



X-STYLE

GUIDE OF THE X-HONOURS PROGRAMME

2022-2023



university of applied sciences

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X-HONOURS

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This document describes the mission, vision and elaboration of X-Honours, the honours programme of NHL Stenden University of Applied Science. It starts with the basic principles followed by a description of the X-Honours course, the credits, the process of certification and the role of coaching. The related pillars and competence levels are discussed and explained. This document replaces previous guides and is applicable regardless of the year of commencement. This guide is intended to provide basic information about the programme. Detailed information can be found in the dedicated MS teams environment for students. An exemption is made for students finalizing level 3 in the first semester of the academic year 2022-2023.



1. BASIC PRINCIPLES OF X-HONOURS

1.1 Mission

X-Honours provides a challenging environment and community within NHL Stenden for students who want more, are able to do more, or want to be able to do more than their study programme has to offer. This in order to develop individually and professionally, broaden and/or deepen their expertise and skills complementary to their programme, with the aim of developing competences that go beyond those of their studies and domains.

1.2 NHL Stenden's vision on honours education

Our vision on honours education is as follows:

- Honours students define their own learning outcomes. They shape and conduct their own learning process and assess themselves accordingly to their own set requirements.
- Honours students are continuously developing themselves and purposefully seek appropriate learning activities: projects and activities that match their goals and ambitions, and that yield growth within the X-Honours pillars.
- Students acquire expertise and skills that lie beyond the scope of their study programme by collaborating with students and professionals from other study programmes and domains.
- Students and lecturers/ coaches learn from and with each other, inspire each other, and challenge each other.

1.3 Study process

The following principles are applied to achieve this:

- We provide a community of learning in which students, lecturers, and other professionals from different study programmes learn and share knowledge together. In this way, students from various study programmes and domains learn from and with each other, inspire each other, and challenge themselves and each other.
- Students learn to assess issues from various perspectives, keeping in mind different interests, in a multidisciplinary and interdisciplinary.
- Students develop learning outcomes that lie beyond their study programme and/or require a bigger effort than needed for their study programme.
- X-Honours provides students the opportunity to build a network with a range of expertise (students from their own and other study programmes and domains, external parties, lecturers, etc.).
- In X-Honours, students continuously develop competences that are linked to the six pillars; personal leadership, value driven vision, entrepreneurial behaviour, interdisciplinary collaboration, innovative behaviour, and a free pillar being a topic of the student's own choice.
- Lecturers coach the individual and group learning process, participate in developing for challenging activities with the students, and provide input. In this way, students and lecturers contribute together to challenging, meaningful, extracurricular honours education.
- Students acquire systematic and professional working methods in projects, that reinforces and complement regular education.

X-Honours is not just about mastering competences, but it particularly focuses on the learning process during the projects/activities and the student's individual role to and the related activities. In order to go through a meaningful and effective process, students set themselves challenging learning goals. Figure 1 represents this cycle.

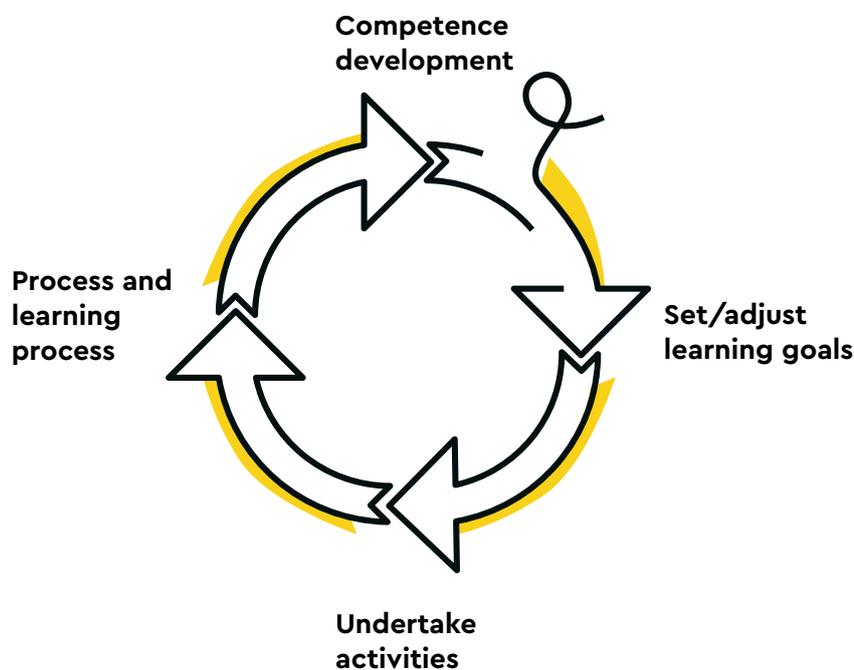


Figure 1. Vision on development of competences in X-Honours

2. THREE BOXES AND LEVELS

In the honours programme, students develop within three boxes in which ECTS can be obtained per box: explore, execute and experience. The number of ECTS depends on the level of the study: Associate degree 15 ECTS, Bachelor 30 ECTS and Master 10 ECTS.

Depending on the level at which the student wishes to complete the honours programme, the duration varies and coincides with the duration of the study programme: level 5 (associate degree) is 2 years, level 6 (bachelor) is 4 years and level 7 (master) is 1 year.

2.1 Box 1: Explore

In Box 1, explore, students immerses themselves in the Honours programme and is taught the basics needed to succeed. This part includes a compulsory onboarding that will result in 4 ECTS. The remaining ECTS are credited when the other boxes are completed by presenting the showcase and portfolio.

2.2 Box 2: Execute

In box 2, execute, student develops and/or participates in activities that contribute to the achievement of the intended learning outcomes. These may be projects, courses other than the student's own programme, organising inspiration sessions for the Honours learning community, contributing to and/or assisting with university or Honours-related activities such as marketing, open days, social media, etc.. In order to obtain the credits, the student must submit a plan of approach for each component to the coach, stating the intended number of ECTS to be obtained.

2.3 Box 3: Experience

In box 3, experience, the student undergoes and creates experiences that contribute to the achievement of the intended learning outcomes. Whereas in Box 2 the emphasis is on doing, in Box 3 the emphasis is on experiencing. This includes participation in conferences, RUN-EU projects, Grand Tour participation or exchange programmes. Of course, these are activities that are outside the own curriculum or a broadening/deepening of the own curriculum. In order to obtain the credits, the student must submit a plan of approach for each component to the coach, stating the intended number of ECTS to be obtained.

3. LEARNING OUTCOMES, NLQF AND DUBLIN DESCRIPTORS

Student activities at all levels revolve around six pillars: five fixed pillars (personal leadership, value driven behaviour, entrepreneurial behaviour, interdisciplinary collaboration, and innovative behaviour) and a pillar defined by the students themselves, for which they formulate a theme/subject to which they can link short-term and long-term objectives for their development.

The X-Honours programme has three output levels. The intended learning outcomes must be in accordance with these levels. The levels that are maintained are formulated according to the NLQF and the Dublin descriptors. In Box 1, explore, students are trained during the onboarding component to formulate learning outcomes in accordance with the described levels. Students enrolled for the Associate degree are required to describe learning outcomes at level 5. Bachelor at level 6 and Master at level 7. The description of the NLQF and the Dublin descriptors can be found for students in the team environment of X-Honours.



4. CERTIFICATION

Certificates will be awarded twice a year at a celebratory gathering. To attain a certificate, students must perform the following:

4.1 Showcase (formative assessment)

Students must organise a showcase meeting where they demonstrate the activities in which they engaged and the outcomes of these (regarding the project results and the individual learning process). Here, the student will collect feedback from at least three relevant people, one of which being the coach.

The objective of the showcase is twofold:

1. To show over the underlying period:

- one or more projects/activities (the task)
- what has been achieved, or not (the results)
- how the student handled it (the process)
- how this all relates to the pillars
- some information about what is learned

2. To gather feedback and input (for the portfolio)

The student is responsible for gathering feedback in a format of their own choice. Important is that feedback is recorded or captured. The main points of feedback/feedforward that is gained in the showcase, should be integrated in and reflected on in the portfolio, even if the information is not relevant according to the student.

X-Honours will organise one general showcase day, usually in the last or second to last lesson week of Period 4. Students can sign up for this day, but may also plan and organise their showcase on another date. They are free to choose an individual format that suits their style. For their showcase, students shall at least invite their coach and two or more relevant people who can provide them with meaningful feedback. They can, for example, be fellow students, experts from a project, a mentor or study career counsellor, or an internship supervisor. During a showcase, the student is in the lead, which means that they are hosts; they prepare the setting and take care of timemanagement.

4.2 Portfolio (summative assessment)

From the start of the programme, the students build a portfolio that demonstrates their development and results with regard to the pillars and matches the required level.

The purpose of the portfolio is twofold:

1. To reflect on goals, ambitions, learning process, feedback from showcase etc. with a relation to the underlying period.
2. To show the development regarding the pillars, supported by arguments and proof that the student has reached a certain level of competence.
3. The justification for the decision to classify their own performance as fulfilled.

Students can decide freely on the portfolio format and are invited to choose a creative approach. A portfolio (or portfolio attachment) must at least contain:

- Their objectives, reasons, ambitions, talents, expectations, etc. For this, students start each level by filling in a starting document(or growth document)
- Information about activities, projects and their relations to the students' progress within the pillars.
- Collected feedback (at least the feedback on the showcase, but other responses as well, such as 360o feedback, testimonials, etc.).
- Reflection on the learning process: attained learning objectives, collected feedback, revised learning objectives, and X-Honours objectives (in line with mission and vision).
- A self-assessment (including arguments and support of the attained and outstanding competences, student activities that go beyond those usually required by the study programme, and the way in which they have developed themselves complementary to their study programme (activities and projects).
- A reflection on their role in and contribution to the learning community.

For students in the X-Honours programme there's a separate document in MS Teams (section Files) about the X-Honours portfolio with the above mentioned tools/forms, more explanation and tips and tricks. Students are asked to take note of this document.

We encourage students to view their individual development and activities in a wider perspective than that of X-Honours projects. Their regular study programme itself usually also offers opportunities for activities that broaden or deepen the student profile, but are not compulsory. Also, students frequently engage privately in activities that can be linked to the pillars too. Such activities may all be included in the student portfolio as well.

Students should at all levels support what qualities they possess that are linked to that level, and support their contribution to the community. More important, they must reflect on their learning process in the underlying X-Honours programme and indicate which activities/projects were undertaken in this context. Furthermore, they must have invested a significant amount of time in addition to the time that is required for attaining the ECTS in their regular study programme.

Students can take at most one assessment per year.

Students attain a level when they meet the above requirements and when they are able to demonstrate that they:

1. have made a significant time investment in individual and professional development complementary to what is required by the study programme, or that can be seen as an effort that is not a compulsory part of the study programme
2. have made a demonstrable contribution to the learning community
3. have challenged themselves.

5. COACHING

All students will be placed in a basecamp with a coach. The coach is their primary contact and provides individual and group coaching. The coach relies on the students' initiatives and their self-management. This implies, for example, that students come forward with their coaching needs and jointly or alternatively ensure meaningful basecamp sessions.

Students are expected to dedicate their Wednesday afternoons to the programme. If this is impossible, for example because of classes or an internship, they must report this to the coach. Absent students are expected to participate and contribute to the learning community and basecamp in a different way.

Note

¹Explanation of the concepts multidisciplinary and interdisciplinary (Huibers et al., 2012, p. 16): "In a multidisciplinary collaboration, all partners work and think based in their own profession and expertise (...) The results of which are collated at a certain moment (...) The disciplines can be clearly distinguished in the [presentation of the] results. Interaction is limited to reflection on, exchange of, and building on the mutual ideas."

"In an interdisciplinary collaboration, the disciplines need one another to solve an issue. The content is determined by reciprocal influence. The resulting insights exceed the boundaries of the individual subject. The disciplines have merged and are difficult to discern in the (...) final product. The interplay is increasingly visible in the joint reflection and creation."

Reference: Huibers, J., Luitwieler, M., Martinot, N., & Meijers, A. (2012). Begrippen en definities van interdisciplinair werken [Concepts and definitions of interdisciplinary work]. Retrieved from http://finals2012magazine.artez.nl/wp-content/uploads/2012/09/CSP_BOEK_ArteZ_2012-H2.pdf

Table 1. Example of development stages per pillar

	1. Explore	2. Develop	3. Establish
<p>1. Personal leadership</p> <p>"Acquire self-knowledge, set the direction, and create impact"</p>	<p>Explore and respond</p> <ul style="list-style-type: none"> > I am aware of my strengths and my challenges. > I know my interests and understand what is useful for my development. > I have insight in my development and I set objectives. > I solicit feedback from others regularly and can reflect on it. > I have the ability to reflect on my own actions. > I can indicate what activities in the past X-Honours period resulted in which insights or skills. > I can explain what my challenges were in the previous period, what I tried (intentionally or accidentally), and what the outcomes were. 		<p>Natural behaviour</p> <ul style="list-style-type: none"> > I continuously direct my own development. I set my direction in a purposeful manner, based on prior determination of my development objectives, motivation, and methods. > I adjust my goals and direction when needed and can advocate my choices and changes. > My chosen activities for further development are deliberate and focused. > My drives and values are always reflected in my behaviour, objectives, and choices. > I am able to link acting on value(s) and the activities that I undertake. > I can provide my vision on and definition of each pillar. I am able to advocate any differing vision and definition. I have the ability to relate my actions to this. > I can assess my development regarding the pillars coherently. > I can explain my impact on my learning process. > I have impact on others and/or on society and can explain this.
<p>2. Value driven behaviour</p> <p>"Act in accordance with your values and create impact"</p>	<ul style="list-style-type: none"> > I can define the concepts of values and norms and their differences. > I am aware of my values and I am able to explain them. > I can discuss my values and standards respectfully with others. > I can explain why my values contribute to society, or not. 		<ul style="list-style-type: none"> > I know what my drives are. > I perform activities with a positive impact on myself and others/society (according to my own opinion and within my personal set of values that I can explain). > I can link my values to my personal leadership. > "My path is guided by my passion."
<p>3. Entrepreneurial behaviour</p> <p>"Recognise, seize, and create opportunities"</p>	<ul style="list-style-type: none"> > I recognise opportunities that are valuable for me and anticipate them. > I have taken risks and I am not afraid to step out of my comfort zone. > I do not wait and see but start the job and try things out. > I take part in challenging activities and projects. > I develop a network. 		<ul style="list-style-type: none"> > I scout for and create opportunities, and thereby maximise the chance of realising my goals and dreams. > I initiate a complex project and execute it with others, or I take on a leading role in a complex project. > I am accountable for the process and the results. > I have guts. I take risks and respond adequately to these risks and the outcomes. > I can persuade others. > I can make decisions and take decisive action. > I deliberately develop my network, nurture it, and use it for individual purposes. > In doing so, I recognise mutual benefits.

	1. Explore	2. Develop	3. Establish
<p>4. Interdisciplinary collaboration (see note 1)</p> <p>"Work with other subject areas and learn with and from others"</p>	<p>Multidisciplinary</p> <ul style="list-style-type: none"> > I work with people from other disciplines towards a shared goal. Based on my own study/discipline, I contribute to a component of the larger whole (e.g., with my background in ICT, I am responsible for programming an app.) > I can describe the shared goal and the path to reach it, and identify my role or task and the roles and tasks of others. > I can explain how I have broadened my expertise and skills with multidisciplinary work. > I can clarify how my expertise and skills contributed to a multidisciplinary partnership. 		<p>Interdisciplinary</p> <ul style="list-style-type: none"> > I can collaborate in an interdisciplinary manner and reflect on the collaboration. > I know the difference between multidisciplinary work and interdisciplinary work and can identify the difference in my projects. > I initiate collaborations deliberately. > I can describe what and how I learned from interdisciplinary partnerships that go beyond the scope of my studies.
<p>5. Innovative behaviour</p> <p>"Create new solutions"</p>	<ul style="list-style-type: none"> > I am able to present new solutions for existing and new problems. > I can think creatively and outside the box and I undertake activities to grow in creative and critical thinking > I have the ability to realise small improvements or innovations, or develop these further. 		<ul style="list-style-type: none"> > I can systematically come up with a new approach or innovation and develop and/or execute it. > I can give examples of how my critical thinking led to ideas for improvements and how my creativity led to solutions for this.
<p>6. Free pillar</p>	<p>The student is responsible for the formulation of their objectives and competences and the definition of the appropriate levels.</p>		<p>The student is responsible for the formulation of their objectives and competences and the definition of the appropriate levels.</p>

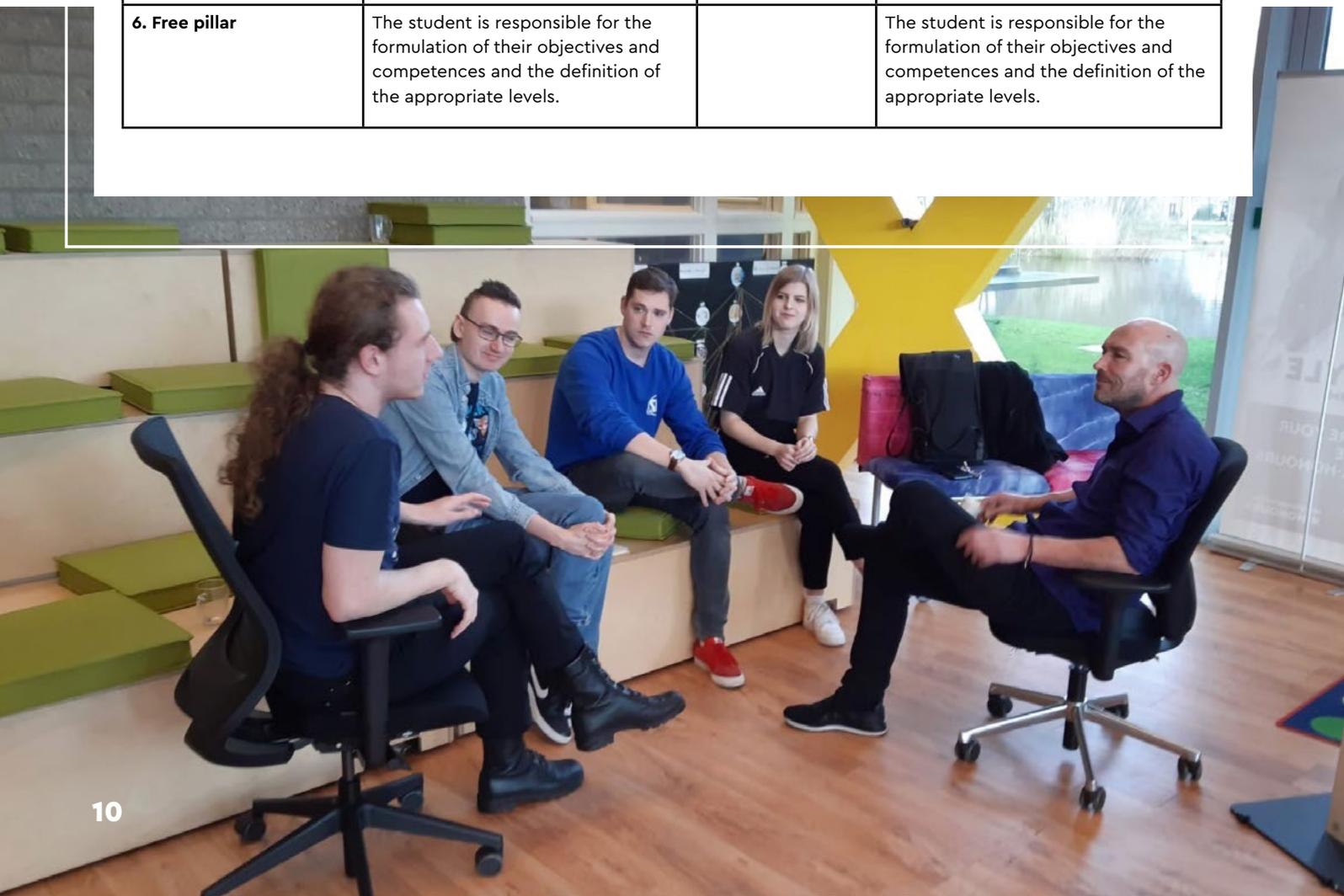


Table 2. Examples of activities per stage of development

1. Explore	2. Develop	3. Establish
<p>> A student attends Wednesday afternoon sessions, participates in a number of projects, and establishes a small project.</p> <p>> For example, a student may take part in various challenges or workshops and participate in an existing project, or initiate a smaller project; such as a camp, a hackathon, or a children's' music workshop.</p> <p>> The student explores options for level 2, brainstorms with others about setting up their own foundation or creating an app etc., builds a network, etc.</p>	<p>> The student initiates a complex project or starts to have a leading role in one, and engages in deepening activities.</p> <p>> <u>Example 1</u>: The student starts a collaboration with other students and takes the first steps for offering child help in Africa, such as the actual establishment of a foundation or exploring possible collaboration with stakeholders.</p> <p>> <u>Example 2</u>: The student starts a project with other students, aimed at developing a method to encourage people to use a bicycle for their commute to work.</p> <p>> <u>Example 3</u>: The student plans to use a 6-month period of study delay to study an additional minor Entrepreneurship and learn the Arabic language. The latter is the student's individual pillar and constitutes an addition to the student's regular study programme Integral Safety.</p> <p>> <u>Example 4</u>: The student wishes to develop research skills beyond the scope required by the study programme and completes a research internship at a lectorate.</p>	<p>> The student sets up her own, complex project or assumes leadership over one, or the student takes an existing project to the next level.</p> <p>> <u>Example 1</u>: The student further develops the Africa project, scouts for funds, organises a workshop during Africa Day, and starts with realising the goals of the foundation (help to the first child).</p> <p>> <u>Example 2</u>: In collaboration with others, the student further develops the ideas to create a prototype for an app that promotes commuting by bike. The student seeks collaboration with a municipality, aimed at the (future) realisation of the project.</p> <p>> <u>Example 3</u>: The student tries to realise an idea that was elaborated at level 2, or actually market a concept.</p> <p>> <u>Example 4</u>: The student completes an Integral Safety internship at the Ministry of Defence and combines this with the development of a Defensity College for students at universities of applied sciences. Participating students will become 'work students', who study a programme of master classes and simultaneously work at the Ministry, in addition to their regular programme. Until now, this was only an option for university students.</p>

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