Hanze

Course: Professional Development/Theory-Student Guidance TFA — credits: 5

Course code	VGVP25PDTTFA3
Name	Professional Development/Theory-Student Guidance TFA
Study year	2026-2027
ECTS credits	5
Language	Dutch, with parts in English, English
Coordinator	H.G. Briër
Modes of delivery	Assignment Peer feedback Self-study Tutorial
Assessments	Student Guidance TFA - Assignment Theory TFA - Other assessment

Learning outcomes

Level Orientation (semester 1-2): The student shows insight into the nature of the profession and the tasks, and sensitivity and potential for the continued acquisition of the competences.

2. RESEARCH AND REFLECTION

The student is able to critically and from multiple perspectives consider their own work and working method and that of others. This allows the student to deepen their own design or artistry, make it more layered and position.

The student has a curious, inquisitive, and entrepreneurial attitude towards other perspectives, work practices, and ways of thinking. By sharing findings with fellow students and with the professional field, the student also questions their own ways of thinking, working methods, work and positioning.

3. CONNECTING WITH THE ENVIRONMENT
The student takes position as an artist/designer, both in terms of content and relation, in the (international) contexts in which they work.

The student seeks connections with the environment in the students own way for the benefit of the work and the work process, as a method of artistic research.
The student can allow perspectives of others into the work and work process and is touched and inspired by them. These can be, for example, current developments in society, activities of fellow makers or sources from the past.

Artists/designers work in relation to and together with others. Collaboration, exchange and communication are crucial in the work process. The student actively seeks connections with others in order to advance their work. The student has insight into various forms of (collective) partnerships, both within and outside their own field.
In collaborations, the student can make an appropriate contribution and make their own voice heard, and deal inclusively with the different roles, relationships, motivations, responsibilities, interests, voices and specific qualities.

Content

The learning line professional development consists of two courses of the Theory and Student Guidance.

Theory 3 EC

You discover the contexts and concepts of current design practices linked to this semester’s majors and design dilemma.

Each of the three periods has a specific theoretical skill emphasized:

Period 1 > finding sources

Period 2 > understanding sources

Period 3 > sharing what you found out

Student Guidance 2EC

This course provides you with essential support in academic and professional development. How do you study at Minerva? Are you in the right place?

Your personal study coach will discuss your study progress, the challenges you face in the design program, and your course choices for the 4th period. The student coach can also guide you in selecting a major and electives for your second year to align with your learning goals.

This module includes mentorship, study support, and offering emotional well-being resources. You receive personalized guidance to navigate challenges, enhance your artistic growth, and prepare for professional opportunities by exploring the working field.

Included in programme(s)

Design, Major Graphic Design
Design, Major Time Based
Design, Major Product Design
Design, Major Spatial Design

School(s)

Arts, Design & Built Environment

share your talent. move the world.

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