Project plan Student Journey 2023-2025

Working Title	The Student Journey
OCW Theme (basic quality)	OCW 2 Better Guidance
EUR Theme (innovation)	EUR 1 Personal and Professional Development
Synopsis (short description)	The educational vision focuses on the development of personal competencies to deal with societal urgencies. In the didactical framework of impact driven education, one of the key elements is the development of a reflexive capacity (related to the Erasmian Values). With the Academic Lead of Personal Professional Development, the leadership of Impact Driven Education and with a delegation of Schools, we reflected on the outcomes of Personal Professional Development so far. Main points of enhancement of personal development programmes for students were identified. Proposal is to co-design a student journey (cross faculty) that offers a more coherent approach in the development of personal capacity of students. This provides an answer to feedback of a midterm panel of peers. The project will deliver a better alignment of educational quality across Schools. The student journey project defines touchpoints in the student journey from bachelor through master. The project aims to bring together initiatives of various schools aimed at the onboarding of students to create a sense of belonging, to understand how a programme of personal goalsetting/ a student journey can contribute to student- and study success. Next, the project develops - through sharing, evaluating best practices- a further development of the reflexive capacity of students. Quality of education will be enhanced. Lastly the project aims to optimize student guidance and guidance with a special focus on the final thesis phase.
KPI phase 1 (output, directed towards: number of courses, students, teachers, etc.)	Overview of measures in the student journey across schools. A concept framework for the student journey in the Erasmian Classroom to better understand the way we guide our students, enhance their study success. This, given the context of changing study success measures as well.
KPI phase 2 (outcome, directed towards: value for students, teachers, etc. in an embedded measurement)	All schools work at a personal journey for students. Students learn to reflect on personal capabilities. This initiative will allow to optimize measures to meet study- and study success and to further enable students to deal with societal urgencies 'the Erasmian Way'. Students enter the labor market better prepared, resilient and with the ability to relate to the abilities of themselves and others.
New programme/part of existing programme	Co-owned by the Academic Leads of Personal Professional Development and Impact Driven Education.
Project owner	Ines Labarca (IatC) and Jamie van der Klauw (support/feedback). Learning Innovators/project coordinators of all faculties are part of design team.

Governance	Assembly of Vice Deans of Education; two liaison vice deans in particular (ESPhil; ESHCC) Director of Academic Affairs.
Budget	K€ 200 for 2023/2024 and K€ 200 for 2024/2025
Project details	Timeline will be 2023 through 2025.
KPI	An inventory of the current interventions in the student journey (and effectiveness thereof). (2023) Evidence based theory + benchmark. (2023) A prototype design to be implemented in 4 to 8 bachelor- and master programmes (early 2024) Please note that all actions and measures do not add to the workload and/or redesign measures of faculties if not applicable. Input of programme committees, exam committees. Teaching and Assessment Regulations, if and when applicable. Pilot implementation 2024-2025.
HR	0,2 fte Design (Impact at the Core) 0,2 fte Design (Academic Lead PPD) 0,2 fte x 8 fte learning innovation/teaching capacity of Schools. 1,0 fte project coordination
Resources	Travel expenses (benchmark) with representation of all faculties; Rooms and Facilities, Catering and final video animation will be financed by Impact at the Core.
Risks	Lack of adaptation of a student journey within variable programme and school contexts. Mitigation: the programme defines steps that can be implemented in school specific contexts. Misalignment with portfolio designs (online&hybrid education). Mitigation: regular co-design meetings with the portfolio design. Misalignment with Impact Driven designs in Schools. Mitigation: the project will be linked to the design communities of Impact at the Core. Lack of evidence: through benchmark and literature study, as well as through design of measurement of KPI and KVI, the project will generate evidence. The link with CLI Fellows is most important.