



► FOR SOCIETY

# STUDENT COACHING FRAMEWORK

Fontys University of  
Applied Sciences  
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## STUDENT COACHING

Fontys helps students discover where their talents lie and how they can project a distinct identity within their future field - be it as a specialist, generalist or any combination of the two. Students take control, are given freedom of choice and movement to do so, and learn from the choices they make. Within this talent-oriented education, it is possible for everyone to find a suitable path that matches their own desires and abilities. Learning can happen any time, anywhere. Learning, thinking and working across boundaries is natural for our students, and for us. Students know they are seen, heard and valued at Fontys. They feel at home.

Within talent-oriented education, student coaching is an important tool to challenge and support students in taking control, finding and developing their own personal and professional identity, and crossing the boundaries of disciplines as required by the field of work. This gives students opportunities to develop other skills, such as career and life skills. It requires student coaching that supports healthy, high-achieving and happy studying, or: learning to flourish.

This framework clarifies what students can expect from Fontys, what Fontys expects from employees and what employees can expect from Fontys within talent-oriented education. This helps us fulfil the crucial role that student coaching has within talent-oriented education. And to organise and professionalise student coaching even better.

## Student coaching within the five principles of learning

Coaches guide students in the study programme during their personal and professional learning pathway. Within Fontys, we work according to the five principles of learning. Below, we describe the role student coaching has within these principles.

### 1. Everyone is challenged to discover and develop their talents to their full potential

This involves guidance in study choices, career development, encouraging and guiding personal growth, and strengthening the personal and professional identity of all students. Attention to developing career and life skills, learning to choose and learning to take control is therefore important. And that includes being comfortable in your own skin and feeling at home as prerequisites for learning.

### 2. Wherever possible, learning takes place in an authentic learning environment

The lecturers, student coaches, the field of work and the student work together and recognise each other as equal partners in the context of this collaboration. Trust and openness are the foundation. Coaching in the authentic learning environment contributes towards shaping a personal and professional identity, and ensures that students learn to make choices that contribute to their profiling as professionals. This requires attention to student self-awareness, self-reflection and self-regulation.

### 3. Learning is acquiring knowledge and skills, exploring and experiencing together

Coaching students also includes learning to deal with challenges and setbacks, celebrating successes, encouraging self-reflection and developing the ability to learn independently. We create inclusive and socially safe learning environments for students, both within Fontys and in the field of work, so that they feel connected. Ultimately, all of this forms the core of the learning process that allows students to contribute to society and the field of work both now and later.

### 4. De student is the owner of their learning process

Students are coached to learn how to take control so they can make informed choices. This requires an understanding of their own talents, desires, skills and abilities. This empowers students to make decisions that align with their individual interests and values. They then have the ability to act in society based on these values and make decisions that contribute to their own and everyone's well-being.

### 5. Learning takes place in an environment where the ability to study is paramount

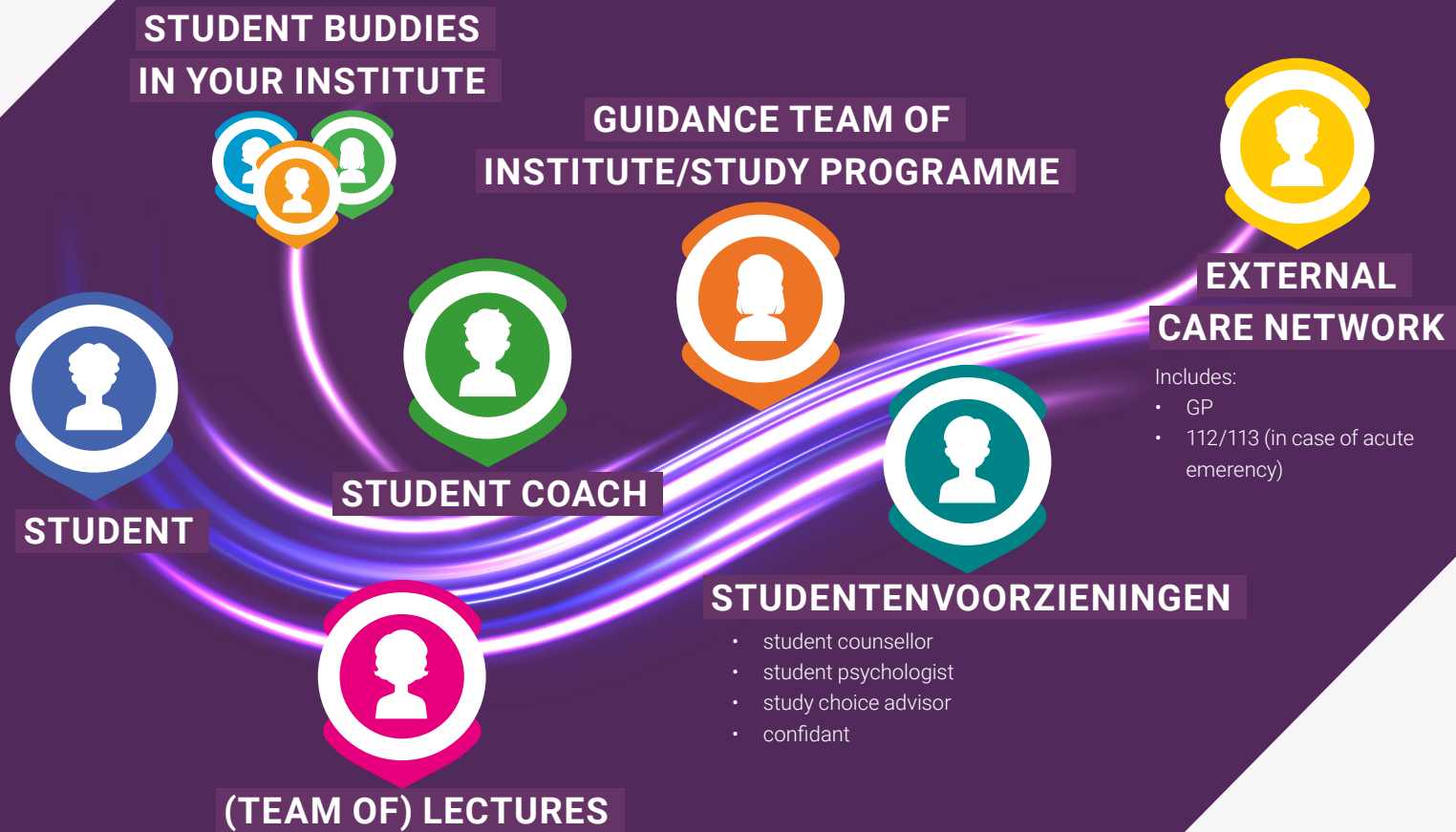
Coaching supports students in their ability to discuss and cope with challenges. Neither the student nor the coaches are alone. Extra support is provided in an accessible way by Fontys Student Facilities.

# > STUDENT COACHING FRAMEWORK

We shape student coaching within Fontys using the guidance chain.

This consists of all the roles involved in student coaching.

## GUIDANCE CHAIN





## STUDENT

You demonstrate a proactive attitude in your learning and are responsible for communicating your coaching needs. You actively participate in the coaching offered. You are responsible for establishing and adjusting your personal learning pathway and record the agreements made in MyCoach<sup>1</sup>.

You have a competent student coach who supports you and redirects you when and if necessary. Your student coach is your first point of contact.

### (Team of) lecturers

Coaches you on:

- learning to navigate your learning process;
- the ability to demonstrate learning outcomes;
- establishing and adjusting your dynamic study plan;
- learning to work together in a group;
- your professional development.

### Student coach

Coaches you on:

- learning to flourish through your learning process;
- your personal development, as well as the development of your professional identity;
- your study career, taking into account any special circumstances;
- establishing and adjusting your personal learning pathway in MyCoach; and monitoring your progress and development.

### Guidance team

Coaches you on:

- more specific and/or serious requests for help in relation to your studies within Fontys; and
- is a sparring partner for your student coach on support questions; and
- is the link between Fontys Student Facilities and your institute in the area of student coaching.

### Fontys Student Facilities

Coaches you on/or refers you in:

- special and/or personal circumstances that cannot be addressed in education;
  - questions concerning study choice;
  - requesting additional facilities;
  - questions regarding social safety (together with a Fontys confidant);
- and organises (self-help) modules and training (for example, in finances, concentration and procrastination, perfectionism, relationship problems, worries and learning to choose).

You can find Student Facilities at **Fontys Helps**.

### External care network

For additional requests for help:

- GP (including referral for psychological help, help with addiction issues and psychodiagnostic examination);
- 112/113 in case of acute emergency.

<sup>1</sup> MyCoach is the application in which the agreements regarding student coaching between student and student coach are recorded



## > (TEAM OF) LECTURES

Group of lecturers that has expertise in nurturing and encouraging students in demonstrating learning outcomes.

### Your qualities

- an inquisitive, open attitude toward students and coaching (interview) skills;
- feedback literate;
- ability to use expertise flexibly to help students demonstrate learning outcomes;
- coaching of group processes and group dynamics;
- demonstrating exemplary behaviour.

### Your responsibilities

- teaching students how to navigate their learning process and how to establish and adjust their study plan;
- teaching students how to discover and use their talents;
- supporting and enhancing student self-direction;
- teaching students how to give development-oriented feedback;
- providing feedback for learning and performance feedback in relation to learning outcomes, including professional identity;
- teaching students how to work together in a group;
- identifying and discussing impeding factors in the student's learning process and/or referring them to a student coach or other resources;
- pedagogical-didactic coaching;
- collaboration and alignment in the team of lecturers (calibration and peer review).

### What can you expect from Fontys?

- sufficient time and facilitation to fulfil your role on the team of lecturers and to continue to develop in that role;
- peer review and calibration sessions to learn together;
- student coaching network and other networks you can join;
- the opportunity to develop based on learning outcomes so that you are sufficiently competent to guide students in their learning process.

### Sources

Various professional development activities are available through [hub.fontys.nl](https://hub.fontys.nl) to reinforce this role.

You can find various resources for students at [fontys.nl/fontyshelpt](https://fontys.nl/fontyshelpt).

At [fontys.nl/studentcoaching](https://fontys.nl/studentcoaching), you can find information on the following:

- to whom you can refer students for additional help;
- how to join our student coaching network;
- professional development opportunities;
- sparring with a student counsellor, among others;
- confidants;
- social safety action guidelines;
- treatment guidelines for (suspected) suicide threats.



## > STUDENT COACH

The student coach is the first point of contact for the student and coaches the student in personal development and professional identity formation, as well as encouraging study progress and helping to make choices regarding profiling options.

### Your qualities

- coaching (interview) skills;
- recognising and encouraging student ambitions and talents;
- motivational interview techniques;
- support and reinforcement of student self-direction;
- identifying and providing support in relation to personal circumstances or other well-being issues;
- advising on study-related topics;
- referral to appropriate help within and outside Fontys;
- providing (options for) social and emotional support.

### Your responsibilities

You coach on:

- teaching students to flourish through their learning process;
  - personal development as well as the development of professional identity;
  - study career, taking into account any special circumstances;
  - establishing and adjusting the personal learning pathway;
  - supporting and reinforcing self-direction within the opportunities and frameworks provided by the study programme;
- and you:

- monitor student development;
- are the first point of contact for the student;
- prepare the draft recommendation on continuation of studies for the examination board in the first year. The competence of student coaches in the first year is therefore essential to arriving at the appropriate recommendation on continuation of studies;
- ensure that the student, together with the team of lecturers, creates and records a study plan in Mycoach. The student coach then adopts this study plan with the student;
- invite students to share and discuss potential study obstacles;
- are an active member of the student coaching network, keeping abreast of Fontys developments and able to submit questions and cases to and learn together with fellow coaches.

### What can you expect from Fontys?

- sufficient time and facilitation to fulfil your role as a student coach and to continue to develop in that role;
- the opportunity to develop based on learning outcomes so that you are sufficiently competent to coach students throughout their studies;
- peer review and calibration sessions to learn together;
- student coaching network and other networks you can join.

### Sources

Various professional development activities are available through [hub.fontys.nl](https://hub.fontys.nl) to reinforce this role. You can find various resources for students at [fontys.nl/fontyshelpt](https://fontys.nl/fontyshelpt). At [fontys.nl/studentcoaching](https://fontys.nl/studentcoaching), you can find the following information:

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- treatment guidelines for (suspected) suicide threats.



## > GUIDANCE TEAM IN INSTITUTE

Any student can make an appointment with the guidance team within the institute. The guidance team is an integral part of the guidance chain.

### Qualities of guidance team

- coaches students with more intensive or more specific requests for help in relation to studying within Fontys;
- is a sparring partner for student coaches with support questions;
- is the link between Fontys Student Facilities and their own institute in the area of student coaching;
- is an active member of the student coaching network, keeping abreast of Fontys developments and able to submit questions and cases to and learn with fellow coaches;
- organises peer reviews for colleagues, thinks about guidance directions, and shares knowledge within the organisation.

### Responsibilities

- coaches students with more intensive or more specific requests for help in relation to studying;
- is a sparring partner for student coaches with support questions;
- is the link between Fontys Student Facilities and their own institute in the area of student coaching;
- is an active member of the student coaching network, keeping abreast of Fontys developments and able to submit questions and cases to and learn with fellow coaches;
- organises peer reviews for colleagues, thinks about guidance directions, and shares knowledge within the organisation.

### What can you expect from Fontys?

- sufficient facilitation to meet the needs of the student population;
- structural collaboration with/from second-line counselling;
- professional development opportunities through:
  - peer review and by second-line colleagues
  - training/knowledge sessions/webinars from [hub.fontys.nl](https://hub.fontys.nl)
  - train-the-trainer offerings from Fontys student facilities
  - training by study choice advisors, student counsellors and/or student psychologists from Fontys Student Facilities;
- the opportunity to develop based on learning outcomes so that you are sufficiently competent to coach students with specific help issues and professionalise colleagues in coaching.

### Sources

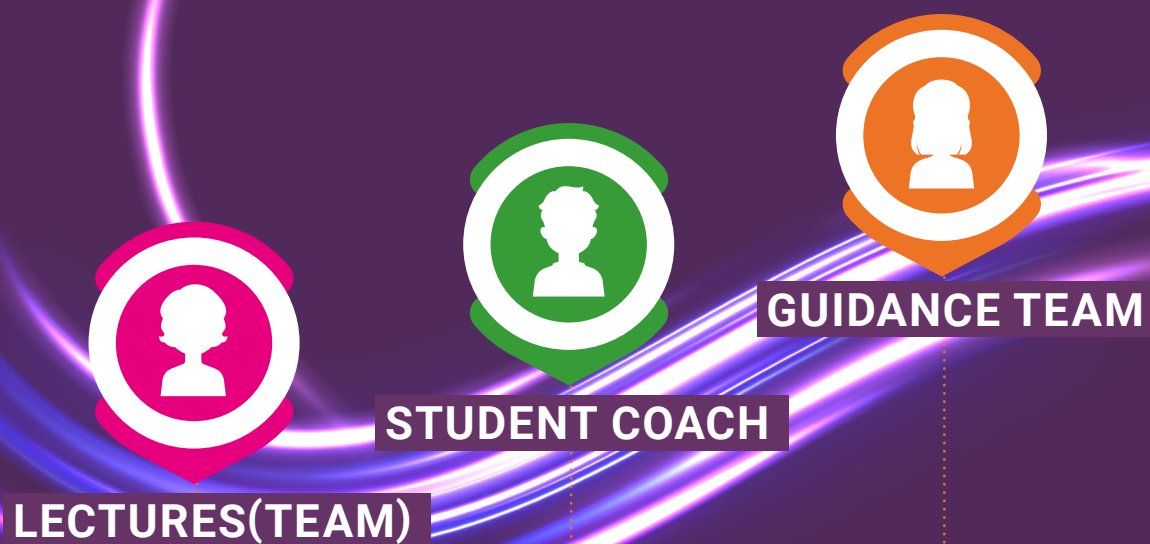
At [fontys.nl/studentcoaching](https://fontys.nl/studentcoaching), you can find information on the following:



- to whom you can refer students;
- the student coaching network;
- professional development opportunities;
- sparring with a student counsellor, among others;
- confidants;
- social safety action guidelines;
- treatment guidelines for (suspected) suicide threats;
- You can refer students for additional help through [fontys.nl/fontyshelpt](https://fontys.nl/fontyshelpt).

Various guidelines, tools and instruments are available to reinforce this role via [fontys.nl/studentcoaching](https://fontys.nl/studentcoaching) and [hub.fontys.nl](https://hub.fontys.nl).







	<p>Identify and refer to student coach in relation to personal circumstances.</p>	<p>Refer to or consult with the guidance team for more specific and/or serious requests for help in relation to studying within Fontys. Refer to student counsellors to request additional facilities.</p>	<p>Coach on more specific and/or serious requests for help in relation to studying within Fontys. And are in close contact with Fontys student facilities.</p>
	<p>Take no substantive actions yourself if it is not part of your job. Do not ignore, but do refer.</p>		



# STUDENT COACHING LEARNING OUTCOMES

## (Team of) lecturers

- The lecturer designs learning activities that align with students' learning goals and starting situations, using didactic principles.
- The lecturer uses coaching skills to guide students in their learning process, paying attention to individual learning needs.
- The lecturer provides constructive learning and performance feedback that contributes to students taking control of their own learning process.
- The lecturer creates and maintains a safe and inclusive learning environment in which students feel valued and supported.
- The lecturer encourages students to flourish, identifies challenges, helps normalise them and refers the student to the student coach if necessary.

## Student coach

- The student coach uses a variety of coaching techniques appropriate to the learning processes and needs of students.
- The student coach supports students in finding and developing their professional identity and talents.
- The student coach encourages students to flourish, identifies challenges and helps normalise them.
- The student coach refers students to the guidance team or other relevant guidance partners in a timely manner when specialised support is needed.
- The student coach serves as a role model and continues to develop themselves as a coach.

## Guidance team

- The guidance team uses specialised coaching techniques to support colleagues with specific guidance questions and to assist individual students with specific support needs.
- The guidance team facilitates peer reviews and calibration sessions for student coaches within the institute.
- Upon request, the guidance team provides additional professional development opportunities to colleagues in the area of coaching.

All learning outcomes listed here are aligned with the Fontys lecturer competencies (drawn up by HR&O) and embedded in the Fontys BKO/MKO/SKO systematics and professionalisation.

## > SOURCES & FURTHER READING

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Mittendorff, Kariene & Visscher-Voerman, Irene. (2019). *Lecturer as coach of the learning process - Education Innovation* June 2019.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78

Trimbos Institute, ECIO and RIVM. (2023). *Harder, better, faster, stronger?* A study into the risk factors and solutions of student achievement pressure and stress - Report. Rijksoverheid.nl

### **Online:**

[Learning to Flourish | Fontys](#)

<https://www.fontys.nl/Download/Samen-leren-floreren-lectorale-rede-Evelyne-Meens.htm>

<https://www.fontys.nl/Onderzoek/Leren-floreren/Kennisdeling/Student-aan-het-roer.htm>

[Studentwelfare on the map](#)

[All about the 8 Fontys roles en basic attitude of a learning collaborative professional](#)

This framework was prepared by Fontys MC and PR, Fontys SV and Fontys O&O.