

“Diversion follow your intuition”

Honours programmes at
Rotterdam University
of Applied Sciences



Honoursprogramme

Innovators Experience

Honours programmes at Rotterdam University of Applied Sciences

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Foreword

Are you looking for more of a challenge, the chance to develop your talents and have fun in your study programme? If you want to get more out of your study programme and have a say in what you learn when it comes to the way in which you personally mature into an excellent professional, participating in an honours programme may be just what you are looking for. Honours programmes at Rotterdam University of Applied Sciences have been set up to challenge you and offer you opportunities **to surpass yourself!**

By taking part in an Honours programme, you learn how to analyse complex issues, how to conduct preliminary studies and how to arrive at the right questions to ask by not being (too) quickly satisfied. You will be called upon to use your brainpower to produce innovations for your own profession and professional practice and to use your collaborative skills to come up with effective solutions and put them into practice. If you take part, you will graduate with an Honours degree.

Graduating with an Honours degree means that you have learned to depart from fixed patterns of thought and to collaborate on innovative solutions to complex issues that go beyond the boundaries of your area of expertise. Its value also lies in the fact that you will have been able to further develop your personal capabilities. You will have made even more of yourself and having this on your CV will enable you to stand out in the labour market.

“... I learned a huge amount about myself, my own expectations and my own patterns of thought by working intensively with other people and, at the same time, by reflecting upon my own activities.”

This brochure will tell you what Rotterdam University of Applied Sciences does in terms of honours programmes in its study programmes and what you can expect in the various years of each programme. You can also find out what the University expects from you if you want to develop into an excellent professional and graduate with an Honours Degree Certificate.

hpteam@hr.nl

What can honours programmes offer you?

Participating in an honours programme challenges you; you encounter complex issues for which organisations, companies and society do not yet have appropriate answers. So there are plenty of clients waiting for you! You will work on such issues with students from other disciplines; you will become familiar with different approaches and analytical models. You will therefore learn to collaborate across multiple disciplines.

Because you will be working on practical issues, the details of which are jointly provided by external clients and lecturers from various study programmes, you will get to know new people inside and outside your own educational institute and field of activity. New worlds will open up for you. You will discover where your strengths and weaknesses lie. You will learn to consciously take control of your own development. You will find out which types of issues, activities and efforts fill you with enthusiasm. All this will help you when considering which type of working environment you might want to work in in the future.

Own initiative

In honours programmes, we expect you to show initiative yourself in addition what the study programmes offer. Honours programmes provide plenty of scope to voice your own thoughts. You can put forward topics you have been thinking about for a long time and which you would now like to tackle.

You can start initiatives individually, but also with fellow students, with lecturers, with researchers and professors in the knowledge centres or with external clients. You might, for instance, have come across an issue because you encountered it during an internship somewhere. Or you

may be active in an organisation in addition to your study programme where an issue has grabbed your attention but your regular programme offers no opportunity to tackle it. In short, you can turn your ambitions into challenging activities, which will lead you, in conjunction with other people, to new solutions for professional practice. You will take yourself and others further!

And finally, you will contribute towards socially responsible business conduct since you will learn to weigh up all the options using substantiated arguments. You will develop into an excellent professional!

In the eyes of Rotterdam University of Applied Sciences and the outside world, an excellent professional is a professional who:

› **Is innovation driven**

You can demonstrate that you can act in an enterprising manner in complex practical situations. You investigate such a practical situation and look for new solution strategies that are not always the most obvious. This is evident from the way in which you look / have learned to look beyond the boundaries of your own discipline. You display courage and you are not afraid to experiment; you are able to unravel an issue creatively and reveal possible solutions.

Example of practical assignment WdKA-EAS
Growing materials The Factory of the Future
 Client: Uit Je Eigen Stad (urban farming)

Imagine: a material produced by nature that can replace synthetic materials like plastics. A material that's compostable, that has good insulation properties and is water-repellent. A material that is grown from fungus and hemp.
 Meet the Growing Materials project: The Factory of The Future. The goal of

the project is to make people aware of the value that materials grown by micro-organisms create for products we use in our daily life. "We are definitely not trying to reinvent the wheel, or to design non-existing materials and products. We are trying to make consumers more conscious, and try to design products that make people think, makes them wonder or as we experienced even makes them feel disgusted. Basically we're cheating and use whatever nature has designed but hasn't patented."

The final product is a mushroom tray, made out of mycelium and hemp.



GROWING MATERIALS

› **Is demand-oriented**

You demonstrate awareness of your surroundings by following current developments and trends; you are also able to introduce them if the situation so demands.

You are able to analyse an issue by asking questions relevant to both the issue and the profession; in other words, you don't just make do with the initial questions.

You also show that you can analyse a question by investigating whether there is pertinent knowledge and information already available by exchanging ideas with the people involved in order to establish whether the question being asked is actually the question to which an answer or answers need to be found.

**Example of practical assignment Engineering Innovation and Design EAS IVG
Clean hands around the incubator – preventing infections of the bloodstream in premature babies**

Client: Erasmus MC

"I found the issue challenging, not just because it involved an issue whose solution has enormous social relevance, but also because of the complexity of the project. Drawing together industrial product design, behavioural sciences and an environment such as a hospital created quite a challenge ... I tackled the issue by first conducting a preliminary study by means of interviews, desk research, observations, etc. to fully understand all the aspects of the issue."

▸ **Collaborates across disciplines**

You demonstrate that you are able to collaborate with other people on solutions: external clients – professors – students from other study programmes – other experts.

You demonstrate that you are able to focus attention on the issue and transcend your own concerns in the interests of the result. You are not afraid to challenge other people and be challenged yourself. This helps you to acquire networks and enables you to contribute positively to the end result.

**Example of practical assignment COM Minor+
Silicon Venturing**

Client: Albert Schweitzer Hospital in Dordrecht

“I’m currently still working on a very practical situation. At Silicon Venturing Rotterdam we’re busy researching new innovations in the Albert Schweitzer Hospital. One of these is a pair of 3D glasses that help to alleviate pain.

“I don’t have a medical background at all, so I’ve had to find out who the stakeholders are in a hospital. Apart from that, the way of thinking is quite different.”

▸ **Is able to demonstrate interactive learning potential**

You demonstrate that you can guide your own competency development. You are able to step back and examine your own work and actions and establish how far you have come in your development. By so doing, you are able to decide on the next steps. You are able to analyse what works well, what works less well and what doesn’t – or didn’t – work at all. You can use that information to make adjustments.

You are aware of your personal values and standards and you show that you are prepared to have them questioned.

Innovation Lab Empowering Heijplaat - IGO

“... I learned a huge amount about myself, my own expectations and my own patterns of thought by working intensively with other people and, at the same time, by reflecting upon my own activities”



► **Is able to create knowledge**

Depending on which issues you have worked on, you will have contributed to the emergence of new theoretical or practical knowledge. You are able to share this knowledge intelligently in a way that is appropriate for you and for the type of knowledge involved. You demonstrate that you can make connections between the knowledge introduced and the practical experiences of those you are working with.

Example of practical assignment CMI

Client: Saddl

We won the final exhibition, Exposed Now, with Reel. Reel is a service that enables you to decide for yourself where you buy something and how and when you take receipt of it. The Reel wearable enables you to "reel in" everything you see around you: draw it in to your personal cloud in one single operation. The Reel wearable takes a photo and stores it in the application. You can then open what you have "reeled in" on your smartphone whenever it suits you. When you order it, you can decide whether you want it within an hour (via Spencer), or delivered normally from the shop.

The competence profile 'Learning to Innovate'

The competencies innovation driven, demand driven, collaborative working, interactive learning and knowledge creation together form the Honours competence profile **'Learning to Innovate'**.

The competence profile 'Learning to Innovate' is both the starting point and the end point of your honours programme at Rotterdam University of Applied Sciences. By starting point, we mean that these competencies act as a guide for your study programme.

The honours programme at your institute offers you opportunities that enable you to work on acquiring these competencies.

By end point, we mean that you will have mastered this profile by the end of your study programme and you can therefore graduate with an Honours degree.

To conclude your honours programme, you will undertake a Final Assessment Honours at the end of your fourth year. If you pass this final assessment, you will receive an **Honours degree Certificate** in addition to your Bachelor's degree certificate.



What can you expect from the Honours programme?

For students to be able to develop the competencies required to act innovatively, they need to be able to work on educational activities that create opportunities to do so. For that reason, units of study are designated as part of the honours programme.

We use the term plus (+) programmes for the various teaching activities we employ.

The following are characteristic of +programmes:

- ▶ The focus is on a multidisciplinary issue.
- ▶ The issue takes place in an authentic learning environment.
- ▶ And focuses on professional excellence.
- ▶ Lecturers have high expectations of their students.
- ▶ Learning is supported by collaborative work in a work-based learning community or HP community.

Your institute/study programme will actively seek to collaborate with the professional field, with one of the Knowledge Centres and professors at the University of Applied Sciences and with Centres of Expertise in order to add +dimensions.

Rotterdam University of Applied Sciences has two expertise centres: the Expertise Centre for Social Innovation and the RDM Expertise Centre.

Years 1 and 2

The emphasis in your first and second year will be on scouting and recruitment:

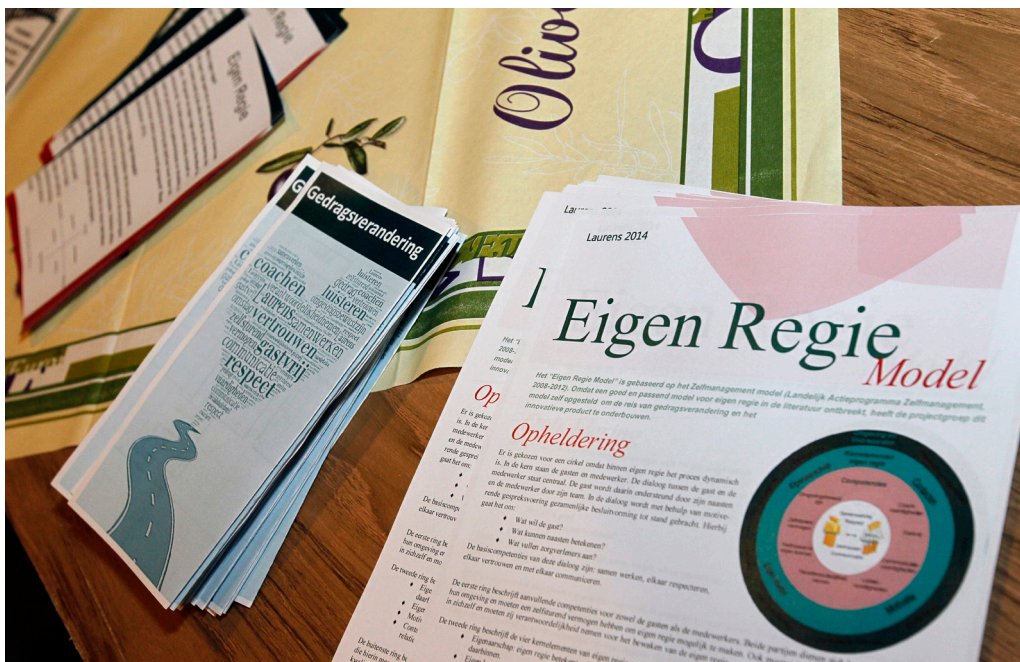
- ▶ Study career coaches will discuss your ambitions with you and encourage you to take up the challenge to surpass yourself. We naturally expect you to initiate discussions about your ambitions too.
- ▶ Lecturers will be able to see from your work and your attitude to studying that you are capable of more and they will also encourage you to want more; they will coordinate this with the study programme career coaches. You can of course show an interest in this too!
- ▶ Most study programmes offer the opportunity to tackle a more complex issue in a project or practical assignment, which will help to give you an idea of what the profession will require from you. You can also come up with or ask for something yourself.
- ▶ If internships are included in these first and second years, most study programmes will offer scope for you to ask for the opportunity to do a +assignment.
- ▶ You can choose to do HP elective modules, +elective modules or a +assignment from the range of elective modules available to all students at the University of Applied Sciences.
- ▶ Some study programmes create separate groups in which you can set to work with likeminded people.

"I actually only heard about the honours programme from other people. I took part in the Pressure Cooker... that was a really cool experience where I learned a lot and so when I heard about the Innovation Labs, I decided to go for that too."

Apart from all this, your study programme or you yourself will organise workshops, working visits, lectures, educational trips, battles and/or case competitions. These opportunities for meeting others are aimed at third and fourth-year students. We call these types of meetings HP Community. First and second-year students may also participate in the activities of this HP Community.

Study programmes will certainly also call on you to come up with your own initiatives. Make sure that you discuss everything you want to introduce with your study career coach or your HP supervisor or the HP coordinator.

So you see, the first two years will enable you to grasp the opportunity to explore your field, to look at the context of your field in more detail and involve adjacent areas of expertise in your study programme. You will also become familiar with the competence profile 'Learning to innovate' which will help you to link your activities to the competences.



“I heard about the honours programme through study programme career coaching (SLC) as a preparation for the time after the first internship.”

Years 3 and 4

The emphasis in the third and fourth year is on innovation & research as well as on multidisciplinary collaboration:

- ▶ Depending on the structure of your study programme, you may be able to attach a +assignment to your third-year internship
- ▶ Depending on the structure of your study programme, you may be able to tackle a complex practical assignment in your third academic year which goes beyond the boundaries of your own discipline, in conjunction with students from other study programmes.
- ▶ In your fourth academic year, you can choose from +minors available to all students at the University of Applied Sciences
- ▶ Or you can submit proposals for adding a +component in a standard minor.
- ▶ In conjunction with your HP supervisor, you can come up with a proposal for your work-based +graduation project.
- ▶ You take an active part in HP Community meetings. These might be workshops, peer supervision, working visits, lectures, battles and/or case competencies. As a third or fourth-year student, you take an active part in the programming for the HP Community.

Make sure that here too you always discuss any +assignments you want to introduce with your SLC, HP supervisor or HP Coordinator first!

Example of practical assignment COM

The Case

Client: ABN AMRO

Customers are expecting more and more. They want faster service, lower prices, more transparency and even more control of their banking business. To be able to meet these demands, ABN AMRO needed to automate its processes even further. And that includes the Trade & Guarantees department. How do you keep costs under control? And how could ABN AMRO increase its customer friendliness and service?

Example of practical assignment Engineering

International Cooperation & Sustainable Development

Client: District Water Board for Schieland and the Krimpenerwaard (HHSK)

HHSK has been helping the city of Semarang in Indonesia with a pilot project to prevent flooding. An urban polder was built ... How can you help people from other cultures obtain this kind of water management knowledge?

Example of practical assignment Knowledge Centre IVG

Smarter Better Care [Zorg Slimmer Beter]

Client: Healthcare Institution Laurens

The issue I worked on concerned the growing demand for care and the dwindling number of care professionals. How could the client, the healthcare institution Laurens, deal with this in the future? In other words, provide good care with fewer staff.

Example of practical assignment creating 010 CMI

The Internet of Things

Client: 'Stadsmarinier' (Police Community Support Officer) Middelland

The point at issue was very wide: we were to bring The Internet of Things to Middelland in Rotterdam. To facilitate this, we were given vacant shop premises on 1e Middellandstraat and access to the materials in Stadslab. Our aim was to make the residents of Middelland more active by teaching them about different types of technology. We are helping the residents to use Arduino, 3D printing and laser cutting. They will then be able to learn how to solve their own problems and work together creatively.



The +minor as an essential learning experience

Whether you come up with a proposal for +content for a standard minor by yourself or you choose a +minor HR offers, all the proposals are always screened to check that they contain characteristics of practice driven education!

First of all, we look to see whether a possibly intractable multidisciplinary issue has been tabled that you could work on with students from different disciplines. It needs to be an innovative issue, one that cannot be solved by taking a routine approach, and it needs to require analysis from the perspective of different areas of expertise and new solutions. We then examine whether supervisory/operational lecturers, in conjunction with partners from professional practice and researchers from the knowledge centre, can create a challenging learning environment for and with honours students.

“... In particular I learned that, in the future, I want to collaborate even more with the people involved in the issues... Making connections between various perspectives of an issue and bring them together provided me with a challenge.”

You will learn to innovate by working on this complex issue; you will master the competence profile ‘Learning to Innovate’ and you will be coached along the way. You will feel that you are being challenged by the complexity of the issue; you will be given plenty of scope and you will be able to cultivate your own initiatives.

Interim assessments are conducted during a +minor on the basis of the competency profile. These interim assessments will help you establish how far you have developed. You can then systematically cultivate activities that will take you further along the road to becoming an excellent profes-

sional. Your learning process will be supported by the fact that you are learning from and with like-minded people in the context of the HP Community.

If you plan to come up with a proposal for +content, it is important that the characteristics of +education as mentioned above can be found in your proposal.

How will learning and working in an HP Community contribute to your development?

An 'HP Community' is made up of students, lecturers, professors, senior lecturers and external colleagues who are jointly working on an issue, a theme or a research area. You will meet each other regularly. You are jointly responsible for providing everyone with worthwhile content: "everyone brings something and there is something for everyone to take away". You will learn from and with like-minded people!

There may be workshops and lectures. It is a place where the issues you are working on are introduced, examined in detail and taken a step further. It is a learning environment in which you encourage each other to find answers and take innovative approaches. It is a place where you can cultivate your own initiatives, where you could give workshops yourself on the basis of what you have discovered. And it is a place where things are sometimes allowed to go wrong, because you can learn a lot from failures.

Most institutes set up HP Communities in the third and fourth year. As first and second-year students, you may take part in order to find out what honours education will demand of you and which opportunities it offers. HP support in terms of your competency profile is provided through the HP Community; this may sometimes be done in groups and sometimes individually.

Support for your competency development during your Honours programme

You will be supported in various ways during the Honours programme. Which methods are used when depends on which activities you are performing.



The following methods may be used in your **first year**:

- ▶ Attention will be paid to your ambitions and your study programme career coach will focus on the opportunities offered by an honours programme
- ▶ Support from relevant lecturers during a practical assignment or project
- ▶ Support from a lecturer whose +elective you have chosen
- ▶ When you are working on +assignments, you and your study programme career coach will link them to the competency profile and discuss your development; this will teach you how to give meaning to the words in the profile.

The following methods may be used in your **second year**:

- ▶ Attention will be paid to your ambitions and your study programme career coach will focus on opportunities
- ▶ Support from relevant lecturers during a practical assignment or project
- ▶ Support from a lecturer whose +elective you have chosen
- ▶ When you are working on +assignments, you and your study programme career coach will link them to the competency profile and discuss your development; this will teach you how to give meaning to the words in the profile.
- ▶ When you are on the point of going into third year, some institutes arrange a 'transfer interview' in the form of an intake interview or an interim assessment

It is a good idea to keep a log book of your activities so that you can use it later as a basis for your portfolio.

In your **third year**:

While the first two years were exploratory, now you will work purposefully on your development in terms of the five competences in the competence profile 'Learning to Innovate'.

- By tackling a complex and intractable issue during your internship
- You will be supported by the lecturers involved and/or a professor and the clients during practical projects
- By taking an active part in and introducing your own and other activities to the HP Community
- Your HP supervisor will urge you to be aware of what you are learning (and how you learn) so that you can consciously develop your strengths and weaknesses further.

This is always done using three lines of approach:

- at set times, you will review the knowledge you have gathered, made use of and developed with the lecturers and/or professors involved, fellow students and clients
- at set times, you will review your strategy: did you investigate, make, and do the right things? Would it have been better to have tackled things differently? What led you to that conclusion? What did I do to mitigate surprises?
- at set times, you will conduct a review – with your coach, your client, with fellow students – and establish what you have learned about your own strengths and weaknesses when it comes to the competencies focus on innovation, demand-orientation, focus on cooperation, interactive learning potential and knowledge creation; you will establish what you need to move onto the next stage and which activities will have to be undertaken to do so.

It is a good idea to keep a log book of your activities. You could even make a start on building up your portfolio. A portfolio contains a description of your own development, based on a format, and includes evidence that illustrates your development.

In your **fourth year**:

In your fourth year you will choose a +minor or a standard minor, which you can enhance with + in consultation with your HP supervisor. You will be asked in this period whether you want to graduate with an Honours degree and if you are therefore going to take a Final Assessment Honours.

You complete your study programme with a graduation project, preferably in conjunction with a knowledge centre or a Centre of Expertise. Many students use their topic from the +minor for their +graduation.

You will take further steps to:

- ▶ expand on the competencies
- ▶ undertake an interim assessment
- ▶ compile a portfolio

Your HP supervision and support will continue in the same manner as in the third year.

Graduating with an Honours Degree Certificate

To graduate with an Honours Degree Certificate in addition to your Bachelor's degree, you have to undergo a Final Assessment Honours at the end of fourth year. The Final Assessment is an assessment interview based on the portfolio you have compiled. During the assessment interview you will have to demonstrate convincingly that you have acquired the competencies 'Learning to Innovate'.

The 'Student Handbook Honours programme Final Assessment' contains detailed information about the content and organisation of the final assessment and the award of an Honours Degree Certificate.

This handbook can be found on Hint under Study programme > Honours Programme > Graduating.

You will receive an Honours Degree Certificate when you graduate if you satisfy the following criteria:

- ▶ You pass the final assessment
- ▶ You took part in a +Minor / Innovation Lab or in an approved tailor-made pathway and completed it successfully
- ▶ You actively contributed and participated in the HP Community in your institute
- ▶ You successfully completed your graduation project, preferably in conjunction with a knowledge centre and otherwise with approved +content
- ▶ You met all the conditions for the Bachelor programme in your own study programme.

Teaching and Examination Regulations for Rotterdam University of Applied Sciences - OER

The Teaching and Examination Regulations contain all the agreements Rotterdam University of Applied Sciences has made concerning honours programmes.



The value of an Honours degree

Your study programme has taken up the challenge of developing an Honours programme. Scope has been created for activities beyond the boundaries of your own area of expertise. You will conclude your Bachelor's degree with additional tools in the form of five competencies from the competence profile 'Learning to Innovate'.

The Honours programme is not inward looking; it faces the outside world. An Honours degree will ensure that, in the world in which you are going to work after completing your degree, you will stand out in job interviews and you will immediately have an interesting topic to talk about.

It will give you more self-confidence to position yourself, including with respect to other job applicants.

Because you have worked on intractable issues, you will be able to demonstrate that you have learned how to collaborate with people from different areas of expertise.

You can demonstrate that you are able to analyse these complex issues from various angles and that you arrived at surprising and innovative solutions in conjunction with various stakeholders. Your graduation project was conducted at a + level because a professor or a comparable specialist expert was involved in your graduation project.

But above all, you are able to talk about the knowledge and skills you have gathered because you have matured personally and professionally even more during your Honours programme. You have mastered the competencies for 'Learning to Innovate'!

You will notice in the work you are going to do (if you haven't already noticed this during the Honours programme) that work in innovative professional practice involves the same aspects: it is investigative, questioning, associative, experimenting, innovating and surprising!

You have surpassed yourself!

Surpass Yourself Bursary

Rotterdam University of Applied Sciences awards the Surpass Yourself bursary to one honours student each year. The award of 5000 euros will enable you to do a project, conduct research or take a further study programme. You can read about eligibility requirements and how to apply in the brochure on Hint under Study Programme > Honours programme > Extraordinary accomplishments.

You can apply for the bursary in accordance with the terms and conditions set out in the brochure. Please note that there is a tight schedule for the procedure and it must be completed before the summer break in the relevant academic year!



Appendix

Competences for Innovative Working – “Learning to Innovate”

The competences required for the honours programme are described below. Besides the qualifications from your bachelor’s profile, in the honours programme you will be assessed on your Innovative Working skills, as described by the following five competences.

1. Innovation driven
2. Demand driven
3. Collaborative working
4. Interactive learning
5. Knowledge creation

1. Innovation driven

Role:	Innovator
Domain:	Professional practice
Specification:	Innovation and research

Competence

In contributing to the development of an innovative professional product, the student shows an enquiring attitude and identifies and exploits opportunities to introduce innovations into professional practice.

Context

In working life we come up against stubborn problems, problems for which there are no ready-made solutions. There can be various reasons for this: the complexity of the issue, a lack of sufficient, wide-ranging and up-to-date expertise, and sometimes simply the speed at which developments take place. In such situations innovative capacity is needed to produce creative solutions.

As an innovator, you recognise this complexity and experience it as an opportunity, as a challenge to reflect on and discuss potential solutions with professional colleagues from your own and other disciplines. You dare to put your neck on the line and share your ideas with others. You know how important a solution is and also that it is no good trying to avoid difficult situations. You investigate the problem using your own particular expertise, always looking for ways to uncover new insights, for example by combining existing concepts to create new solutions. You are bold and decisive and as an innovator you are enterprising and pro-active. You actively look for opportunities, know how to turn them into effective actions, and experiment with new methods and scenarios – always working from a well informed and well thought-through vision. Your insight, attitude and work are valued. You are increasingly involved in innovation. You notice that you can be an equal and critical discussion partner.

To

Contribute to innovation

You must

1. be pro-active and resourceful in complex professional situations;
2. investigate problems and potential solutions;
3. be bold and dare to experiment;
4. be creative when looking at both the issue and the solution

So that

Your innovation-driven approach leads to the development of innovative professional products.

Behavioural indicators

Being able to act in an enterprising way in complex professional situations

- You think and act proactively. You show initiative and do not wait for others; you go and investigate. You come up with possible innovative ideas and solutions of your own accord.
- You are decisive. You familiarise yourself with the situation and take quick, well-considered and reasoned decisions about which steps are necessary.
- You are able to convert opportunities into targeted actions. You are able to identify effective routes to achieve goals.

Exploring the problem and possible solution strategies

- You prefer to explore other ideas as well as traditional methods because there is evidence that the traditional methods no longer suffice
- You come up with new perspectives on problems
- You translate developments and trends in your own area of expertise into future scenarios.
- You make responsible use of relevant practical research methods and techniques

Demonstrating daring and courage to experiment

- You experiment
- You take action, even if the outcome is uncertain
- You dare to stick your neck out; you don't avoid risks

Looking creatively at both the problem and the solution

- You demonstrate the ability to depart from the existing conceptual framework
- You demonstrate that you can make use of approaches from other disciplines to come up with new findings and combinations of solution strategies
- You show that you can think out-of-the-box
- You demonstrate originality, "playfulness" and ingenuity
- You come up with new scenarios if circumstances change
- You are able to think of several solutions, approaches or perspectives for a problem that are unexpected and that bring solutions closer.

2. Demand driven

Role:	Critical observer
Domain:	Professional practice
Specification:	Awareness of the environment

Competence

In working innovatively, the student demonstrates an awareness of the professional environment in which he or she operates and identifies opportunities to introduce innovations into professional practice.

Context

As a developing professional you will learn as much as you can about working practice. You will follow developments in your field. You are interested in why certain developments take place and what forces drive them, enabling you to place trends and developments in practice within a broader context. You notice that this allows you to identify cause and effect relationships more easily. You also see that certainties are fast disappearing. You realise that change is sometimes so rapid it makes tasks more complex, raising the bar for professionals.

At the same time, you see great potential in this dynamic environment and actively seek opportunities to contribute, with others, to making a difference. You want to make a worthwhile contribution to a social issue. You explore the possibilities and discuss these with relevant stakeholders and other groups, but without jumping straight to the solution. You show your worth as a well-informed and equal discussion partner. Your preparation has given you a thorough grounding in the dynamics of the situation and you can explain and justify why you think the situation is promising. At the same time, you listen closely to what you discussion partners say. You maintain a dialogue and make sure the problem is clearly defined by asking critical questions of the client and other stakeholders, equipping you to assess the context in even greater depth. You know this exploratory phase is essential if you are going to help deliver feasible solutions or, if necessary, come up with good arguments for abandoning them.

To

Cultivate an awareness of what is going on around you, both generally and in innovative professional practice in particular,

You must

1. be aware of your environment
2. identify and describe issues relevant to professional practice
3. be able to translate theory into practical action

So that

Your analysis of the situation leads to the identification of issues recognised as important to professional practice, and practical steps can be taken towards solving them.

Behavioural indicators

Demonstrating awareness of surroundings – social context

- You know or explore the trends and developments in a wider context than your own area of expertise and you are able to connect their significance to the problems you are working on
- You are able to see further than the end of your nose; you see changes coming (earlier than others) and anticipate them
- You look actively for practical situations that might provide new evidence and you make use of them in discussions.
- You see opportunities / chances and make use of them
- You recognise that external factors affect or may affect the problems you are working on
- You demonstrate social engagement and you can account for your professional actions

Being able to identify and specify questions relevant to the profession

- You investigate the problem at hand in dialogue with the client and other relevant stakeholders
- You delve more deeply into the definition of the problem outlined; is this really the problem, is more preliminary research needed, will that lead to a different definition of the problem?
- You explore what is already known about the problem; you are able to edit it and present it
- You are able to make the question explicit and adjust it
- You demonstrate knowledge of the social climate that plays a role in finding and accepting solutions

The ability to convert solutions into practical applications

- You come up with unexpected and feasible solutions
- You are able to convert solutions discovered through a combination of knowledge and experience of various areas of expertise into practical results

3. Collaborative working

Role:	Team player
Domain:	Innovative professional practice
Specification:	Communication and collaborative working

Competence

In participating in innovative processes, the student becomes a team player who can draw on communicative, collaborative and networking skills to work effectively and efficiently with other professionals to achieve results.

Context

Working effectively in a team on solutions to real problems demands a broad range of competences. In effect, they are tools that enable you to understand the innovative context and make you an equal discussion partner. Innovative professionals are real team players; they learn from each other and share ideas.

Learning and working in real-life situations is a social process in which cooperating and networking with others is essential. Not only does it spread knowledge and experience, but it gets people more involved. As a team player you know how important collaborative working is. You are not out to 'steal the limelight'. The real value of collaborative working is that you can fill in each other's ideas, 'spar' with each other, discuss your ideas and suggestions for strategies and solutions, and scrutinise them critically – to say nothing of the added value of being open to possibilities for giving and receiving feedback. Effective professional communication prevents any unnecessary 'noise' from clouding the collaborative working process.

To

Work effectively with others on improvements, new developments and innovations

You must

1. be willing to work with others and let shared goals take precedence over individual ones
2. contribute to developing a network of experts and make strategic use of this network
3. make correct and well-timed use of a variety of communication skills

So that

Team players with complementary personal and professional skills can work together and communicate with each other during a development or innovation process.

Behavioural elements

Being prepared to collaborate and have general goals prevail over individual goals

- You align yourself with the common goals that arise through looking for new answers to problems at hand
- You acknowledge that co-creation from professional disciplines contributes to arriving at innovative solutions
- You look for opportunities and ways to work cooperatively on answers to problems
- You are able to work in an interdisciplinary/trans-disciplinary context; i.e. you work closely with people from other areas of expertise by making constructive contributions and gaining recognition for your own area of expertise
- You contribute to the best possible alignment between contributing your own knowledge, experience and qualities and that of team members.
- You put the interests of the team above your own personal interests and you hold your fellow team members accountable for their behaviour and responsibility. You are also accountable yourself
- You are capable of making concessions in order to arrive at a common goal or result. You are able to substantiate these concessions

Being able to make a contribution to the development of a network of experts and able to consult this network in a targeted fashion.

- You build up a functional network
- You use networks in a targeted fashion

Being able to make use of a variety of communication skills in the right way and at the right moment.

- You kindle enthusiasm and stimulate others
- You have effective and efficient discussions
- You share your work with others
- You contribute constructively to the collaboration

4. Interactive learning

Role:	Learning
Domain:	Communities of practice in innovative professional practice
Specification:	Interactive learning

Competence

In guiding his or her further professional development, the student acknowledges the need for lifelong learning and works to gain the necessary learning skills.

Context

The world of work is changing rapidly. Many different demands will be made of you and you run the risk of not keeping pace with events. Education faces the same problem. Despite doing our best to keep your vocational course as up-to-date as possible, it is not always possible to cover the latest developments. This means you have to prepare yourself for work in a rapidly changing professional environment. You will not just be expected to solve problems you have prepared for in your degree and which you know well enough to be able to implement real solutions; you will also encounter problems that are new to you, problems that cannot be solved using current know-how. These new problems may require new knowledge, knowledge yet to be acquired and new contexts within which existing knowledge has to be used in different ways.

You will also increasingly collaborate with people qualified in other subjects. In such a working and learning setting you will be challenged to learn with and from each other, actively, effectively and focused on getting results. As you work jointly in this innovative process, your desire to learn will often come from within – you come across problems you really want to solve. This makes you the one with a desire to learn ‘something’, or even to ‘unlearn’ something.

The complexity of the situation does not scare you. You see a challenge, and you take it up. You throw yourself into it, and don't give up. You know you will regularly hit a wall and have to pick yourself up again – but you will soon discover that you are learning more than you thought possible, that what at first seemed a confusing jumble now makes sense. You are much more capable of seeing the big picture.

To

Learn from and with each other

You must

1. show self-directed learning ability
2. be willing to learn in varied and challenging settings
3. be able to reflect on the effectiveness of your learning goal, method and result

So that

You are capable of guiding the further development of your learning capacity.

Behavioural indicators

Demonstrating self-directing learning ability

- You give your own learning process substance and direction; in other words, you are able to set yourself developmental and learning goals and act accordingly.

Readiness and a will to learn in various challenging settings

- You reflect on your own actions and naturally ask others for feedback; you weigh up tips for improving them and then apply them immediately and effectively
- You are aware of how your personal standards and values affect your actions and you demonstrate a willingness to discuss them
- You can be held to account for your actions
- You are prepared to change your ways
- You surrender obsolete knowledge if there are good arguments for doing so
- You have the courage to push back your own boundaries in order to develop personally and professionally

The ability to reflect on the effectiveness of your professional actions

- You demonstrate the ability to reflect and you are able to analyse your own actions in terms of
 - o content
 - o approach
 - o group dynamics – this might include the actions of all those involved
 - o social and ethical considerations when coming up with new solutions
 - o your own development with regard to the points above
- You have learned what your strengths and weaknesses are (or gained a better understanding of them) and you are able to make improvements to both

knowledge environment.

Social media such as Web 2.0 will become an increasingly useful platform for staying

informed and sharing recently acquired new knowledge.

To

Continually work on growing your knowledge within an innovative learning environment

You must

- be able to learn within an application context
- be able to use knowledge and skills at various levels of application and contexts
- have the ability to share and access knowledge

So that

You can make a real contribution to furthering knowledge.

Behavioural indicators

Ability to learn within an application context

- You combine your own knowledge and experience with that of others to create new knowledge that can be used in professional practice.
- You motivate others to share and combine their expertise.
- You integrate new knowledge into existing knowledge.
- You look for connections between the knowledge and experience of individual team members and bring them together whenever possible.

Ability to apply knowledge and skills at various levels of application and contexts

- You recognise the fundamental principles (patterns) underlying events.
- You use your knowledge and skills within different contexts.
- Ability to share and access knowledge.
- You actively share your own knowledge and experience with others.
- You actively seek knowledge and share it efficiently.

5. Knowledge creation

Role: Knowledge producer
 Domain: Innovative professional practice
 Specification: Knowledge creation

Competence

In continually improving his or her knowledge and keeping up to date, the student not only learns within a formal context (like school), but also expands his or her expertise by learning in a workplace setting.

Context

With the rapid development of new information technologies, knowledge is expanding at an increasing rate and is available virtually on demand, and new knowledge can be disseminated just as fast. It is no longer enough to know your facts and know how to apply them. The knowledge you need most in an innovation setting is often called 'broad knowledge'. It is all about knowing the causes of many different phenomena, how things work, and understanding principles and processes (knowing who can provide ideas or specific know-how). This is particularly important because factual knowledge can become outdated (especially concrete findings), whereas knowledge of first principles (underlying these findings) does not date so quickly.

You are expected to develop a 'what if...' approach to learning. This means that you dare to ask critical questions about cause and effect. You learn to comprehend the connections and patterns in what happens in professional practice, but also to have a critical, enquiring and learning attitude. You want to uncover these cause-effect relationships and are a critical user of knowledge. Above all, you measure the value of a theory by its usefulness in solving problems you encounter in your work. You do not blindly follow any particular set of ideas. You find out, working with and in dialogue with other professionals, whether something will work and how it actually works in practice. In the process, you learn how to combine your knowledge and experience with those of others and discover what works, creating new knowledge which can be put to use in professional practice. In addition, you are able to critically assess what the 'active ingredients' are, discovering the value of the chosen approach and the driving principles (which determine how it works). You quickly learn to play with your knowledge. You discover that theories and ideas from other disciplines can also be useful or made suitable for another context. You will also discover that knowledge you acquired for another purpose can also be of practical use in your work. In short, you discover, experiment, apply your knowledge, test how it works, and so generate new knowledge. This is officially called 'productive learning' and 'far transfer'.

You realise how important it is to share knowledge with others. You are also aware that others have knowledge you can benefit from. And so you look for effective and efficient ways to find the knowledge and experience others are willing to share or exchange. You already know how ICT quickly and easily opens doors to a rich knowledge environment. Social media such as Web 2.0 will become an increasingly useful platform for staying informed and sharing recently acquired new knowledge.

To

Continually work on growing your knowledge within an innovative learning environment

You must

1. be able to learn within an application context
2. be able to use knowledge and skills at various levels of application and contexts
3. have the ability to share and access knowledge

So that

You can make a real contribution to furthering knowledge.

Behavioural indicators

Being able to develop knowledge within an application context

- You are able to make use of other people's knowledge and practical experience to strengthen your own so that you develop new knowledge that takes the professional practice further; you innovate
- You are open to the contribution of other people's expertise and you actively invite them to contribute
- You build on existing knowledge and are able to connect the newly developed knowledge to the 'old'

Being able to apply knowledge and skills at various levels and in various contexts

- You make use of knowledge from different areas of expertise in order to discover patterns in problems
- You apply the knowledge and information thus acquired to develop or design new solutions
- You demonstrate awareness of the effect of social, economic, technical, ethical and/or psychological factors that could help to find the answers to problems you are working on

The ability to share and access knowledge

- You actively share the knowledge and experience you have gained in practice with other people
- You actively look for new knowledge and for effective ways of accessing and sharing new knowledge. You do this in a way that is appropriate for your professional practice and you are able to substantiate your choices in this matter
- You look for connections that go beyond the shared knowledge and experience of team members and help them to understand these connections

Quotes

- ▶ The quotes included in this guide are taken from 'Gesprekken met honours-studenten' written by Josephine Lappia, Ron Weerheijm, Albert Pilot and Pierre van Eijl (2014).

Honours programme

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