Hanze

Course: Professional and personal development (PPO) dt — credits: 5

Course code	HVMB26PPO
Name	Professional and personal development (PPO) dt
Study year	2026-2027
ECTS credits	5
Language	Dutch, with parts in English
Coordinator	A.E. Bosch
Modes of delivery	Action learning Education
Assessments	Midterm plea - Portfolio assessment Nursing plea - Portfolio assessment

Learning outcomes

Area of Expertise and Learning Outcome(s)

6. Personal and Professional Development (PPO) – Levels 1 and 2

LOL 6.1 – PPO – L1 and L2

The novice practitioner reflects on meaningful situations relating to the development of personal and professional leadership.

Indicators
Description

6.1 The student reflects on meaningful situations that contribute to the development of personal and professional identity (BN2030).

6.2 The student explores the significance of nursing leadership (in practice) and reflects on the role he or she can play in this (BN2030).

6.3 The student actively examines their own behaviour, habits and workload in relation to healthy functioning (professional vitality) within professional practice (BN2030).

6.4 The early-career practitioner reflects on meaningful situations that contribute to personal and professional development at the micro and meso levels (BN2030).

6.5 The early-career practitioner reflects on a personally formulated vision of nursing leadership (BN2030).

6.6 In their reflection, the early-career professional demonstrates an understanding of the choices made to promote their own professional vitality (BN2030).

Content

In this course, students and new entrants to the profession learn that they themselves are the most important tool in nursing practice. Students and new entrants to the profession develop an understanding of how personal and professional development shape their performance as nurses. In doing so, they reflect on their own self-image, their behaviour and the effect this has on the person receiving care. The student/newly qualified nurse learns to take control of their own development and career and explores how nursing leadership takes shape in practice. Addressing these questions and applying reflection form an essential part of the programme.

Topics covered:

- Methodical reflection

- Nursing leadership

These topics are integrated into the curriculum as follows:

Full-time standard and MBO intake

For full-time students, learning to reflect and writing a reflection will take place in the core groups. During these lessons, students will learn the theory behind reflection and how to apply it. The application of reflection and its formative assessment take place during lessons in other modules.

Throughout the programme, students will collect various pieces of evidence in their portfolio to demonstrate their development.

Part-time standard, FastSwitch and Part-time transition programme

During lessons in other modules, students are challenged to continually set learning objectives, gather feedback from relevant parties and reflect. Based on the insights gained, students set new learning objectives.

Throughout the programme, students collect various pieces of evidence in their portfolio to demonstrate their development.

Competence Mastery Level 1 (CBN, 2022)

The first level involves a moderately complex context in which the focus is on the methodical application of knowledge and skills in accordance with guidelines and protocols in varying but similar situations. The nature of the task is structured, with familiar methods being applied.

The student learns to direct their own learning (self-direction) in terms of planning, motivation and reflection. Reflection is aimed at knowledge and understanding, with a focus on innovation. The guidance provided here is aimed at increasing self-direction

Competence Proficiency Level 2 (CBN, 2022)

At the second level, the context is highly complex, with the focus on acting methodically in unpredictable, complex situations. The nature

of the task is complex and unstructured. The focus is on student-led learning, with guidance provided more on an on-demand basis. Actions are carried out as independently as possible, with justification provided afterwards. Students are encouraged to independently apply (strategic) planning, self-efficacy, motivation and reflection. Reflection on actions centres on daring, willing and being, with the focus on sustainable development.

Assessment:

In this course, the competences of the student/novice professional are assessed on the basis of specific learning outcomes, with behaviours (indicators) serving as a guide. The assessment consists of a portfolio assessment, which is marked using a rubric. A student is entitled to two assessment opportunities per year.

Exemptions may be granted on the basis of previously achieved results elsewhere and/or work experience.

- TEST 01 – Midterm plea
- TEST 02 – Nursing plea

Evidence for the assessment
Reflections

Individual project

The student collects reflections to consciously reflect on experiences, behaviour or actions in order to make sense of them and learn from them.
Feedback collected that supports personal and professional development

Throughout the programme, the student collects feedback in the portfolio to demonstrate their development, through evidence gathered from 360-degree feedback sessions and short practical assessments.
Development scan

The student includes a fully completed development scan in the portfolio
Curriculum Vitae

The student includes an up-to-date curriculum vitae in the portfolio.
Outline of the professional the student has (already) become up to that point

The student includes in the portfolio an outline of the professional they have (already) become at that point. The format is open.

Included in programme(s)

Nursing
Nursing

School(s)

Health, Care & Vitality

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