

> TALENT-ORIENTED EDUCATION FRAMEWORK

Thriving in changing circumstances

From typewriter to ChatGPT. From waiting in traffic jams to working from home. The field of work today looks different to the field of work a year, five years, or ten years from now. This requires professionals who can confidently navigate through and thrive in changing circumstances. To that end, we educate students to have a solid knowledge base and an eagerness to keep learning: talent-oriented education.

Fontys helps students discover where their talents lie and how they can project a distinct professional identity within their future field. As a specialist, generalist or any combination of the two. Students take control, gain more freedom and learn from the choices they make. In our educational environment, students can find a way that fits their capabilities and needs. Learning can happen any time, anywhere. Learning, thinking and working across boundaries is natural for our students, and for us. It is based on a solid foundation in subject matter expertise, interpersonal skills and the ability to work on complex and multidisciplinary issues. Students know that they are seen and valued at Fontys. They feel at home.

How do we do that?

Learning and working across the boundaries of study programmes requires Fontys-wide collaboration. Talent-oriented education is implemented in phases - the outcome is fixed, but the steps each study programme and institute take towards it are different. Basic agreements help us move forward together. These agreements are linked to the [five principles of learning](#), the Fontys principles for designing education. Naturally, we also comply with laws and regulations and the [NVAO framework](#).

Principle 1: Everyone is challenged to discover and develop their talents to their full potential

Learning improves when you are challenged to use and develop your talents and skills in preparation for professional practice. It is from this perspective that we design our education. With a coherent educational programme within and between institutes, we help our students discover their talents and encourage their development. Lecturers play a crucial role in this and so coincidentally develop themselves along the way.

Basic agreements

- We work with learning outcomes. We organise these into task areas that are recognisable to the field of work. These task areas constitute study units of 15 or 30 credits. This allows students to visualise their learning trajectory over a longer period of time.
- Fontys study programmes with the same national vocational or training profile align the learning outcomes and their grouping into study units. This allows students to optimally benefit from the various learning contexts at Fontys.
- The bachelor's degree has a unit of study with a 30 credit free learning space (minor) in the post-propaedeutic phase. Students are free to decide how to fill this space. This can be done both within and outside Fontys.
- Bachelor's degree programmes consist solely of a propaedeutic and post-propaedeutic phase. The associate degrees and master's degrees both have one training stage.

Principle 2: Wherever possible, learning takes place in an authentic learning environment

When new knowledge and skills are both applied and gathered in realistic situations, they have greater meaning and allow for deeper learning. That's why, together with our students, we focus on issues in the world around us, from the regional to the global level. We teach students how to look for solutions that fit the context. Lecturers, researchers and students work intensively with the field of work to shape the learning environment..

Basic agreements

- [Authentic professional practice](#) is central: students learn and work in the concrete professional context or a learning environment that approximates it.
- Working on authentic (social) issues together with students, lecturers, researchers and professionals from other disciplines is embedded in the learning outcomes.

Principle 3: Learning is acquiring knowledge and skills, exploring and experiencing together

Learning is more than memorisation. It is also a process of becoming a self-thinking and responsible person. With us, students develop their inquisitive skills. That means being open to knowledge, but also approaching that knowledge critically and building on it where possible to arrive at new insights. Learning is also a process of social interaction: students, lecturers, researchers and experts in professional practice are engaged and connected. We encourage and facilitate this collaboration. This helps develop deeper knowledge and optimal learning for everyone involved.

Basic agreements

- Collaborative learning, working and research is embedded in the learning outcomes.
- Educational activities consist of a well-considered mix of online and face-to-face opportunities that reinforce each other.

Principle 4: The student is the owner of their learning process

We teach students to take control of their learning: we give them as much control as possible over where, when, how and what they learn and provide structure and educational activities befitting the student's level. In this way, students are students take ownership of their own portfolio their own portfolio: the body of accumulated experience, knowledge and skills. In doing so, we offer optimal insight into the development of their professional identity.

Basic agreements

- Each student is guided by a student coach in learning how to make choices and take charge of their personal learning path.
- Each student has a dynamic study plan that defines how the learning path will take shape.
- Each student builds a portfolio which functions to learn and to demonstrate learning outcomes. In doing so, students learn from feedback to take the next step in their own development. In addition, each student is given the freedom to provide their own appropriate evidence in addition to any mandatory¹ materials.

Principle 5: Learning takes place in an environment where the ability to study is prioritised

We offer students the right balance of challenge and support. This is why we make conscious, careful choices in formulating learning outcomes, the manner of assessment, the design of our educational programmes, teaching spaces and scheduling.

Basic agreements

- Each study programme has a suggested learning path. Within this, assessment and teaching activities are aligned with learning outcomes.
- Every study programme works with the Fontys-wide [framework for assessment quality](#).
- Educational activities are offered per semester in two units of 15 credits (consecutive or parallel) or one unit of 30 credits.²
- We work with the processes and systems as are established by Fontys.

1 For example an analysis, a design or prototype, the result of a (knowledge) test taken under controlled conditions or a research report.

2 Educational activities for part-time programmes are offered in at least one unit of 15 credits per semester or in one unit of 30 credits per academic year.