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PROFESSIONAL WORKPLACES:

THE WIN-PROJECT
(WORKPLACE INSTRUMENT)

THIS PROJECT IS AN INITIATIVE OF THE PEOPLE AND SOCIETY DOMAIN. IT INVOLVES COLLABORATION BETWEEN

FONTYS SCHOOL OF PEOPLE AND HEALTH STUDIES
FONTYS SCHOOL FOR ALLIED HEALTH PROFESSIONS
FONTYS SCHOOL OF PEDAGOGICAL STUDIES
FONTYS SCHOOL OF SPORT STUDIES
FONTYS SCHOOL OF HRM AND PSYCHOLOGY
FONTYS SCHOOL OF SOCIAL STUDIES
FONTYS SCHOOL OF INFORMATION AND COMMUNICATION TECHNOLOGIES



FOIN-190032





“The main question is: what works, for whom and under what circumstances?,,

Receiving education in a classroom is becoming less and less the norm. But what is the alternative?

Fontys is focusing on the further development of Professional Workplaces (PW), within which boundaries between education and professional practice and between education and research are transcended.

The main objective of the project is the further development of Professional Workplaces. This is achieved by developing instruments for the evaluation and improvement of the quality of collaboration within the PWs. The four-year WIN project consists of four phases. Each phase of the project covers a year.

In phases 1 and 2, research will be carried out with a view to the development of a definition, model and indicators for the quality of PWs. An answer

to the following question will be sought: what works, for whom and under which circumstances?

The insights gained in phases 1 and 2 will be incorporated into a theoretical model. In phases 3 and 4, a self-evaluation instrument will be developed based on this model, as well as supportive tools and modules that will help PWs to strengthen their quality. Implementation and dissemination will also take place in these phases. Communication on and sharing knowledge about the research results and the instrument are important activities in all four phases.

The explicit intention is to actively involve various stakeholders (lecturers, students, professionals, clients, managers) in all the phases of the project and to encourage collaboration and the sharing of knowledge between the stakeholders and study programmes involved.

PHASES WIN-PROJECT



- Literature review
- Field trips and interviews

Phase 1: Development of definition and model PW

- Multiple casestudies via mixed-method design (literature review, observation, surveys and interviews)

Phase 2: Validating and refining model

- Identifying indicators for quality of PW and design of instrument
- Testing of instrument in recognized PW

Phase 3: Development of selfevaluation instrument

Phase 4: Implementation and dissemination

- Developing tools to strengthen quality of PW
- Implementing, testing, and evaluating the developed instrument in a broader context

WHAT ARE PROFESSIONAL WORKPLACES?

Professional workplaces are long-term collaborations between, at a minimum, a higher education institution and a public organisation that are physically situated in the professional field. Professionals, students, lecturers, clients and other stakeholders learn, investigate and collaborate in these authentic environments in such a way that there is continuous development for those involved, for the environment and for the provision of services. Working together with a focus on learning and researching facilitates an alignment of the interests of those involved and the representation of these interests in shared objectives.

Characteristics PW:

1. Are created and intended as long-term collaborations across different sectors between, at a minimum, a higher education institution and a public organisation, physically situated in the professional field;
2. Are jointly-owned partnerships which are accountable to the organisations involved;
3. Are authentic learning and working environments organised around the provision of services by the public organisation, with direct contact to the client, and in which processes and actions immediately impact the client;
4. Are open environments, in which, at a minimum, students, professionals, lecturers and clients engage, and in which the continuity of the collaboration is guaranteed by long-term participation of a number of stakeholders in core roles (boundary crossers, role models, managers);
5. Include a comparatively high number of students, acting as catalysts of change in professional practice;
6. Contain activities and objects that help transcend boundaries and promote relationships in the triad of education, research and professional practice;
7. Contribute to the continuous improvement of professional practice by aligning and assessing explicitly and continuously the individual and collective objectives of those involved;
8. Contain consciously designed roles, including at least the role of a role model and a boundary crosser, who align interests, streamline activities and facilitate a development-oriented culture;
9. Facilitate a development-oriented culture and a continuous and powerful learning process for students, professionals and other parties involved. Do this in such a way that all involved learn, research and work together in an equal and mutually beneficial way.