusions as part of a discussion.
3. Look ahead. The student thinks about how they can translate these conclusions into future choices or actions.
4. Act. The student acts on their planned actions or choices.

Using the reflection outcomes obtained, students work through the next cycle, in which they either continue with the insights they have already obtained or tackle a new topic.

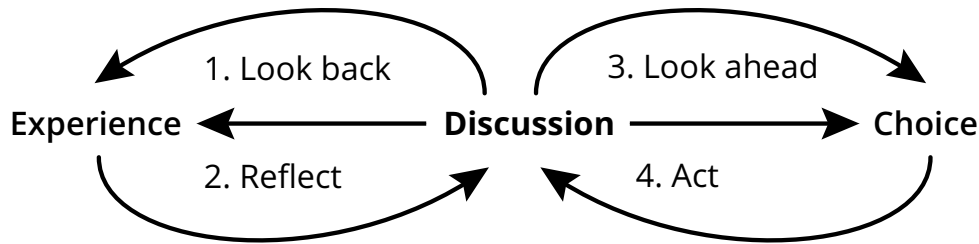


Figure 4.10 Double-loop discussion process (career group)

EXAMPLE How can you help your students take ownership of their PI portfolio?

- Provide your students with frameworks within which they can shape their PI portfolio in their own way.
- Get them to give a presentation about themselves to their fellow students in a group session
- Ask them to explain:
 - what they know for sure at the moment
 - what issues are on their mind
 - what dilemmas they are facing
 - and what their answers are based on.
- Encourage your students to share experiences, feedback, meanings and expectations.
- Help them to develop this ownership; view this as a learning process too.

How do you link reflection assignments with one another?

The four steps of the double-loop discussion process should always form part of the reflection assignments.

Always ask the question: 'What are you actually planning to do with this insight or conclusion?' This also requires prudence and patience on the part of both teacher and student. Not every reflection will result in a clear-cut answer; in that case, it is important to be creative in ensuring that the outcome of the reflection does not get lost. For example, allow scope somewhere in your PI assignments for: 'Interesting discoveries that I can't use right now but might be able to use in the future'.

How reflection can inform future actions

'Based on my reflection on my study skills, for my next assignment I will first draw up a list of topics and then start writing.'

Another example: 'Based on the insights I gained in my first motivation reflection, I am going to do an internship at a small start-up so that I can use my qualities in a relatively unstructured environment.'

(Grootendorst, 2017)

4.4 Determine the target level of reflection

PI development is intensified by cyclical reflection if a reflection takes place at multiple levels. Each level of reflection – which I explain below – is articulated in the PI objectives. The difference in levels can also help to ensure an effective constructive alignment in PI development.

Following in the footsteps of Bateson, Korthagen (2002) distinguishes six levels of reflection in his 'onion model': environment, behaviour, competencies, beliefs, identity and mission (see figure 4.11).

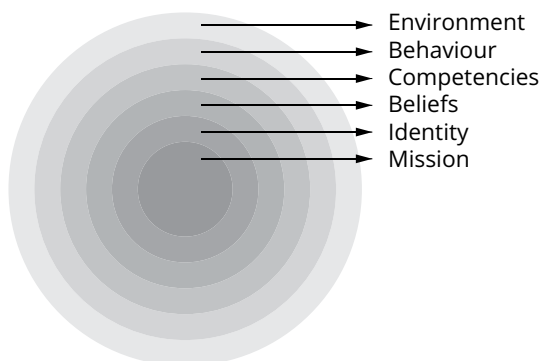


Figure 4.11 The 'onion model' of reflection levels

This model illustrates how a student's uniqueness is connected to their actions. Working from the outside in, the six rings respectively represent the physical environment/specific situation in which a professional acts, the behaviour they show, the competencies they have, the beliefs that influence them internally and their identity, while the core represents what they derive meaning from. The professional is visible to the outside world in the two outermost rings; in the others they are invisible to the outside world. This only becomes evident through reflection and feedback. A student will get more satisfaction out of their studies and professional career when the elements in these rings are in harmony with each other; conflicts between them will lead to dissatisfaction.

In conventional education, the emphasis tends to be on the three outermost rings. However, to discover their professional identity, every student needs to learn to connect these three outermost rings with the three innermost ones. An effective PI learning pathway with useful reflection assignments and opportunities for students to process their reflections will facilitate this.

Once a student has an overall picture of their identity and sense of purpose (values and mission), they will be able to make choices in their student and professional career that will bring them greater satisfaction.

Focusing attention on students' uniqueness at the levels of identity and mission will be something new for many programmes. However, this is a challenge that urgently needs to be addressed in light of the professional future that students will be embarking on. Ruijters (2018a) makes clear that in the future, professionals will be needed 'who can think from multiple viewpoints and can challenge their own opinions without losing their own sense of self'. Students who discover their own values and mission while at university will have a solid foundation from which they can grow into just such a professional.

It is important that the programme designs and guides the PI reflection process with these levels in mind. Switching randomly and subconsciously between the various levels will lead to confusion and will impact on the reflection outcomes.

EXAMPLE Pieter illustrates how conflicts between the rings can lead to dissatisfaction

Pieter is a successful sales manager but has been feeling unsettled lately. While talking to a friend, he realises that he is increasingly asking himself the question: 'Is that it?' and that his real satisfaction comes from training young football players. Helping young people to develop is something that gives him great pleasure. After some reflection Pieter decides to switch to teaching and finds that he feels much happier.

In his work as a sales manager, Pieter's inner layer – his mission – clashed with the other five layers. In his work as a teacher, Pieter will develop new beliefs, skills and behaviours and will also change some aspects of his identity. Because this development aligns with the things that are important to him (the meaning), these changes will bring him fulfilment.

Example of a reflection assignment:

- ▶ Think about a recent situation of critical relevance to your chosen profession in which you took action.
- ▶ Reflect on your actions using the following questions:
 - ▶ Environment: What was the environment/situation in which you took action and what was it that you reacted to in this environment?
 - ▶ Behaviour: What did you do in this situation?
 - ▶ Skills: What skills did you use?

The above questions reflect the three levels that are visible to an outsider, while the three questions below concern the student's inner world. To answer these questions, the student will have to drill down.

- ▶ Beliefs: Which beliefs played a role in the situation in question? In other words, what made you decide to act the way you did?
- ▶ Identity: How did your uniqueness come to the fore when you made this choice? In other words, what was on your mind in this situation?
- ▶ Mission: What value do you assign to your actions in this situation, based on your own sense of mission? In other words, does the value you assign point more in the direction of: 'Yes, this is what I want to do/this takes me in the direction in which I want to develop' or rather: 'No, this isn't what I want', or something in between?

EXAMPLE An effective final PI assignment:

I recommend formulating the objective for the final PI assignment at the level of identity (values) in order to boost your students' ability to give direction to their student and professional career based on their own core values.

The assignment for this final objective can take the following form:

- Describe or illustrate three professional values.
- Describe or illustrate how you discovered these values.
- Provide examples of these values using:
 - two situations in which you were able to act entirely on the basis of these values
 - a situation in which your actions brought you into conflict with these values
 - a personal dilemma associated with one of these values.
- Describe or illustrate ways in which you have directed your own professional development.
- Describe or illustrate your strengths and an area requiring improvement in relation to Career Directedness.
- Provide examples of this using:
 - two situations in which you have successfully directed your own professional development
 - a situation in which you realise with hindsight that you would have been better off acting differently.
- Describe or illustrate how you have developed self-direction during your studies.
- Describe and substantiate your next career step after graduating.
- Give reasons for this step by relating it to your qualities and motivation.
- Describe or illustrate the choices that preceded your choice of next step (for example, what impact did your feedback, electives, internships, minor and graduation project have on this next step?).
- Describe or illustrate what you expect from this next career step and any questions or doubts you may have.

This assignment gains in value when two teachers from the programme, a fellow student and someone of importance to the student (for example, a family member, their internship supervisor or their employer) attend this presentation. These people give the student feedback and feed forward on the presentation for this final assignment. The two teachers also assess the quality of this final assignment against set criteria.



Figure 4.12 You can bring out the best in your professional identity by systematically reflecting on a range of experiences

DEEP DIVE How do the levels of reflection relate to one another?

Beliefs, identity and mission influence our skills and shape how we behave in a particular situation. Conversely, the way we behave in a particular situation shapes our beliefs, identity and mission. A multi-year cyclical reflection process will ensure better interaction and greater alignment between the various levels. This is how students discover their professional identity.

When students experience fulfilment and a sense of competency, there is a good chance that the various levels will be in harmony with one another. Sometimes students may feel either fulfilled or competent but not both, and in some cases neither. These are interesting situations to discuss.

Why is it important to include all the levels in a reflection?

Satisfaction at university or later on, in a career, usually indicates that the various levels are in harmony with one another. However, it should be remembered that these situations are in constant flux. New life phases or changes in external circumstances can shift perceptions. When that happens, reflecting on these levels can deliver new insights that help the student take the next step – whether at university or in a career.

4.5 Formulate effective reflection assignments

To formulate an effective reflection assignment, it is important to consider the following points:

- Students must clearly understand what is expected of them and how the reflection outcome will help them in their PI development.
- The assignment should also fit within the students' available study time, and the teacher needs to have enough time to check the assignment during their working hours.
- An effective reflection assignment will specifically answer the following questions:
 - What is the topic of reflection?
 - What is the reflection level (onion model)?
 - What does the product being assessed consist of?
 - What are the assessment criteria?
- How does this reflection enable the student to link their past with their future? Figure 4.13 provides a working model for formulating effective reflection assignments.

EXAMPLE An effective reflection assignment

Spend around 30 minutes on the following reflection assignment:

- Think of an experience from your internship when you thought: yes, I chose the right course/I feel at home here/I want to find out more about this/I want to get better at this. (What should the student reflect on?)
- Describe or illustrate this experience so that the essence becomes clear to the reader.
- Describe or illustrate as precisely as possible what made you feel this way. Did it have anything to do with the environment? With what you were doing? With other people's reactions? With the results of your actions? Or were other factors involved? (What is the reflection level (onion model)?)

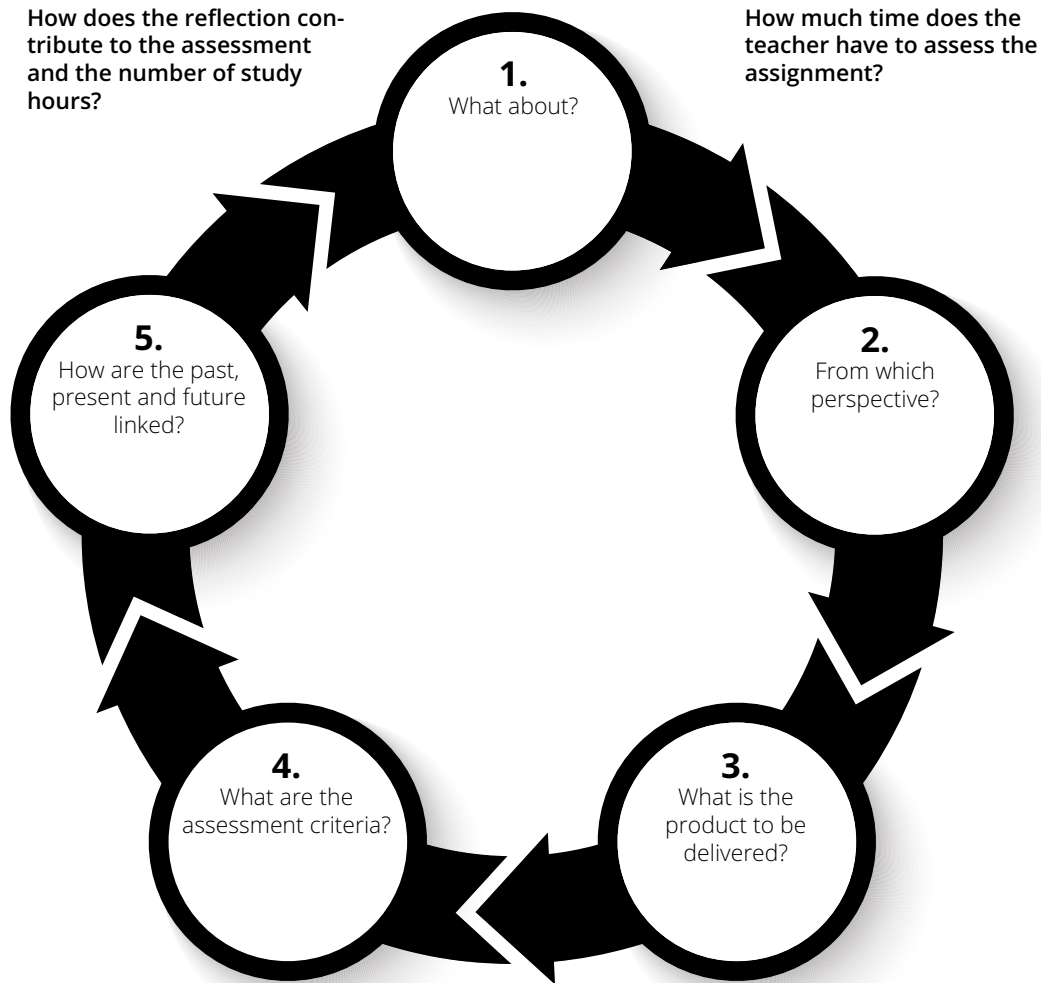
The assignment should take the form of 1-1½ A4 pages or a video lasting no more than 5 minutes. (What does the product being assessed consist of?)

The assessment criteria are: (What are the assessment criteria?)

- The content and the number of pages/video length meet the criteria set for the assignment.
- The content is clearly understandable.
- Your uniqueness shines through.

Has this assignment reinforced something you already knew, or have you discovered anything new?

How do you plan to put into practice what you have learned from this assignment now or in the future? (How does this reflection enable the student to link their past with their future?)



I discuss the elements of this model below.

1. What is the reflection topic? This is the object that students reflect on, for example:
 - a professional product
 - a point of view, a vision
 - a meaningful experience
 - their own actions, thoughts, emotions, opinions, vision
 - a concrete example of working in a team:
 - other people's actions (fellow student, client, teacher, customer, public authority, market, professional).
2. What is the reflection *level for the* topic? This might be:
 - behaviour in relation to the environment
 - skills
 - beliefs
 - identity
 - mission.
3. What does the product being assessed consist of? This is the medium in which students should or can present the result of their reflection, for example:
 - a report of xxx number of words
 - a Loesje, a cartoon, a poster
 - a pitch, a debate, an attitude, a mind map
 - an element working towards the final product (portfolio, presentation, LinkedIn page, personal website)
 - a demonstration, a logbook, a video.

4. What are the assessment criteria? These are the elements on which the reflection is assessed:
 - the *presentation*: length, form, use of imagery, use of language, persuasiveness, audience appeal, insight into the student's uniqueness, relevance, effectiveness
 - the *content*: visibility of what was asked for, for example a substantiated reflection on the professional product at the stated level
 - the *methodology*: appropriateness of the method applied, e.g. the STARR, Korthagen's circle, career writing.
5. How does this reflection enable the student to link their past with their future? Below are some questions you can ask to get your students to link the past with the future:
 - What was it that helped you revise so well for your exams at secondary school? How do you envisage using this at university?
 - Look at the 360° feedback from past projects. How will you change your behaviour for this project? Be specific.
 - How do you relate your qualities and motivations to your choice of internship?

INSPIRATION**How can you discover your professional identity?**

Meaningful experiences contain many elements of our professional identity. The trick is to discover these experiences. Take inspiration from Reekers: Hoe vang ik een ervaring? (2017).

4.5.1 Employ a good reflection method

There are many different reflection methods available. When deciding which method(s) to use, think about the following:

- Which method best suits the purpose of the reflection?
- Which method is most appropriate for the target group?

In general, it is worthwhile using two or three different reflection methods in the programme. However, it is important that both students and teachers are given sufficient opportunity to learn how to work with each individual method. Experience shows that teachers tend to put their own slant on how a reflection method should be used, which can be confusing for the students and impacts on the effectiveness of the reflection. Once a reflection method has been mastered, students benefit from uniformity in its application.

TIP**Reflection**

Working with your colleagues, each formulate your own reflection assignment and compare the results. Identify similarities, discuss differences and draw conclusions for formulating and assessing the reflection assignments. You will then be able to see whether you have all used the reflection method in a uniform way.

DEEP DIVE**How do we formulate effective reflection assignments?**

Reflecting and developing effective reflection assignments is a learning curve that takes time to work through. Make sure that as a team you set the bar high in shaping the reflection process in your programme and make sure you are happy with every step you take towards achieving your ambition.

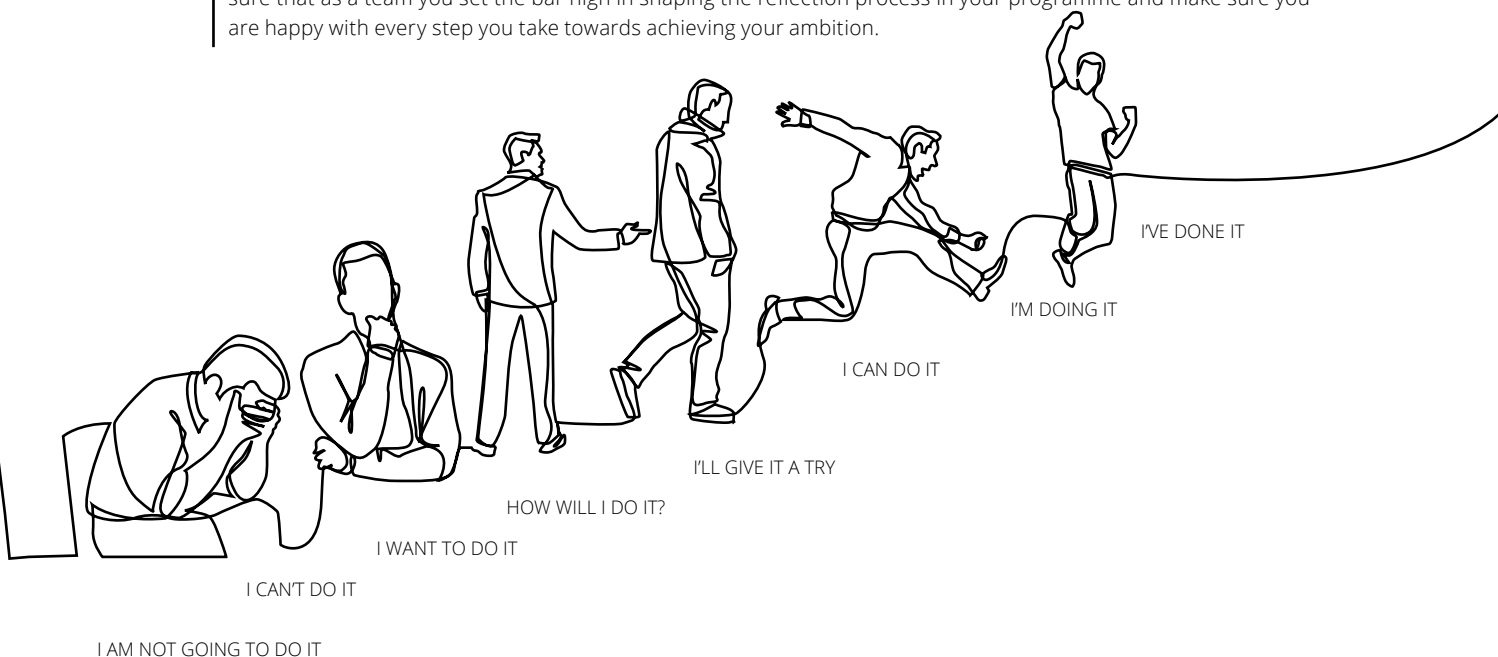


Figure 4.14 As a team, set the bar high and make sure you are happy with every step you take

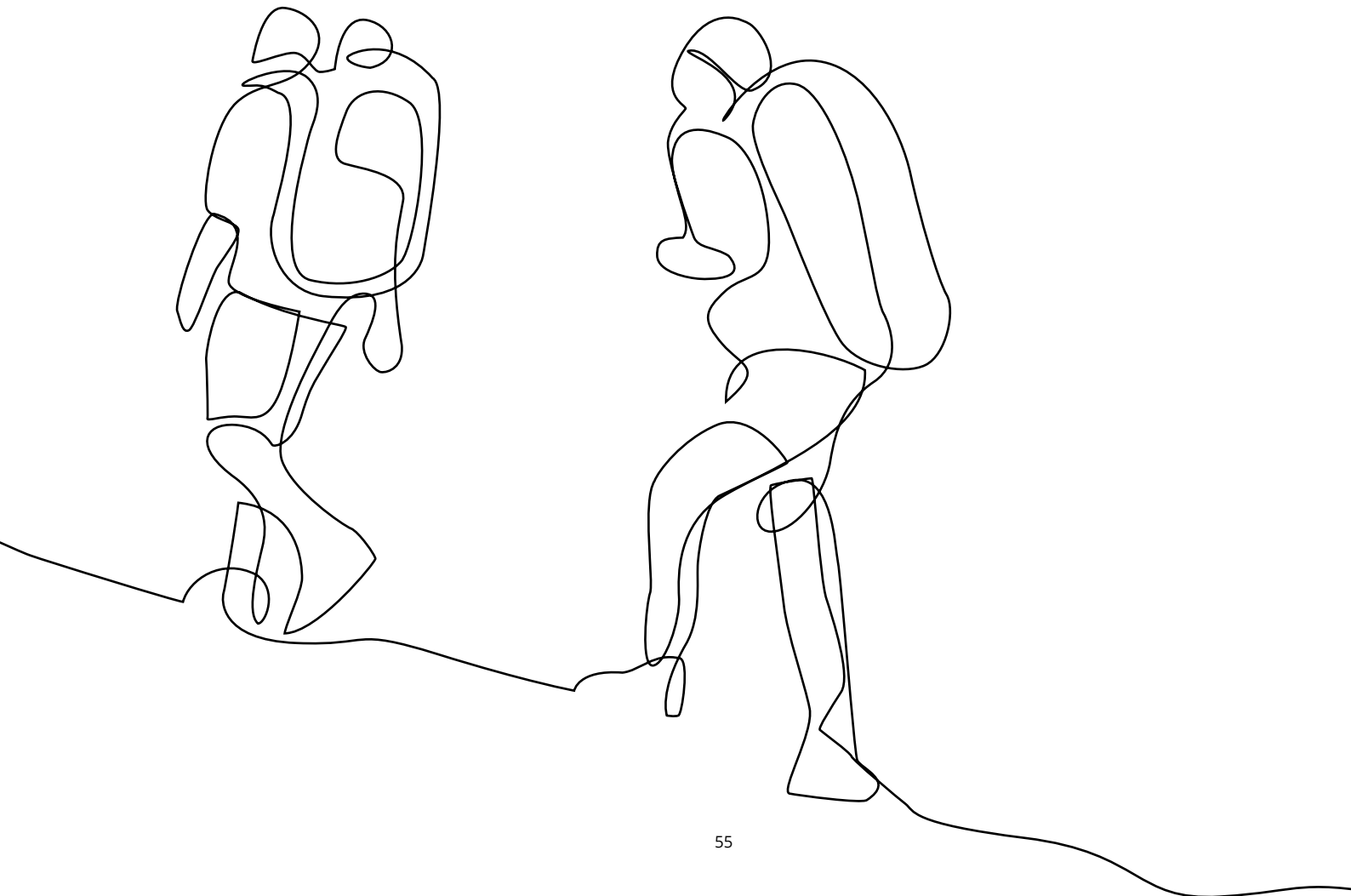
DEEP DIVE How do you make good use of the STARR method?

Make sure that as teachers, you all learn the methods and assess them in the same way. Below is an example of how to use the STARR method.

| | |
|------------------|--|
| Situatie | Beschrijf kort en bondig de <i>beroeps kritische situatie</i> waarin je gehandeld hebt. Wat was de context? Wie waren erbij betrokken? Welke factoren speelden een belangrijke rol in deze situatie? |
| Taak | Beschrijf kort en bondig wat <i>jouw taak</i> was in deze situatie. Wat had jij te doen/wat konden anderen van jou verwachten? |
| Actie | Beschrijf kort en bondig wat je concreet <i>gedaan</i> hebt in deze situatie. Welke handelingen heb je uitgevoerd? Wat heb je gezegd? Hoe en op wie heb je gereageerd? Wat heb je gelaten? |
| Resultaat | Wat heeft jouw actie <i>opgeleverd</i> in het licht van je taak? |
| Reflectie | Hoe waardeer je je acties achteraf en wat kan je ervan leren? <ol style="list-style-type: none"> 1. Reflecteren: <ul style="list-style-type: none"> ► Deed je het juist/het juiste en om de juiste redenen? ► Welke kwaliteiten heb je ingezet, welke overtuiging speelde een rol en vanuit welke waarde heb je gehandeld? 2. Betekenis geven: <ul style="list-style-type: none"> ► <i>Kwaliteiten</i>: welke van de ingezette kwaliteiten is je al eigen en welke kwaliteit heb je nieuw ingezet? ► <i>Overtuiging</i>: in hoeverre ben je bevestigd in of juist gaan twijfelen aan je overtuiging? ► <i>Waarde</i>: in hoeverre ben je bevestigd in of juist gaan twijfelen aan je waarde? 3. Verbinden: <ul style="list-style-type: none"> ► Wat leer je van deze reflectie over jezelf en hoe vertaal je dit naar toekomstig handelen? 4. Abstraheren: <ul style="list-style-type: none"> ► Welk patroon/thema/dilemma herken je in je professionele handelen? Denk hierbij aan: Waar reageer je sterk op? Welke kwaliteiten, overtuigingen, waarden zijn dominant in je handelen? Welke successen en dilemma's kom je vaak tegen? |

Source: partly inspired by Reekers (2017b) and Mittendorff's reflection model (2012).

Figure 4.15 Methodology of the STARR method



Getting off to a good start

It's not just about having a mission, it's about being on a mission

Training someone for a career is not the same as teaching them for a degree. At the political level there are calls for career-focused education that teaches students to make better choices, that encourages them to prepare for a flexible labour market and that stimulates lifelong development. The focus has switched from students being encouraged to make choices, to students being taught to make choices. Job roles will change, some jobs will disappear and new ones will emerge; choosing a career path or profession is no guarantee for the future.

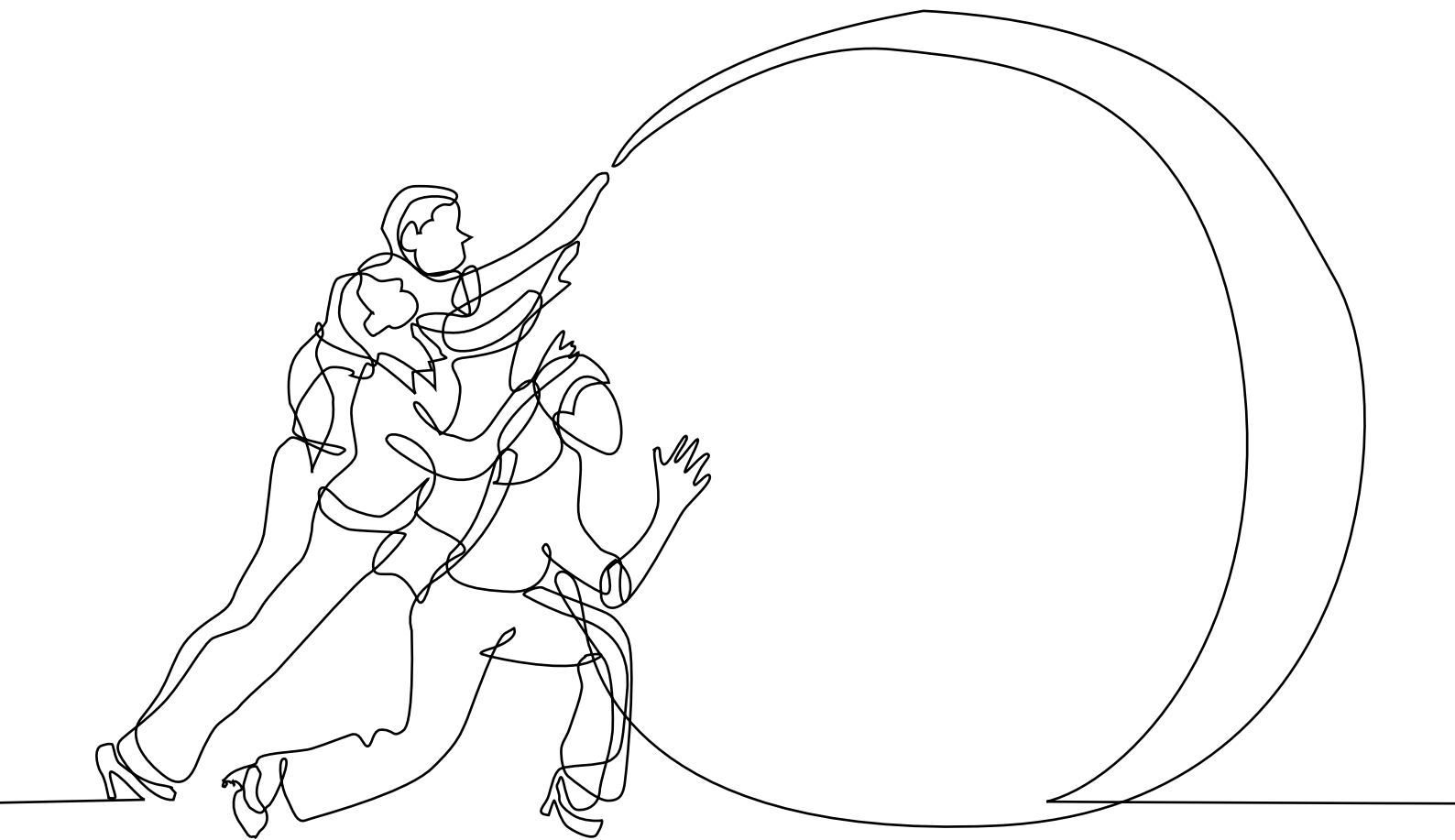
Workers must therefore remain flexible and continue to make choices so they can find work, stay in the same job or branch out in a new direction. Ideally this will be work that suits their qualities and motivations, enabling them to find happiness in life and preventing problems such as burn-out or bore-out. Societal change has been reflected in a new role for education that prepares people to work in these changed circumstances: it does not train people for a particular job but for a career.

The introduction of career-focused education requires a new mission in education and therefore a new interpretation. As a philosopher recently said, 'It's not just about having a mission, it's about being on a mission.' One could say that the professional identity of education itself is changing. It is evident that teachers need to develop their own professional identity in order to help students discover and develop theirs.

This book can help raise awareness of the importance of training young people for the future and of changing the course of education to reflect this. It is now up to each programme individually to determine how to do this.

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5. Implementing PI development in education

Implementing PI development in education calls for comprehensive educational change spanning several years and involving several different stakeholders. Below, I refer to this educational change as PI implementation. This change needs to be supported by a well-designed process. In this chapter I describe the stakeholders involved in this change and take a brief look at the instrumental and creative rationality behind PI implementation. I also describe the phases involved in designing the process and discuss the professionalisation of the teaching team.

5.1 Stakeholders

PI development in education can only be consensus-based and meaningful if it is the result of collaboration between the following stakeholders (see also figure 5.1):

- ▶ The education manager. The education manager is the 'client' with ultimate responsibility for facilitating PI development and PI implementation. Some education managers also play an active role in shaping and designing the PI implementation process. Either way, it is important that the education manager continues to facilitate PI implementation and keeps reiterating its importance to the entire team.
- ▶ The PI coordinator. This person is the 'contractor' of the PI development and PI implementation project. Their coordinating role entails liaising regularly with the education manager and other stakeholders to ensure that PI development is facilitated and supported optimally throughout the entire programme.
- ▶ Practitioners from the field, including alumni. These people help to define the concept of professional identity in concrete terms and therefore to embed it in the programme, using language that is appropriate to the professional field for which students are being trained.
- ▶ Students. Students play an important role in translating PI development into an engaging PI learning pathway, including by providing feedback on its implementation and suggesting ways to improve it.
- ▶ The curriculum committee. This committee translates the course-specific PI concept into the competency profile and curriculum.
- ▶ The programme committee. This committee can provide the education manager with solicited and unsolicited advice.
- ▶ PI teachers. PI teachers collaborate actively in developing, implementing, reviewing and fine-tuning the PI programme.
- ▶ The teaching team. The members of the teaching team play an active role in creating links between the regular curriculum and PI development.

I also recommend bringing in people who can provide educational advice and support.

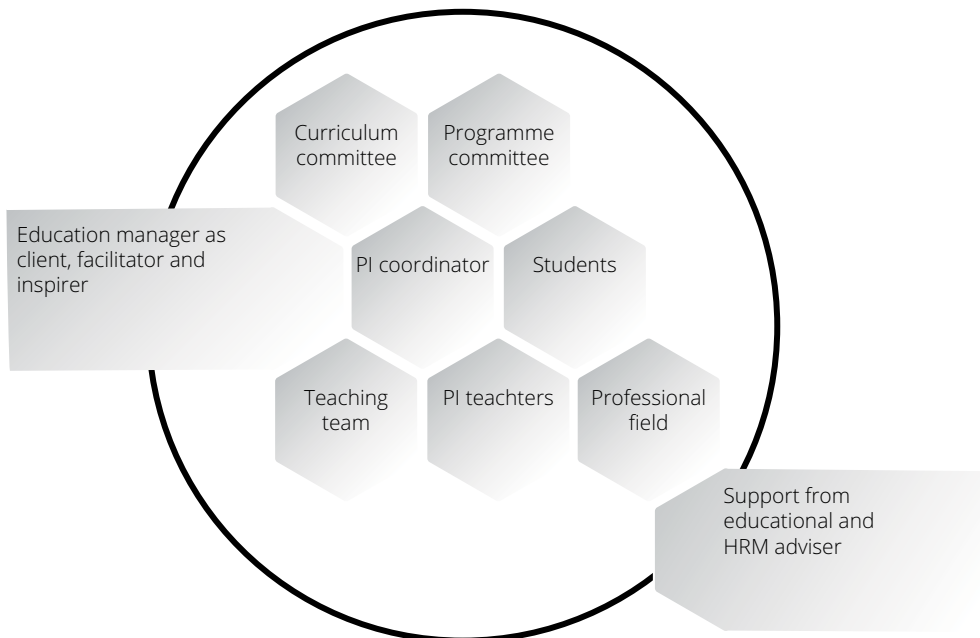


Figure 5.1 Stakeholders involved PI development and PI implementation

In sections 5.4-5.6 I describe the role played by each stakeholder in each phase of the PI implementation project.

5.2 Instrumental and creative rationality in PI implementation

I will now briefly discuss the importance of striking a balance between instrumental and creative rationality in the PI implementation process.

Basing herself on Verborg (2016), Ruijters (2018) believes that real changes only come about when '*instrumental rationality*' is combined with '*creative rationality*'. Following in the footsteps of Verborg, Ruijters characterises instrumental rationality using the terms: efficiency, to measure is to know, predictability, carrot-and-stick techniques and objective justice. She describes *creative rationality* as: personal commitment, personal dialogue, presence of spirit in the here and now, and purpose and meaning.

With instrumental rationality, a change is rigorously planned, outcomes are expressed in figures and staff are motivated to participate in the change with rewards and sanctions. With creative rationality, the change is set in motion by reminding teachers of their own purpose and meaning, thus encouraging them to help shape the change. In terms of PI implementation, I completely agree with Ruijters: PI implementation requires striking a balance between these two approaches. In the multifaceted reality of education, PI implementation is made possible with the help of agreed actions, goals and planning. However, these will only lead to the desired educational change if teachers have the freedom to act as they see fit based on their own insights and ideals. For an optimal balance between instrumental and creative rationality, it is important that teachers discuss amongst themselves how they each plan to make use of this freedom of choice, which could potentially lead to the agreed actions, objectives or plans being adjusted or tightened up.



QUOTE

How instrumental and creative rationality are connected

'Modernity has given birth to two children who came into the world as twins: the anonymous world of systems and the modern individual. The dominant force in the world of systems is instrumental rationality. The norm for the modern individual is creative rationality. The obsession of the first is control and management. The obsession of the second is freedom and authenticity.'

(Verborg, 2016)

5.3 Phases of educational change in PI implementation

In this section I provide pointers for the more instrumental side of this change. In my experience, this framework plays an important role in ensuring PI implementation continues to be addressed throughout the entire study programme. Where programmes do not work with a framework of this kind, I see PI implementation being displaced by other urgent matters over time. However, I do not know of any programme that takes a linear approach to these steps: the reality of delivering education cannot, after all, be dictated by a schedule. Practical wisdom is always needed to strike a balance between ambitions and day-to-day realities.

In most programmes, PI development requires educational change at several levels. These changes may take several years to implement, depending on the starting situation. Effective phasing at the project design stage will help keep the issue of change on the agenda over time. The phases of the educational change process are:

- Planning
- Design
- Act-Review-Adjust.

I discuss each of these phases with reference to the stakeholders concerned, the expected outcome of each phase, and the tasks to be undertaken in each phase.

5.4 Planning for educational change

Stakeholders

The stakeholders in the planning phase are the education manager, practitioners from the field and the teaching team. Educational experts and an HRM adviser can be brought in as and when necessary.

Outcome

By the end of this phase, there should be:

- a. a meaningful definition of the concept of professional identity
- b. a clear picture of the starting situation
- c. a clear understanding among teachers of the purpose and meaning of PI development
- d. a clear change brief and a properly structured implementation process
- e. a dedicated project group
- f. a mandatory decision-making process.

Tasks in this phase

I now describe the tasks involved in the planning phase, along with the desired outcomes.

5.4.1 Meaningful definition of the concept of professional identity

For PI development to be designed effectively, the general concept of professional identity must be embedded in the programme in a way that is appropriate to both the programme and the professional field for which the students are being trained. The following question may facilitate this: 'What does the future professional need in order to succeed in the field for which we are training them and to forge a satisfying career at university and beyond?'

The answer to this question can be found by consulting practitioners from the field. Each programme will do this differently depending on its size and modus operandi. The education manager and the curriculum committee should always be involved; bringing in alumni and seeking advice from the programme committee can also be useful in this phase. Each programme can then use the answer it arrives at to operationalise the concept of PI development as it sees fit, using language that is appropriate for the programme.

5.4.2 Clear picture of the starting situation

To successfully design the PI implementation process, it is important to identify the programme's starting situation. The starting situation defines which of the following aspects already exist in the programme, which aspects are easy to implement and which aspects require more time and effort:

- Professionalism. Which qualities and motivations needed for this development already exist in this teaching team?
- Culture. Which features of the target PI culture already exist?
- Curriculum. Does the curriculum contain a continuous reflection pathway that promotes development of one or more career competencies?
- Which elements of PI development are already embedded in the programme?
- Resources. Is there sufficient brainpower and manpower available to set this development in motion and keep it going?

These aspects, which are described in more detail in Annex VI, can be used to obtain a rough estimate of what the change will entail and how it will impact a specific programme.

It is also helpful to involve teachers and students in this phase. Their involvement should be structured in a practical way that is appropriate to the scope, culture and working method of the programme.

Clear understanding among teachers of the purpose and meaning of PI development

Both PI development and PI implementation require teachers to be committed and prepared to step outside their comfort zone. They will be willing to do this if they can identify something from their own educational vision in PI development and are happy to embark on this journey individually and with one another. The education manager should therefore involve the team in PI development and PI implementation at an early stage. Each programme makes a conscious decision as to who will be involved in this phase and when and how this will be done.

The education manager may find it useful to enlist the help of some or all of the teaching team to write the Story. This will give them an opportunity to explain the importance of PI development to the students in an engaging way. Teachers can use this Story to motivate their students to embrace PI development and can also use it as a point of reference for the many pedagogical and didactic choices they are faced with every day.

5.4.3 Clear change brief and properly structured implementation process

When the conditions are right for PI implementation to begin, the education manager will formulate the change brief and design the implementation process. A project-based approach is an effective way of working, even if the project group is small, as this approach helps to clarify the change brief, the interim and final outcomes and the project throughput time to everyone concerned.

It is also advisable for the education manager to involve all relevant stakeholders in this phase, as the curriculum committee (including the PI coordinator) will play an active role in formulating the change brief and designing the implementation process.

In the change brief, the education manager will describe the expected outcomes as precisely as possible. The outcomes in this brief will have been formulated in line with the six levels (see chapter 2), based on the starting situation. The change brief will also contain a rough action plan with a timeline.

When formulating this brief, different education managers will make different choices. Some may prioritise the development of a PI programme that is linked to the curriculum, while others may start by looking at the professionalism of the teaching team. Yet others may start by developing a more suitable educational culture. Whether this is successful depends on how well the priorities are aligned with the specific situation of the programme.

The education manager sets out the following in a *project plan*:

- the *sequence* and *turnaround time* for implementing educational change at the six levels
- the responsibilities of *each stakeholder* in the change brief
- the method for involving *all stakeholders*
- the *resources* available
- the *education manager's input in supporting this change*
- the *external support* available
- the method for *evaluating the process and the outcome*.

Education managers make different choices in these areas too. Some opt for rigorous planning on paper, while others take a more organic approach. Both methods have advantages and disadvantages. In all cases, it is important to identify milestones or interim outcomes in the project plan and to effectively communicate the results achieved. Quick wins can be a useful catalyst for the whole process and should therefore be shared. The education manager has a crucial role to play in this.

5.4.4 Project group

The project group is put together by the education manager. It makes sense to appoint the PI coordinator (also a member of the curriculum committee) as the project leader and to invite the learning pathway or department coordinators to join the group.

It is the task of the education manager to effectively communicate the description they have set out in the change brief to the project group and the teaching team.

5.4.5 Mandatory decision-making process

During the process of implementing PI, decisions need to be made. These might include aspects such as embedding the concept of professional identity, translating it into a competency profile, awarding study credits or defining the project brief. To ensure the PI implementation process runs smoothly, it is important to agree in the planning phase how decisions will be taken, so that all parties know exactly how much influence they have on the decision-making process.

Decisions may be taken as follows: based on consensus, based on majority, by the curriculum committee or the education manager, or jointly by the department coordinators.

Need to know:

The challenge for any programme is to keep the implementation of PI development on the agenda long-term and to implement educational change at all six levels.

EXAMPLE The basis for PI development in this programme can be found in the Story. What is the Story about?

This Story briefly and succinctly reflects:

- what PI development in this programme entails
- what students get out of it and
- what it requires of teachers.

'We train students for a professional field in which only those practitioners with good entrepreneurial skills can create their own job opportunities. With this in mind, we want our students to use their passion and skill in selecting a client group to whom they can offer a product or service that reflects their uniqueness. For us, therefore, it is important that they discover their qualities and motivations during their course, are able to translate them into a product or service and learn entrepreneurial skills.

Students develop entrepreneurship during their studies by taking increasing responsibility for their own learning process and by being willing to ask teachers and fellow students for help when needed. At some point in the programme, students are given an assignment which requires them to approach potential clients with a product or service using their entrepreneurial skills. The degree of entrepreneurship they demonstrate is examined and discussed, forming the basis for guiding the students' learning process.

Students discover qualities and motivations by acting out many different simulated or real work contexts and roles. As part of this, they work on a related assignment and are also required to reflect on their qualities and motivations, making frequent use of 360° feedback. In the PI learning pathway we make a point of thinking about how to process this feedback, what significance the students assign to it and what conclusions they draw from it. The PI teacher conducts intensive sessions with the students to motivate and challenge them to think in depth about their own professional identity and exercise self-direction in their PI development based on robust ambitions. Having established a good relationship with the students, the teacher asks tricky questions such as: How will this

step benefit you? What do you think you will learn from your next step? How can you use this to set yourself apart? How do you support your fellow students? Are your current priorities the right ones? What have you done yourself to get more out of this situation?’

How does the Story relate to the vision of the profession?

Entrepreneurial skills are crucial for a successful career as an occupational therapist. Therefore, students on the Occupational Therapy programme need to demonstrate entrepreneurship in their own learning process. This entails the students learning how to shape the design of their SCC/PI classes; because they are already familiar with the learning objectives, the programme and the assessment method, they can decide as a group what the content of each lesson should be. The teachers teach the students to take this responsibility, are guided by the students’ needs and make appropriate adjustments where necessary.

What will the PI learning pathway be called?

Programmes have the freedom to give the PI learning pathway a name that is appropriate for both the programme and the professional field for which the students are being trained. Some examples of names in use are: Self-Direction Pathway, PI Pathway, SCC, PI Development in SCC, Professional Development, Study and Career Development.

TIP Who is in charge of implementing PI development on a day-to-day basis?

The education manager is the ‘client’, and the ‘contractor’ is a specific person, often the PI/SCC coordinator. The latter is the driving force behind the project and sits on the curriculum committee. Together with a select group of representatives of departments/ learning pathway coordinators, the PI/SCC coordinator’s task is to deliver the ‘contract’ and ensure effective liaison between the teaching team and the education manager. This is best done in the form of a project group. The scope of the project and the size of the programme will of course inform the way the project group works and communicates with all stakeholders. The resources for the various project group members must be geared towards this.

TIP How does your programme apply the experiences of other programmes?

Educational advisers can support PI development and PI implementation by providing advice on content and process. It is also worthwhile incorporating from the teaching team’s own network.

5.5 Designing educational change

Stakeholders

The following stakeholders are involved in the design phase: the education manager, the project group, the curriculum/programme committee and the teaching team. It is also useful for the education manager to bring in an educational adviser and an HRM adviser at this point so that they are better placed to provide advice at a later stage.

Outcome

The outcome of this phase will be a detailed plan for implementing the educational change at all six levels, covering the following:

- an engaging PI learning pathway with content linked to the curriculum and with guidance for students on discovering and defining their professional identity
- a word- or image-based expression of the educational culture focussed on PI development, which provides teachers with guidance on day-to-day actions and choices. A process that enables teachers to hold meaningful discussions with one another and turn the educational vision into a reality
- a well-designed professionalisation plan
- sufficient resources to enable all stakeholders to work on this outcome.

Tasks in this phase

In this phase, the *education manager* provides direction for the plans, puts the resources in place and then passes the plans on to the team. The project group converts the change brief into concrete proposals.

The *curriculum committee* assesses the proposals in the context of the rest of the curriculum. The *programme committee* monitors and advises. The *teachers* state what contribution they can make based on their roles and professional ambition. The teachers are also kept informed and provide advice when asked by the project group or education manager.

Lastly

The best approach to the design process is to start by thinking about the desired end result at each of the six levels and work backwards to effect the educational change in the curriculum. However, sometimes a group of teachers may have already started working on PI development based on their own ambitions and qualities and achieved positive results, paving the way for a more organised approach to the change.

5.6 Act-Review-Adjust in educational change

The third phase of the educational change consists of a changing cycle of acting, reviewing and adjusting, as shown in figure 5.2.

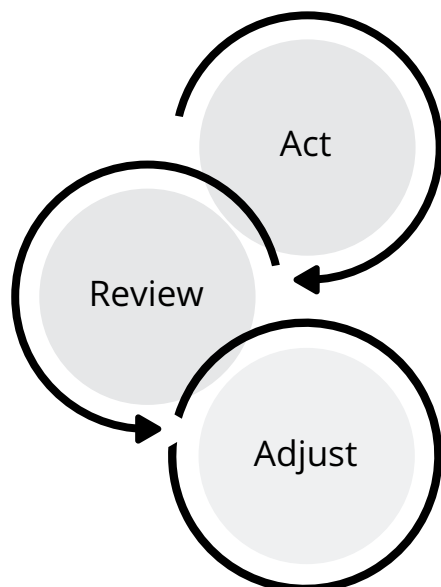


Figure 5.2 The Act-Review-Adjust cycle in educational change

In some situations these phases will follow on from one another in quick succession (for example, adjusting the way students are approached in a PI session); in others, each phase can take as long as a year (adjusting the PI programme) or even several years (developing a more suitable educational culture). To formulate this more precisely, I provide a general overview of this third phase for each of the six levels:

- Vision of the profession
- Educational vision
- Programme culture
- Professionalism
- Curriculum
- PI learning pathway.

5.6.1 Vision of the profession

Stakeholders

The stakeholders involved in the Act-Review-Adjust cycle for the vision of the profession are the education manager, practitioners from the field and members of the teaching team.

Outcome

The outcome at the end of this phase will be: the vision of the profession, defined in the programme profile and supported by the teaching team.

Tasks for this part of this phase

- Act:
 - Formulating the vision of the profession and defining it in the programme profile, after consulting practitioners from the field
 - Translating this vision into a suitable educational culture
 - Translating this vision into curriculum.
- Review:
 - Regularly reviewing the vision of the profession in consultation with practitioners from the field
 - Reviewing the programme culture together with teachers and students
 - Reviewing the curriculum in relation to the perception of the profession.
- Adjust:
 - This part of the cycle takes place following major changes in the professional field.
 - It always forms part of the External Review and Accreditation cycle.

5.6.2 Educational vision

Stakeholders

The stakeholders involved in the Act-Review-Adjust cycle for the educational vision are the education manager, members of the teaching team, students and alumni, supported by an educational adviser.

Outcome

The outcome at the end of this phase will be: the vision of the education, defined in the programme profile and supported by the teaching team.

Tasks for this part of this phase

- Act:
 - Documenting the educational vision in the programme profile
 - Translating this vision into an action repertoire for the whole team
 - Holding a meaningful discussion in the teaching team in which the implementation of this vision is discussed.
- Review:
 - Specifically measuring effects in learning outcomes and programme culture
 - Analysing student appreciation based on precisely formulated points relating to the educational vision
 - Holding meaningful discussions amongst the teaching team, either colleague-to-colleague or on a peer supervision basis, with the aim of developing their action repertoire based on successes and dilemmas.
- Adjust:
 - Adjusting the educational vision in the programme profile following the External Review and Accreditation cycle
 - Adjusting the action repertoire for the whole team as an ongoing process.

5.6.3 Programme culture

Stakeholders

The stakeholders involved in the Act-Review-Adjust cycle for the programme culture are the education manager, members of the teaching team, students and alumni, supported by an educational adviser.

Outcome

The outcome at the end of this phase will be: a recognisable representation/description of the programme culture which has the support of the teaching team and is articulated in the programme profile.

Tasks for this part of this phase

- Act:
 - Refining the representation/description of the programme culture which has the support of the teaching team
 - Translating this programme culture into an action repertoire for the whole team
 - Documenting this culture in the programme profile.
- Review:
 - Conducting a review of the intended effects together with students
 - Measuring student appreciation based on precisely formulated points relating to the programme culture
 - Holding meaningful discussions amongst teachers, either colleague-to-colleague or on a peer review basis, in which successes and dilemmas are discussed.
- Adjust:
 - Adjusting the description of the programme culture in the programme profile following the External Review and Accreditation cycle.
 - Adjusting the actions of the teaching team as an ongoing process.

5.6.4 Professionalism

Stakeholders

The stakeholders involved in the Act-Review-Adjust cycle for teacher professionalism development are the education manager and members of the teaching team, supported by the educational adviser and an HRM adviser.

Outcome

The outcome at the end of this phase will be a professionalisation plan which provides defined scope for professionalisation, ensuring an effective connection between the programme ambition and the outcomes of the discussion cycle.

Tasks for this part of this phase

- Act:
 - Developing and implementing the professionalisation plan
 - Organising space and time for teachers to meet informally and share their experiences
 - Encouraging teachers to input and jointly develop their own qualities and ambitions in respect of PI development and PI implementation
 - Providing adequate resources in terms of time, money and support.
- Review:
 - Reviewing the desired outcomes and effects
 - Measuring student appreciation based on precisely formulated points
 - Defining the teachers' sense of competence
 - Linking the outcomes to the discussion cycle.
- Adjust:
 - Optimally aligning each teacher's task package with their professionalism
 - Adjusting the form and content of the professionalisation plan based on the outcomes and effects.

5.6.5 Curriculum**Stakeholders**

The stakeholders involved in the Act-Review-Adjust cycle for the curriculum are the education manager, the curriculum committee (including the project leader), the programme committee and the teachers.

Outcome

The outcome at the end of this phase will be a cohesive curriculum in which the vision of the profession, the educational vision and the programme culture have been translated into an engaging curriculum and in which the content of a four-year PI learning pathway is linked to the curriculum.

Tasks for this part of this phase

- Act:
 - Managing the curriculum design (curriculum committee)
 - Providing solicited and unsolicited advice (programme committee)
 - Approving the curriculum (education manager)
 - Implementing the curriculum (teachers).
- Frequency of the Review stage:
 - End-of-term review meetings
 - Departmental and learning pathway meetings.
- Frequency of the Adjust stage:
 - Throughout the year as part of curriculum adjustment.

5.6.6 PI learning pathway**Stakeholders**

The stakeholders involved in the Act-Review-Adjust cycle for the PI learning pathway are the PI coordinator and the teaching team.

Outcome

The outcome at the end of this phase will be an engaging four-year PI learning pathway with which the teachers are broadly familiar.

Tasks for this part of this phase

The Act stage involves the PI coordinator working with the PI teachers to develop an engaging PI learning pathway.

- Frequency of the Review stage:
 - End-of-term review meetings
 - Learning pathway meetings.
- Frequency of the Adjust stage:
 - Throughout the term as adjustments are developed
 - Throughout the year as adjustments are consolidated.

5.7 Summary of stakeholders and outcomes in the change process

A summary of the stakeholders and outcomes in each phase of the change process can be found in figure 5.3.

Figure 5.3 Stakeholders and outcomes in each phase of the educational change process

| Phase | Stakeholders | Outcome |
|-------------------|--|--|
| Planning | Onderwijsmanager, vertegenwoordigers van het werkveld en docententeam | <ol style="list-style-type: none"> 1. Meaningful operationalisation of the PI concept 2. Clear picture of the starting situation 3. PI learning pathway supported by teaching team 4. Change brief and structured implementation process 5. Project group |
| Design | Education manager, development group, curriculum and programme committee, teaching team and focus group, with input from educational adviser and HRM adviser | <ol style="list-style-type: none"> 1. Plan for implementing the educational change at all six levels, resulting in engaging PI education that: <ul style="list-style-type: none"> ▶ A + B: is based on a current and supported vision of the professional field and the curriculum ▶ C: is implemented in a PI-supportive programme culture ▶ D: is implemented by a competent, appropriately resourced teaching team ▶ E: has a recognisable context in the curriculum and is rooted in the competency profile ▶ F: is embedded in an inspiring PI learning pathway within the frameworks of the constructive alignment. 2. PI programme culture that: 3. is expressed in words or images 4. provides teachers with reference points. 5. Organisation of PI education that is: 6. clearly defined 7. supported by the teaching team. |
| Act-Review-Adjust | Education manager, practitioners from the field and members of the teaching team | <ol style="list-style-type: none"> 1. Vision of the profession that: <ul style="list-style-type: none"> ▶ is defined in the programme profile ▶ is familiar to all (or key members of) the teaching team. |
| | Education manager, members of the teaching team, students and alumni, with support from an educational adviser | <ol style="list-style-type: none"> 2. Educational vision that is: <ul style="list-style-type: none"> ▶ defined in the programme profile and is implemented ▶ supported by the teaching team. |
| | Education manager, members of the teaching team, students and alumni, with support from an educational adviser | <ol style="list-style-type: none"> 3. Opleidingscultuur die: <ul style="list-style-type: none"> ▶ verwoord is in het opleidingsprofiel; ▶ gedragen wordt door het docententeam. |
| | Education manager and members of the teaching team, with support from an educational adviser and an HRM adviser | <ol style="list-style-type: none"> 4. Professionalisation plans and a defined professionalisation opportunity in which an effective connection is made between the programme ambition and the outcomes of the discussion cycle. |
| | Education manager, curriculum committee (including the project leader), education committee and teachers | <ol style="list-style-type: none"> 5. Curriculum that: <ul style="list-style-type: none"> ▶ embodies the vision of the profession, the educational vision and the programme culture ▶ covers a four-year PI learning pathway. |
| | PI coordinator and teaching team | <ol style="list-style-type: none"> 6. Four-year PI learning pathway with which the teachers are broadly familiar. |

EXAMPLE Outcome of a review of the educational vision

Because the educational vision allows more individual attention to be paid to students, students say that they feel at home in the programme and feel that most of the teachers know them.

Students say that they appreciate not simply being judged on 'knowing the right answers'. The fact that their uniqueness is acknowledged motivates them to exercise more self-direction in their development.

Teachers appreciate being given time in the timetable to share their experiences in the education they deliver, discuss dilemmas with colleagues and learn from one another's approaches. They see this as a lightening of their workload and feel that they are no longer working alone.

TIP How do you maintain enthusiasm for implementing PI as a team?

A study programme rarely follows the most efficient route described above, but it is useful to keep the phases in mind. Celebrate the successes and keep up the good work!

TIP How rigid is the planning for implementing PI?

Experience shows that stagnation almost always sets in at some point in this multi-year change process. Circumstances such as an accreditation, an explosive growth in student numbers or high levels of sickness absence may mean that there are times when it is not possible to continue with this programme development. In these situations, the challenge is to continue to work on the PI objectives in a productive way.

**QUOTE****How do you facilitate a serious PI ambition?**

'If you have a serious PI ambition, make sure that the PI teachers and students have sufficient contact time and that the PI teachers have sufficient opportunity to professionalise together.'
(Jan Willem Bakker, Occupational Therapy education manager)

TIP From the PI developers of the RUAS Health and Welfare teacher training programme

What advice do you have for PI developers?

'Formulate the motivation for PI development (we call this "professional development") clearly and in an engaging way. Our motto is: "You are already good. You've got what it takes. You might not have the hang of it yet, but you'll get there."

'My top tips are:

- Get the team on board. There are seven of us, which makes it relatively straightforward, but make sure all the team members know what this is about and are supportive of the concept behind it. Get at least one team member to take a course such as one by Marinka Kuijpers (train-the-trainer, career interviews).
- Involve the students in both the design and evaluation stages. We do this in the programme committee and, more informally, in the classes themselves.
- It is all about the relationship between the programme curriculum, the internship and student development. As part of their professional development, our students make connections between these and reflect on them. Student self-directedness and autonomy are the keywords.'

(Monique van den Heuvel, senior teacher, Healthcare and Wellbeing Teacher Training Course)

How do you engage teachers in the PI ambition?

'Have the confidence that your teachers will grasp the rationale of the PI programme and that they will find their own way to put it across to the students.'
(Jan Willem Bakker, Occupational Therapy education manager)

5.8 Professionalisation in the teaching team

In section 2.5 I described the level of professionalism that is required of the teaching team so that teachers are able to coach PI development. In section 5.6.4 I discuss professionalism as part of the PI implementation plan. In this section, I focus on how this professionalism can be developed.

Depending on the starting situation, every programme designs its own professionalisation trajectory so that team members are able to coach their students in PI development and contribute to PI implementation. To ensure this trajectory is effective, we recommend an astute combination of various forms of professionalisation.

It is crucial that the *content* and *form* of the trajectory are well matched.

The *content* of the professionalisation trajectory is determined by the starting situation of the programme at the six levels. To make optimal use of the programme's current situation, those elements that can or do support PI development are mapped out in consultation with the team. These may be elements of the vision of the profession, the educational vision and elements of the educational culture. This also involves any unused teacher competencies that could be deployed and parts of the curriculum that could support PI development.

The *form* taken by this professionalisation plays a significant part in determining the outcome. Various forms of professionalisation can be distinguished. Van der Klink (2012) distinguishes the following forms:

- Learning by taking training programmes and courses
- Learning by joining networks
- Learning in the workplace
- Learning through appraisal and feedback
- Learning through research.

In practice, an astute combination of these forms is the most effective. This might include the following:

- Networking as an effective method of professionalisation in relation to developing a vision of the profession.
- Networking combined with conducting research and obtaining feedback as an effective way of developing an educational vision.
- Learning in the workplace combined with obtaining feedback as an effective tool for developing a good programme culture.
- Attending courses combined with on-the-job learning and participating in networks as an effective tool in developing professionalism.
- Learning from your network as a source of inspiration for developing a cohesive curriculum.
- Joining a network as a source of knowledge and inspiration for designing an effective learning pathway.

These forms of learning can be supplemented by tailored advice from an educational adviser and an HRM adviser. When taking courses and joining networks, it is always important to ensure that you transfer what you learn to your own programme. I mention this explicitly because ideas obtained from networks and competencies developed on courses do not automatically align with your own approach to teaching. Discussions with colleagues, peer supervision and a culture in which teachers are inquisitive about one another can promote this transfer. Working together on developing and implementing education in a culture in which teachers are accustomed to discussing issues with one another and providing feedback gives a major boost to professionalisation and is something that is greatly appreciated by teachers. The advice of an expert from outside the programme will provide even more impetus.

EXAMPLE The following elements may already be present:

- In a project, attention is already explicitly paid to students' uniqueness.
- A teacher has taken a coaching course but has not yet applied these skills in her teaching.
- A teacher has experience as a project leader but is not yet making use of this experience in projects and is merely teaching project-based working.
- In one of the teams, peer supervision and student performance meetings are already common ways of working together.
- In another team, the project coaches and SCC tutors are already working on the same topic.

How individual professionalisation can be brought into the team context

Some PI teachers take a coaching course, some teachers go on motivational workshops, and others reflect on their actual experiences in coaching PI development. All these strands can be brought together as input for a fruitful professionalisation session on a team day.

DEEP DIVE How do you involve the team in PI development?

Advice from Telke Ruhe (interim education manager):

Before implementing PI, organise a workshop for the whole teaching team on what PI development means (so that everyone is able to talk about it as a concept), hire an expert to guide the project group in the discussion about how to optimise PI development in the curriculum, and schedule half an hour during a session with the teaching team to communicate the project group's results to the rest of the team in an interesting way and to collect additional suggestions.

6. Concluding remarks

This book is intended as a guide for all programmes already involved in or considering the exciting ambition of implementing PI development in study programmes to prepare students for a long-term career.

In this book I have shared and described several practical models and illustrated them with practical examples. My hope is that when reading this book, you will recognise something of your own qualities and motivations and that you will embrace the opportunity to help shape PI development in your programme. If you do, make a point of reflecting on which part it was that fired your enthusiasm. I hope you will share this enthusiasm with your colleagues and that together you will be able to introduce change into your own programme. This will require pluck and effort, but never forget: enthusiasm is infectious!

I would be more than happy to discuss with you and your colleagues any questions this book may raise, either before, during or after you make this change in your programme, any ideas you have for your own programme, ideas you think deserve a place in this book or your past experiences of this challenging subject of educational change.

I wish you and your team much courage, inspiration and pleasure in implementing this educational change and look forward to having the opportunity to share our experiences.

Annemiek Grootendorst
Rotterdam, 2019

Annexes

I. Positive appreciation in the accreditation report

RUAS Occupational Therapy programme

'The panel commends the way that teachers coach students in the Student Career Coaching (SCC) learning pathway. The relationship between the SCC teachers and their students mirrors the relationship the students will have as future care professionals with their clients; just as clients are expected to self-direct, the students are given responsibility, the only difference being that the teachers are always available when needed. This is a neat parallel process. The teachers also treat the students as aspiring colleagues. The course can realistically be completed within the time allotted and there is a safe learning climate. Student feedback is actively used to constantly improve the course and the way it is taught.'

Design of the programme

'The students are expected to play an active role in their own learning process. Teachers are available when needed but they do not take over. This didactic concept was chosen deliberately, in parallel to what students will be expected to learn in their professional lives, namely that their clients also need to direct their own actions. The teachers also treat the students as future colleagues. The panel finds this a particularly appropriate approach. This self-directedness is partially shaped by the freedom of choice in the programme which increases every year of the course.'

Guidance

'The SCC learning pathway focuses on the competency of Learning and Developing. The classes are subdivided into groups that meet weekly. In the first year there is also a peer coaching system in which second-year students can support first-year students. In SCC classes, students are challenged to monitor their personal professional development and take carefully considered steps in their competency development. This helps them develop an awareness of their qualities and career aims. Once a term the students review their professional development themselves and with their SCC tutor, using forms in which their professional conduct is operationalised. As mentioned above, the teachers make sure this process is student self-directed as far as possible. In the second year, specific attention is paid to preparing for the internship, for example with job application training, peer supervision methods and reflection on self-regulation skills. In the third and fourth year, partly because the students choose various projects, the emphasis shifts towards vision formation and professional identity.

The students confirmed to the panel that they find the SCC classes very useful and that they help smooth the transition from secondary school to university. The students experience the climate as inclusive: concessions are made for students with special needs, and allowance is made for the different educational backgrounds of the students, thus enabling students to learn from one another.'

Teachers

'During the visit, the panel encountered an enthusiastic team with a balanced mix of experienced and newly qualified teachers. The team brings together all the expertise required for the programme, and the staff are also active in their professional fields at national level. The HR policy offers plenty of scope for self-development and is highly person-focused: every teacher gets the opportunity to undertake continuing professional development in subject area expertise, teaching skills or research. Ten percent of their time is set aside for this. They also have many opportunities for peer supervision and coordination meetings. Once every two weeks, a 100-minute session is scheduled for three peer supervision groups for first-year and second-year SCC teachers and internship tutors. Subject teachers discuss the content of modules at regular meetings, and there are calibration sessions for coordinating assessment criteria (see also Standard 3).'

from: Occupational Therapy Accreditation Report (2019). Rotterdam University of Applied Sciences.

II. The intensive coaching session

Facility Management

Extended version: The questions below were devised by the coaches at a training course on Solution-based Coaching led by Irene Lansdaal (February 2019).

5 MINUTES

1. START OF THE SESSION: ALWAYS START WITH A USEFULNESS QUESTION.

First create a link between the coaching session and the student's session with an external professional: You have just spoken to a practising professional. What did you take away from that session?

Then ask the Usefulness Question in relation to the current session:

Examples:

- Here we are. How can we make good use of this time?
- How could this session help you take another step forward?
- What would it take to make this session useful for you?
- How would you be able to tell that this session is useful?
- Imagine this is a useful session. What would it look like?
- What are you hoping to take away from this session?
- What would it take for you to leave this session happy?
- What are you hoping this session will help you with?
- What would make this session useful for you?
- What are you hoping to get out of this session for yourself?
- How is this session going for you? What would we need to do to make this session useful?
- When you talk about this session at the dinner table tonight, what would you like to say?
- In what way could this session be meaningful for you?
- When you came here, what expectations or thoughts did you have?
- How can we make this session useful?
- Halfway through: Can I just check – are you finding this session useful? Is it what you were expecting?

15 MINUTES

2. THE STUDENT'S GOAL

Asking the Usefulness Question helps you find out what the other person wants from this session – in other words, the student's goal.

(See also the checklists for sessions 1 and 2, solution-focused coaching, of the training course by Irene Lansdaal.)

The context within which this session takes place is learning objective 4, 'Ambition'. Therefore, you should ask about the usefulness of the session and the student's goal (ascertaining what the other person wants in the future) in this context.

Examples:

- You have completed the first six months of the Facility Management programme. What are you hoping to achieve?
- What do you want to achieve (between now and your second-year internship, besides passing your first-year exams or obtaining at least 48 ECTS credits, of course)?
- What difference would that make?
- What would that look like?
- You say that at the moment you (something negative). What would you like/want instead?
- Hmm, so you want less stress... How would you be able to tell that things were less stressful?
- How would you be able to tell that this was working?
- What is the very least you would like to achieve with ... in ...?
- Imagine you are the best version of yourself. What would that look like?

Follow-on questions/other examples:

- › What do you want to have achieved by the end of this period? What goals have you set yourself?
- › If you had three wishes in relation to your course and your career, which one would you want to come true?
- › How would you go about making that happen?
- › What do you already know about it?
- › What would achieving it mean to you?
- › Are there any other aspects you would like to explore?
- › What would increase your chances of success? Etc.
- › What is your ambition?
- › What would achieving it mean to you?
- › I'm sure you've given this a lot of thought. Tell me about it.
- › How do you expect/hope this session will help you achieve your ambition?
- › What ideas do you have for achieving it?
- › What do you want to have achieved by the end of the programme?
- › What do you want to have achieved by the end of this year?
- › Imagine you have achieved it. What did you do to get there?
- › What are you already doing to achieve your ambition?
- › What would be your dream career?
- › What would it mean to you?
- › How will you know when you have achieved your ambition?
- › What have you already done to try to achieve it?
- › What effect did that have?
- › What could help you achieve your personal ambitions?
- › How do you feel about talking to me about this?
- › As we have to talk about those ambitions anyway... What would make this conversation about them meaningful for you in some way?
- › Passing the exams in your subjects is an achievement in itself. How did you do that?
- › In what areas would you like to make the world a better place?
- › Think about an achievement you are happy with (sports, studies, friends/family or something else). What does this say about your ambition?

Create a link with the student's personal profile

Below are some additional questions on the other three subjects we expect students to reflect on. Only ask these questions if time allows, or if relevant based on the usefulness for the student or their goal.

Qualities and motivations

- › How do you hope this session will help you in terms of your qualities and ambitions?
- › What would help you link your qualities and motivations to your ambitions?
- › What qualities would you like to have?
- › Can you tell me about a recent situation in which someone complimented you? And what does that say about your qualities or motivations?
- › What qualities do others value in you? Any more? Any others? Be specific (what qualities do your fellow students, your family, your friends etc. value).
- › What positive things would a teacher say about you?
- › Where do these qualities come from? And how did you develop them?
- › What are you doing to put those qualities to good use?
- › How can your personal motivations help you in FM?

Choices

- › Who are you inspired by?
- › What is so inspiring about this person and how does this influence your choices?
- › Who would be able to help you make choices?
- › What would you definitely not want to change?
- › What happens if you don't make choices?
- › How can the choices you have made help you do well in your studies?

Personal development

- › What have you done recently that you are proud of?
- › What have you done recently that you are relatively happy about?
- › What did you do differently to make these things go well/better?
- › What effect did that have?
- › What would you want to do the same again next time?
- › What could you do to make it more likely that you succeed?
- › Are there any particular areas you would like to develop?
- › What would it mean to you to achieve that?
- › If you were to develop even further in that area, what would that mean to you?
- › How far have you already got with this?
- › What have you already done to achieve this?
- › What else would you want to do to achieve it?
- › How do you hope to develop further in this area in the near future?
- › How are you going to make sure you do this?
- › What can you do to increase your chances of succeeding?
- › Can you describe a situation (with photos) which helped you to grow?
- › How did this situation change you compared with before?
- › What did you do to make it happen?
- › What successes have you had in the recent past?
- › What do you see as your next step?

LAST 10 MINUTES

3. FINISH OFF TOGETHER by going back to the purpose of the session.

Briefly review how the session has helped. (Be guided by the student!)

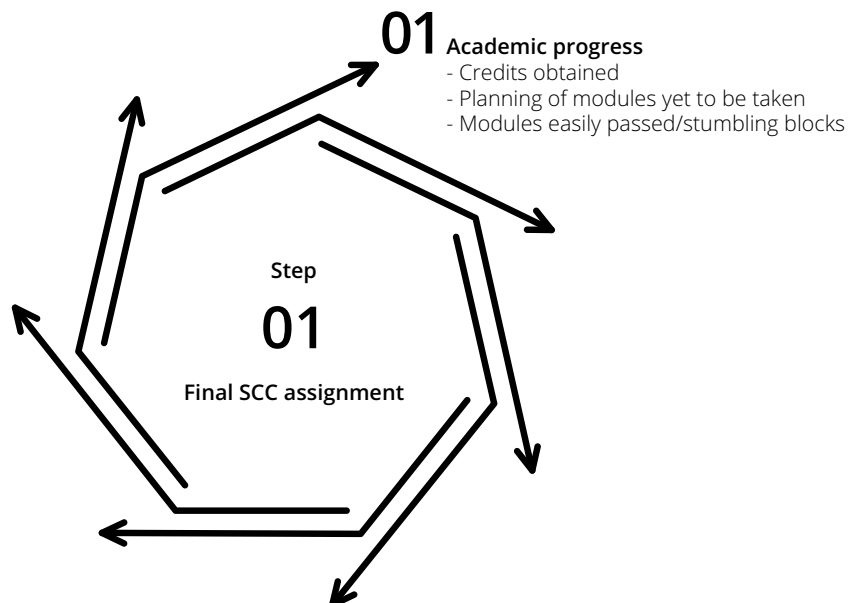
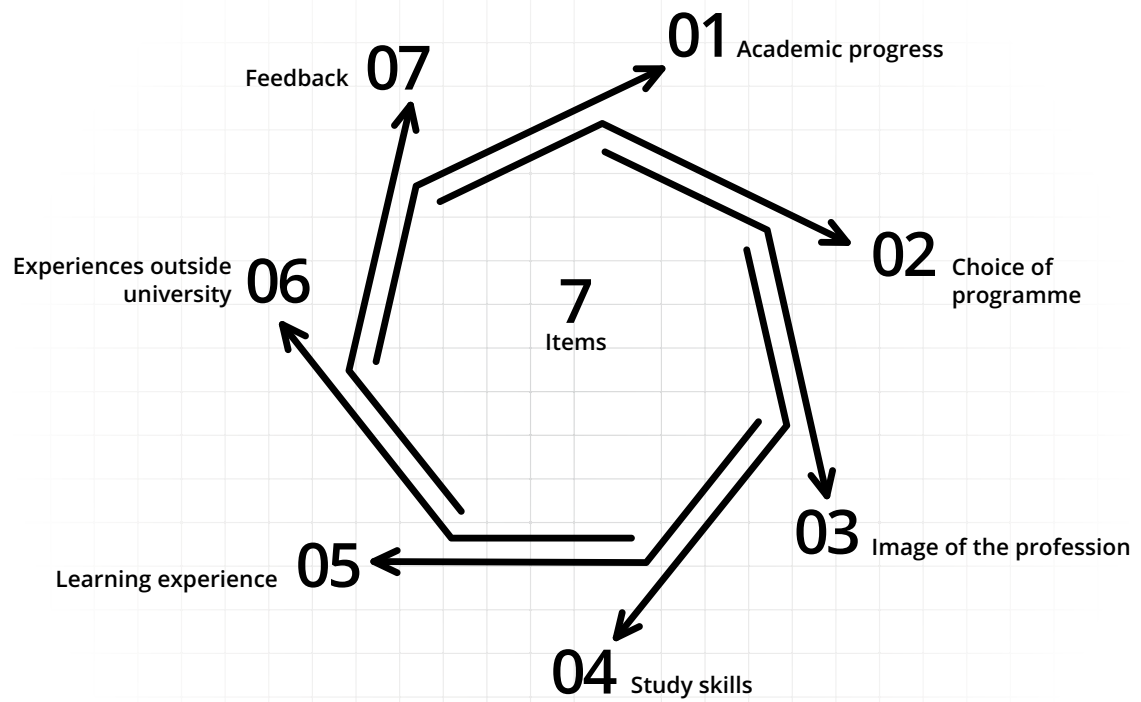
Move on to the feedforward.

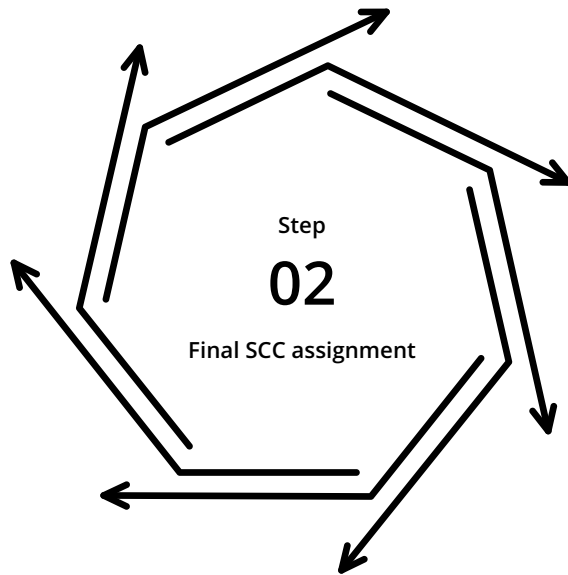
Ask: What are you going to do as a result of these two sessions (with the external professionals and with me)?
Keep on drilling down.

This will help the student verbalise what you will then write down as the conclusion of the session on the feedforward form. Also, think about what you can write down for each learning objective you have discussed. For those you haven't discussed, the student can take stock after the session if they are continuing with their personal profile in periods 3 and 4.

III. 'This is me at this moment' - action for a PI-assignment

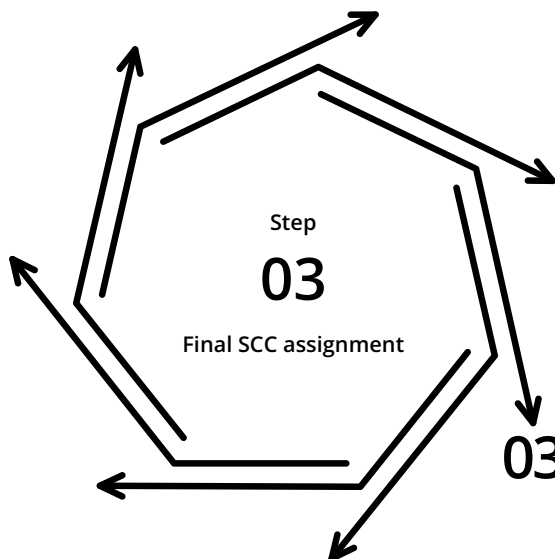
This format can be used, items can be changed according to the PI-goals.





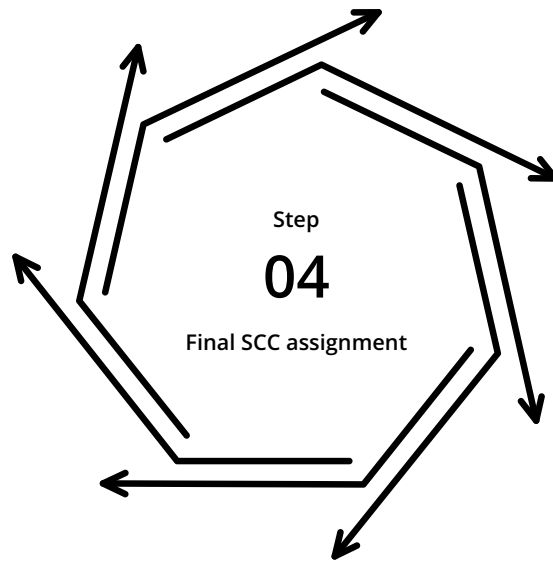
02 Choice of programme

- How well does this course suit you, on a scale from 1-10?
- Which module did you enjoy most?
- What doubts did you have about this course?
- What subject would you like to pursue further after you graduate?



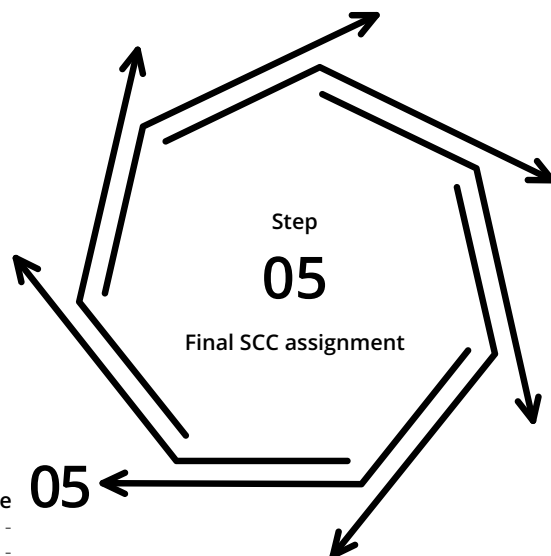
03 Image of the profession

- What do you like about the image of the profession?
- How good is your image of the profession on a scale from 1-10?
- What questions do you still have about the professional field?
- What inspiring example have you seen?



04 Study skills

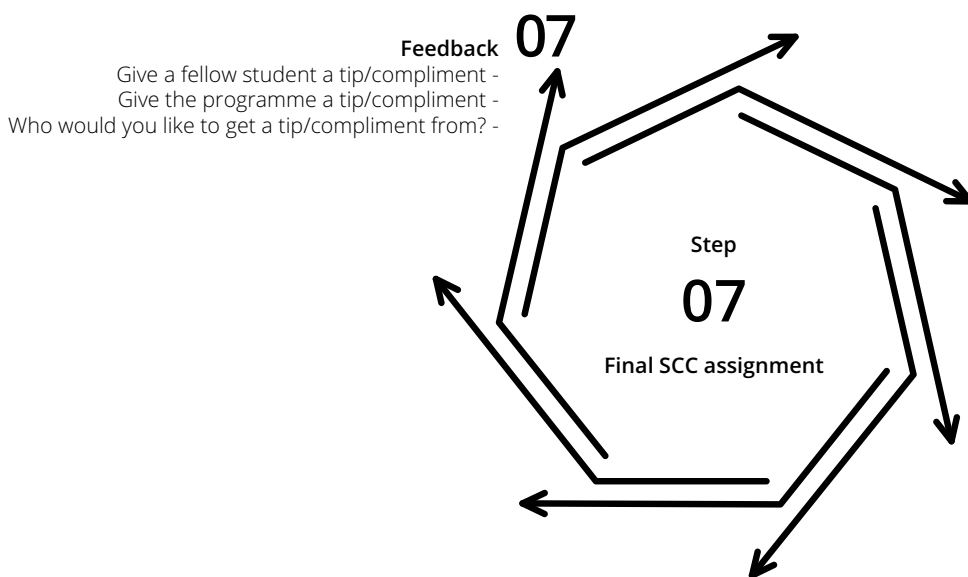
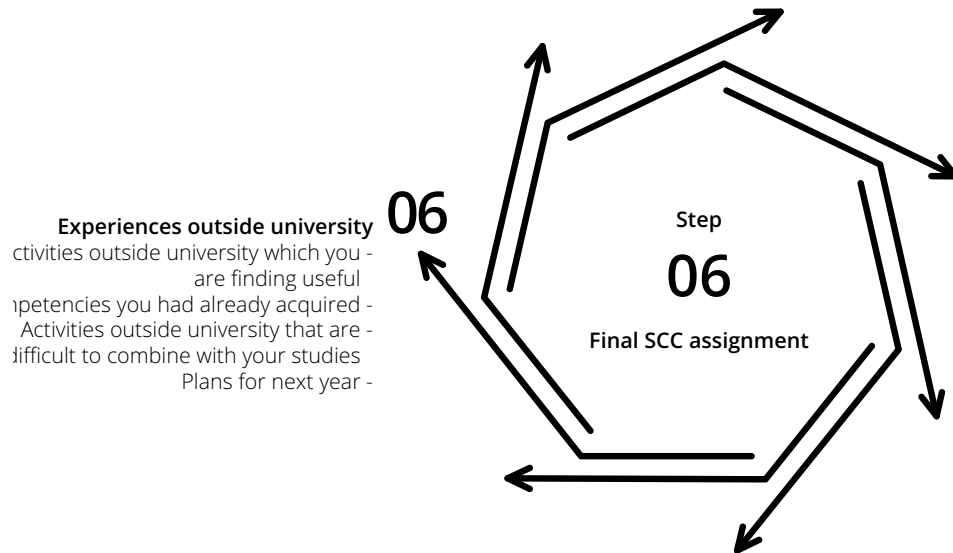
- Name 1 specific plan for next year.
- What role did you play in group assignments?
- From whom did you learn study skills, and which ones?
- How effectively did you manage your studies?
- How effectively did you use the support available?
- Name at least 1 strong point in your study skills



05

Learning experience

- SCC -
- Modules -
- opportunity you have created/made use of -
- Inspiring teacher -
- Inspiring student -
- During project classes -
- Internship/excursions -



Each programme can adapt this assignment to their own PI objectives.

IV. Example of annual PI objectives

(based on Dee Fink's taxonomy)

| | Year 1 | Year 2 | Year 3 | Year 4 |
|------------------------|---|---|---|---|
| Foundational knowledge | Describe or illustrate what rules, systems and support there are to enable you to study successfully. | Describe or illustrate what career competencies are and how they can help you succeed in your career at university and beyond. | | |
| Application | | Describe or illustrate what your qualities and motivations are with regard to studying and the profession for which you are being trained. | Describe or illustrate any experiences that showcase your ambitions and values. | |
| Integration | Describe or illustrate how you can use your qualities, interests and any experiences you have gained outside and before university in the profession for which you are being trained. | | | |
| Human dimension | | Describe or illustrate how your professional competencies have come to the fore, based on concrete experiences. | | <ul style="list-style-type: none"> Describe or illustrate: what kind of professional you want to be in five years' time what kind of environment you will be working in by then what fields you will be dealing with by then what role you will have in the work process by then who you will be working with by then what you will be earning by then |
| Caring | | | Explain your ambitions and values using examples of professional products that you have created yourself or as part of a group. | Choose a specific professional product or issue (from the professional field in general) that you are satisfied with/ happy with/proud of. Explain what we can see of you in this and why you think it is important. |
| Learning how to learn | | Describe or illustrate your current learning style and what part of that is effective. You can also describe how your learning style could be improved and explain how you could tackle that. | | <p>You consciously shape the way you learn in relation to:</p> <ul style="list-style-type: none"> knowledge and skills that interest you knowledge and skills you don't need to apply very often at present but that you will nevertheless need as a graduate professional. <p>Describe or illustrate your strengths in these areas, how you apply them and how they help you in your own development.</p> <p>Describe or illustrate how you relate your ambitions and values to your professional conduct.</p> |

V. PI content appropriate to annual PI targets

Year 1

In year 1, the focus is on the following topics:

- Familiarising yourself with the programme and the programme culture, the professional field, your fellow students and teachers
- Using and developing self-direction: exploring and defining reinforcing and restrictive circumstances, beliefs and skills (including study skills), and asking for support when needed
- Making yourself seen and connecting with the programme
- Evaluating your choice of programme
- Learning to reflect
- Discovering and defining qualities and motivations in experiences before and outside university
- Initial focus on the professional field
- Monitoring your academic progress.

Year 2

In year 2, the focus is on the following topics:

- Exploring the programme
- Based on experience gained in year 1, using and developing self-direction: exploring and defining reinforcing and restrictive circumstances, beliefs and skills (including study skills), and asking for support when needed
- Developing career competencies, resulting in a well-founded choice of electives, team roles and internship (also include activities outside the university setting, experiences and heroes/dreams)
- Defining your professional identity at this point in time
- Exploring the professional field in greater depth
- Monitoring your academic progress.

Year 3

In year 3, the focus is on the following topics:

- Exploring the programme
- Based on experience gained in year 2, using and developing self-direction: exploring and defining reinforcing and restrictive circumstances, beliefs and skills (including study skills), and asking for support when needed
- Developing career competencies, resulting in a well-founded choice of minor and team roles (also include activities outside the university setting, internship and other experiences and heroes/dreams)
- Exploring the professional field in greater depth
- Monitoring your academic progress.

Year 4

In year 4, the focus is on the following topics:

- Exploring the programme
- Based on experience gained in year 3, using and developing self-direction: exploring and defining reinforcing and restrictive circumstances, beliefs and skills (including study skills), and asking for support when needed
- Developing career competencies, resulting in a well-founded choice of graduation project, team roles and subsequent steps after graduation (also include activities outside the university setting, experiences and heroes/dreams)
- Exploring the professional field in even greater depth
- Monitoring your academic progress.

VI. Mapping the starting situation

| | |
|---|--|
| <p>Professionalism</p> <p>The majority of the team are motivated to teach PI development.</p> <p>All teachers:</p> <ul style="list-style-type: none"> ▶ are aware of their own PI and put it to good use in delivering the programme and implementing the culture ▶ reflect on their own actions ▶ provide targeted and regular feedback, feed forward and feed up. ▶ learn from and with each other in respect of the course content and implementing learning processes and a supportive educational culture <p>PI teachers:</p> <ul style="list-style-type: none"> ▶ coach their students in PI development ▶ hold one-on-one PI sessions ▶ guide group learning. <p>The PI coordinator:</p> <ul style="list-style-type: none"> ▶ works with the curriculum committee to develop a PI programme substantively linked to the entire curriculum and based on the educational vision and the vision of the profession ▶ involves the curriculum committee ▶ organises consensus in the team in consultation with the education manager ▶ implements a PI professionalisation trajectory in consultation with the teaching team and the education manager. | <p>Culture</p> <p>Regular dialogue takes place on course content, the individual and group learning processes and the educational culture, at the levels of teacher-to-teacher, teacher-to-student and student-to-student.</p> <p>Students experience the development process as being just as important as their performance results.</p> <p>The opinions of teachers, students and professionals from the field are sought when developing and implementing the curriculum.</p> <p>Teachers and students are interested in and inquisitive about each other.</p> <p>There is an atmosphere of trust and teachers and students take ownership of their own role in the learning process.</p> <p>All stakeholders act positively towards one another and are solution-focused.</p> <p>Dilemmas and issues are valued.</p> |
| <p>Curriculum</p> <p>The curriculum strikes a balance between knowledge, perception and skills and is highly practice-based (using simulation where necessary).</p> <p>The curriculum contains a methodical, focused, cyclical PI reflection pathway that runs throughout the programme, with content related to:</p> <ul style="list-style-type: none"> ▶ the whole curriculum ▶ experiences before and outside university ▶ the personal statement and university pre-enrolment interview. <p>The curriculum is constructively aligned (i.e. goals, content and PI assessments are aligned with each other) in a manner that is relevant to PI development.</p> <p>Reflecting and giving feedback are learned as skills.</p> <p>The curriculum offers students plenty of options.</p> | <p>Resources</p> <p>The education manager is the owner and 'client' who places the order for designing and implementing PI development.</p> <p>There is a 'contractor'/coordinator who has the time and opportunity to realise this task.</p> <p>All stakeholders have enough time for development and implementation.</p> <p>There are plenty of opportunities for professionalisation.</p> <p>There are plenty of coordination opportunities.</p> <p>Classes are mainly small-scale, ensuring that students and teachers get to know each other.</p> |

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Inspiratiebronnen voor (PI-)docenten van Hogeschool Rotterdam:

- Advies over PI/SLC-onderwijs: <https://hint.hr.nl/nl/HR/Voorzieningen--Services/Onderwijsservices/advies--ondersteuning-slc/>
- Doorverwijzing naar decanen: <https://hint.hr.nl/nl/global/zoekt-resultaten/?zoek=zoek&SearchQuery=decaan>
- Samenwerken aan een betere aansluiting tussen vo en hbo in de Rotterdamse regio: <https://aansluiting-voho010.nl/>
- Onderwijsvisie van Hogeschool Rotterdam: <https://www.hogeschoolrotterdam.nl/hogeschool/over-ons/onderwijsvisie/>
- Ondersteunend onderwijs: <https://hint.hr.nl/nl/HR/Studie/studiebegeleiding/Ondersteunend-Onderwijs/>
- Professionaliseringsaanbod: <https://hint.hro.nl/nl/HR/Werken-bij/faciliteiten/hr-academie/>

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Annemiek Grootendorst

Developing Professional Identity In Higher Professional Education

A guide for higher professional education programmes
taking a career-focused approach



Coaching students to develop their own professional identity, known as PI development for short, is an updated approach to Student Career Coaching which reflects the demands of today's world of work. By discovering their own professional identity during their university education, students can make the most appropriate choices in their academic careers, achieve a smooth transition to the labour market and exercise greater self-direction in their professional careers. This helps them prepare for a professional future in which change seems to be the only constant.

Helping students to develop their professional identity is a challenge which various study programmes are starting to tackle at Rotterdam University of Applied Sciences. Annemiek Grootendorst has been working with several programmes to help them rise to this challenge. In doing so, she has acquired extensive practical expertise and has written this book with the aim of sharing her knowledge, insight and experience with others and as a source of inspiration for them.

Annemiek also describes the process which study programmes have to go through to incorporate PI development into their curricula and teaching, based on a framework of career competencies and career questions. She clearly describes the changes that need to take place at the various levels (from educational vision to education delivery), including the stakeholders involved at each level. Examples, contexts, tips and background information make the subject matter insightful and engaging.



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